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APPENDIX A: STATE SURVEY DATA 2015-2016

ACCESS

STATE	Name of state-funded preschool program
Alabama	First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pre-Elementary
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California SPP	California State Preschool Program
California TK	California Transitional Kindergarten (TK)
Colorado	Colorado Preschool Program
Connecticut CDCC	Connecticut Child Day Care Contracts
Connecticut SRP	Connecticut School Readiness
Connecticut Smart Start	Connecticut Smart Start
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Public Pre-K
Florida	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Hawaii	Hawaii's Executive Office on Early Learning Public Prekindergarten Program
Illinois	Illinois Preschool for All
Indiana	On My Way Pre-K
Iowa Shared Visions	Iowa Shared Visions
Iowa SWVPP	Iowa Statewide Voluntary Preschool Program
Kansas Preschool	Kansas Preschool Program
Kansas State Pre-K	Kansas State Pre-Kindergarten Program
Kentucky	Kentucky Preschool Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana LA 4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana NSECD	Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts IPLE	Massachusetts Inclusive Preschool Learning Environments Grant (IPLE) - Fund Code 391
Massachusetts UPK	Massachusetts Universal Pre-Kindergarten (UPK)
Michigan	Michigan Great Start Readiness Program
Minnesota	Minnesota Head Start
Mississippi	Mississippi Early Learning Collaborative
Missouri	Missouri Preschool Program
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada State Pre-Kindergarten Program
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 State Prekindergarten Program
North Carolina	North Carolina Pre-Kindergarten Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon	Oregon Head Start Prekindergarten
Pennsylvania RTL	Pennsylvania Ready to Learn Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K
Pennsylvania Pre-K Counts	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Prekindergarten Program
South Carolina 4K/EIA	South Carolina EIA Child Development Program (4K)
South Carolina CDEP	South Carolina Child Development Education Program (CDEP)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont	Vermont Universal Prekindergarten Program (Act 166)
Virginia	Virginia Preschool Initiative
Washington	Early Childhood Education and Assistance Program (ECEAP)
West Virginia	West Virginia Universal Pre-K
Wisconsin 4K	Wisconsin Four-Year-Old Kindergarten (4K)
Wisconsin HdSt	Wisconsin Head Start State Supplement
Guam	Guam Department of Education Pilot Prekindergarten Program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State agency with administrative authority over state preschool
Alabama	Office of School Readiness in the Alabama Department of Early Childhood Education under the Governor's Office
Alaska	Alaska Department of Education and Early Development
Arizona	First Things First
Arkansas	Arkansas Department of Education (ADE); Arkansas Department of Human Services - Division of Child Care and Early Childhood Education (DCCECE)[1]
California SPP	California Department of Education
California TK	California Department of Education[1]
Colorado	Colorado Department of Education
Connecticut CDCC	Connecticut Office of Early Childhood
Connecticut SRP	Connecticut Office of Early Childhood
Connecticut Smart Start	Connecticut Office of Early Childhood
Delaware	Department of Education, Office of Early Learning[1]
District of Columbia	Office of the State Superintendent of Education
Florida	Office of Early Learning; Florida Department of Children and Families[1]
Georgia	Bright from the Start: Georgia Department of Early Care and Learning[1]
Hawaii	Executive Office on Early Learning[1]
Illinois	Illinois State Board of Education
Indiana	Office of the Secretary of Family Social Services Administration (FSSA), Office of Early Childhood and Out-of-School Learning[1]
Iowa Shared Visions	Iowa Department of Education
Iowa SWVPP	Iowa Department of Education
Kansas Preschool	Kansas State Department of Education
Kansas State Pre-K	Kansas State Department of Education
Kentucky	Kentucky Department of Education, Office of Teaching and Learning, Division of Program Standards, School Readiness Branch
Louisiana 8(g)	Louisiana Board of Elementary and Secondary Education
Louisiana LA 4	Louisiana Department of Education
Louisiana NSECD	Louisiana Department of Education
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts IPLE	Massachusetts Department of Early Education and Care
Massachusetts UPK	Massachusetts Department of Early Education and Care
Michigan	Department of Education, Office of Great Start, Preschool and Out-of-School Time Learning
Minnesota	Minnesota Department of Education; Office of Early Learning Services; State Head Start Collaboration Office
Mississippi	Mississippi Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education: Office of Early Learning & Development
New Jersey Abbott	Department of Education, Division of Early Childhood Education; Department of Human Services, Division of Family Development; Department of Children and Families; State Head Start Collaboration Office[1]
New Jersey ECPA	Department of Education, Division of Early Childhood Education; Department of Human Services, Division of Family Development; Department of Children and Families; State Head Start Collaboration Office[1]
New Jersey ELLI	Department of Education, Division of Early Childhood Education; Department of Human Services, Division of Family Development; Department of Children and Families; State Head Start Collaboration Office[1]
New Mexico	New Mexico Public Education Department; New Mexico Children, Youth and Families Department
New York	New York State Education Department's Office of Early Learning
North Carolina	North Carolina department of Health and Human Services, Division of Child Development and Early Education[1]
Ohio	Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education, Office of Curriculum and Instruction
Oregon	Oregon Department of Education: Early Learning Division
Pennsylvania RTL	Pennsylvania Department of Education
Pennsylvania HSSAP	Pennsylvania Department of Education, Office of Child Development and Early Learning
Pennsylvania K4 & SBPK	Pennsylvania Department of Education
Pennsylvania Pre-K Counts	Pennsylvania Department of Education, Office of Child Development and Early Learning
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K/EIA	South Carolina Department of Education
South Carolina CDEP	South Carolina Department of Education; South Carolina First Steps to School Readiness[1]
Tennessee	Department of Education, Division of Early Learning and Literacy[1]
Texas	Texas Education Agency
Vermont	Vermont Agency of Education; Vermont Agency of Human Services
Virginia	Virginia Department of Education
Washington	Washington State Department of Early Learning
West Virginia	West Virginia Department of Education, Office of Early Learning; West Virginia Department of Health and Human Resources - Division of Early Care and Education[1]
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction
Guam	Guam Department of Education[1]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Geographic availability of program
Alabama	67 out of 67 counties/parishes (100%)
Alaska	11 out of 54 school districts (20%)
Arizona	24 out of 28 Regional Partnership Councils (86%)[1]
Arkansas	234 out of 238 school districts (98%)
California SPP	56 out of 58 counties/parishes (97%)
California TK	55 out of 58 counties/parishes (95%)
Colorado	175 out of 179 school districts (98%)[1]
Connecticut CDCC	48 out of 169 towns/communities (28%)[1]
Connecticut SRP	67 out of 169 towns/communities (40%)[1]
Connecticut Smart Start	13 out of 169 school districts (8%)[1]
Delaware	3 out of 3 counties/parishes (100%)[2]
District of Columbia	35 out of 64 Local Education Agency (55%)[1]
Florida	67 out of 67 school districts (100%)
Georgia	159 out of 159 school districts (100%)
Hawaii	1 out of 1 school districts (100%)[2]
Illinois	102 out of 102 counties/parishes (100%)[1]
Indiana	5 out of 92 counties/parishes (5%)[2]
Iowa Shared Visions	22 out of 336 school districts (7%)[1]
Iowa SWVPP	322 out of 336 school districts (96%)[1]
Kansas Preschool	14 out of 105 counties/parishes (13%)
Kansas State Pre-K	181 out of 286 school districts (63%)
Kentucky	173 out of 173 school districts (100%)
Louisiana 8(g)	65 out of 70 school districts (93%)
Louisiana LA 4	64 out of 70 school districts (91%)[1]
Louisiana NSECD	16 out of 64 counties/parishes (25%)[1]
Maine	135 out of 256 school administrative units (53%)[1]
Maryland	24 out of 24 school districts (100%)
Massachusetts IPLE	118 out of 351 towns/communities (34%)[1]
Massachusetts UPK	91 out of 351 towns/communities (26%)
Michigan	354 out of 540 school districts (66%)[1]
Minnesota	87 out of 87 counties/parishes (100%)
Mississippi	13 out of 144 school districts (9%)[1]
Missouri	66 out of 516 school districts (13%)[1]
Nebraska	211 out of 245 school districts (86%)
Nevada	11 out of 17 school districts (65%)[1]
New Jersey Abbott	35 out of 591 school districts (6%)[2]
New Jersey ECPA	95 out of 591 school districts (16%)
New Jersey ELLI	24 out of 591 school districts (4%)
New Mexico	62 out of 89 school districts (70%)
New York	460 out of 677 school districts (68%)
North Carolina	100 out of 100 counties/parishes (100%)
Ohio	406 out of 612 school districts (66%)[1]
Oklahoma	513 out of 516 school districts (99%)
Oregon	36 out of 36 counties/parishes (100%)
Pennsylvania RTL	18 out of 500 school districts (4%)[1]
Pennsylvania HSSAP	129 out of 500 school districts (26%)
Pennsylvania K4 & SBPK	91 out of 500 school districts (18%)
Pennsylvania Pre-K Counts	452 out of 500 school districts (90%)
Rhode Island	9 out of 40 towns/communities (23%)
South Carolina 4K/EIA	21 out of 82 school districts (26%)[1]
South Carolina CDEP	61 out of 82 school districts (74%)[2]
Tennessee	137 out of 142 school districts (96%)
Texas	1,054 out of 1,207 school districts (87%)
Vermont	368 out of 368 school districts (100%)[1]
Virginia	119 out of 135 school divisions (88%)
Washington	36 out of 39 counties/parishes (92%)[1]
West Virginia	55 out of 55 counties/parishes (100%)
Wisconsin 4K	399 out of 413 school districts (97%)
Wisconsin HdSt	40 out of 40 Federal Head Start Grantees (100%)
Guam	1 out of 1 school districts (100%)[1]

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STATE	Are districts/counties/parishes/towns in the state required to offer this preschool program?
Alabama	Not required, but funding is awarded on a competitive basis
Alaska	Not required, but funds are available to any district/county/town choosing to offer the program
Arizona	Not required, but funds are available to any district/county/town choosing to offer the program
Arkansas	Not required, but funding is awarded on a competitive basis[2]
California SPP	Not required, but funding is awarded on a competitive basis
California TK	Required for all
Colorado	Not required, but funding is awarded on a competitive basis
Connecticut CDCC	Not required, but funding is awarded on a competitive basis
Connecticut SRP	Not required, but funds are available to any district/county/town choosing to offer the program
Connecticut Smart Start	Not required, but funding is awarded on a competitive basis
Delaware	Not required, but funding is awarded on a competitive basis
District of Columbia	Not required, but funds are available to any LEA choosing to offer the program[2]
Florida	Required for all[2]
Georgia	Not required, but funding is awarded on a competitive basis
Hawaii	Not required, but funding is awarded on a competitive basis
Illinois	Not required, but funding is awarded on a competitive basis
Indiana	Not required, but funding is awarded on a competitive basis
Iowa Shared Visions	Not required, but funding is awarded on a competitive basis
Iowa SWVPP	Not required, but funds are available to any district/county/town choosing to offer the program
Kansas Preschool	Not required, but funding is awarded on a competitive basis
Kansas State Pre-K	Required for some[1]
Kentucky	Required for all
Louisiana 8(g)	Not required, but funds are available to any district/county/town choosing to offer the program[1]
Louisiana LA 4	Not required, but funding is awarded on a competitive basis[2]
Louisiana NSECD	Not required, but funding is awarded on a competitive basis
Maine	Not required, but funds are available to any district/county/town choosing to offer the program
Maryland	Required for all
Massachusetts IPLE	Not required, but funding is awarded on a renewal basis[2]
Massachusetts UPK	Not required, but funding is awarded on a competitive basis
Michigan	Not required, but funds are available to any district/county/town choosing to offer the program[2]
Minnesota	Required for all[1]
Mississippi	Not required, but funding is awarded on a competitive basis
Missouri	Not required, but funding is awarded on a competitive basis
Nebraska	Not required, but funding is awarded on a competitive basis[1]
Nevada	Not required, but funding is awarded on a competitive basis
New Jersey Abbott	Required for some[2]
New Jersey ECPA	Required for all
New Jersey ELLI	Not required, but funding is awarded on a competitive basis
New Mexico	Not required, but funding is awarded on a competitive basis
New York	Not required, but funding is primarily awarded on a competitive basis[1]
North Carolina	Not required, but funds are available to any district/county/town choosing to offer the program
Ohio	Not required, but funding is awarded on a competitive basis
Oklahoma	Not required, but funds are available to any district/county/town choosing to offer the program
Oregon	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania RTL	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania HSSAP	Not required, but funding is awarded on a competitive basis
Pennsylvania K4 & SBPK	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania Pre-K Counts	Not required, but funding is awarded on a competitive basis
Rhode Island	Not required, but funding is awarded on a competitive basis
South Carolina 4K/EIA	Required for some[1]
South Carolina CDEP	Not required, but funds are available to any district/county/town choosing to offer the program[2]
Tennessee	Not required, but funding is awarded on a competitive basis
Texas	Required for some[1]
Vermont	Required for some[1]
Virginia	Optional for eligible entities[1]
Washington	Not required, but funding is awarded on a competitive basis[2]
West Virginia	Required for all
Wisconsin 4K	Not required, but funds are available to any district/county/town choosing to offer the program
Wisconsin HdSt	Required for some[1]
Guam	Required for some[2]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Total enrollment, Fall 2015	Program enrollment by age, Fall 2015
Alabama	11,296	11,296 4-year-olds
Alaska	319	319 4-year-olds
Arizona	5,365[2]	1,602 3-year-olds; 3,763 4-year-olds[2]
Arkansas	20,558[3]	1,063 children under age 3; 7,127 3-year-olds; 12,314 4-year-olds; 54 5-year-olds[3]
California SPP	133,984[1]	42,354 3-year-olds; 88,884 4-year-olds; 2,746 5-year-olds[1]
California TK	89,937	89,937 4-year-olds
Colorado	21,496	363 children under age 3; 5,429 3-year-olds; 15,704 4-year-olds
Connecticut CDCC	2,387[2]	Breakdown not available[2]
Connecticut SRP	12,263[2]	Breakdown not available[2]
Connecticut Smart Start	290[2]	Breakdown not available[2]
Delaware	843	843 4-year-olds
District of Columbia	12,902	47 children under age 3; 5,736 3-year-olds; 6,944 4-year-olds; 175 5-year-olds
Florida	169,025	169,025 4-year-olds[3]
Georgia	80,825[2]	80,825 4-year-olds[2]
Hawaii	375[3]	375 4-year-olds[3]
Illinois	73,118	31,458 3-year-olds; 41,397 4-year-olds; 263 5-year-olds
Indiana	1,585[3]	1,585 4-year-olds[3]
Iowa Shared Visions	1,399[2]	547 3-year-olds; 840 4-year-olds; 12 5-year-olds[2]
Iowa SWVPP	24,734[2]	619 3-year-olds; 23,910 4-year-olds; 205 5-year-olds[2]
Kansas Preschool	1,070	1,070 4-year-olds
Kansas State Pre-K	6,833	6,833 4-year-olds[2]
Kentucky	19,182	4,950 3-year-olds; 14,232 4-year-olds
Louisiana 8(g)	2,311	2,311 4-year-olds
Louisiana LA 4	16,183[3]	16,183 4-year-olds[3]
Louisiana NSECD	1,366[2]	1,366 4-year-olds[2]
Maine	5,442	5,177 4-year-olds; 265 5-year-olds[2]
Maryland	31,740[1]	155 children under age 3; 3,733 3-year-olds; 27,003 4-year-olds; 142 5-year-olds[1]
Massachusetts IPLE	5,758	14 children under age 3; 1,794 3-year-olds; 3,201 4-year-olds; 749 5-year-olds
Massachusetts UPK	7,973	Breakdown not available
Michigan	38,771[3]	38,771 4-year-olds[3]
Minnesota	1,617	Breakdown not available
Mississippi	1,781	263 3-year-olds; 1,517 4-year-olds; 1 5-year-old
Missouri	2,489[1]	926 3-year-olds; 1,563 4-year-olds
Nebraska	12,652	664 children under 3; 3,670 3-year-olds; 8,227 4-year-olds; 91 5-year-olds
Nevada	1,566	18 children under age 3; 179 3-year-olds; 1,357 4-year-olds; 7 5-year-olds[2]
New Jersey Abbott	43,597[3]	20,555 3-year-olds; 23,042 4-year-olds[3]
New Jersey ECPA	8,542[2]	415 3-year-olds; 8,127 4-year-olds[2]
New Jersey ELLI	631[2]	631 4-year-olds[2]
New Mexico	9,757	503 3-year-olds; 9,254 4-year-olds
New York	120,069[2]	1,509 3-year-olds, 118,560 4-year-olds[2]
North Carolina	26,851	26,851 4-year-olds
Ohio	14,765[2]	3,919 3-year-olds; 10,846 4-year-olds[2]
Oklahoma	41,241	1,648 3-year-olds; 39,593 4-year-olds
Oregon	7,840	3,214 3-year-olds; 4,626 4-year-olds
Pennsylvania RTL	2,050[1]	Breakdown not available[1]
Pennsylvania HSSAP	5,650	235 children under 3; 2,070 3-year-olds; 3,117 4-year-olds; 214 5-year-olds; 14 children over age 5
Pennsylvania K4 & SBPK	1,988[1]	Breakdown not available[1]
Pennsylvania Pre-K Counts	17,115	281 children under 3; 6,133 3-year-olds; 10,505 4-year-olds; 193 5-year-olds; 3 children over age 5
Rhode Island	594	594 4-year-olds
South Carolina 4K/EIA	11,530[2]	11,530 4-year-olds[2]
South Carolina CDEP	12,006	12,006 4-year-olds
Tennessee	18,116	Breakdown not available
Texas	220,640	25,779 3-year-olds; 194,861 4-year-olds
Vermont	7,326	2,708 3-year-olds; 4,096 4-year-olds; 498 5-year-olds; 24 children over age 5
Virginia	18,356	18,356 4-year-olds
Washington	11,691	3,989 3-year-olds; 7,702 4-year-olds
West Virginia	16,387[2]	61 children under age 3; 2,277 3-year-olds; 13,615 4-year-olds; 434 5-year-olds[2]
Wisconsin 4K	50,846	5 children under age 3; 162 3-year-olds; 48,571 4-year-olds; 2,099 5-year-olds[1]
Wisconsin HdSt	705	Breakdown not available
Guam	72	72 4-year-olds

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STATE	Enrollment (new seats) funded by a Preschool Development Grant in state preschool	Preschool Development Grant funding used to enhance quality in state preschool
Alabama	3,006 children	No
Alaska	State does not have PDG funding	State does not have PDG funding
Arizona	State has PDG funding; no new seats in state-funded preschool	No
Arkansas	State has PDG funding; no new seats in state-funded preschool	PDG funding was used to enhance quality: 1,506 children
California SPP	State does not have PDG funding	State does not have PDG funding
California TK	State does not have PDG funding	State does not have PDG funding
Colorado	State does not have PDG funding	State does not have PDG funding
Connecticut CDCC	State has PDG funding; no new seats in CDCC[3]	PDG funding was used to enhance quality: 35 children[3]
Connecticut SRP	State has PDG funding; no new seats in the School Readiness Program[3]	PDG funding was used to enhance quality: 244 children[3]
Connecticut Smart Start	State has PDG funding; Smart Start not supported by PDG funding	State has PDG funding; Smart Start not supported by PDG funding
Delaware	State does not have PDG funding	State does not have PDG funding
District of Columbia	The District does not have PDG funding	The District does not have PDG funding
Florida	State does not have PDG funding	State does not have PDG funding
Georgia	State does not have PDG funding	State does not have PDG funding
Hawaii	State has PDG funding; no new seats in state-funded preschool	No
Illinois	State has PDG funding; no new seats in state-funded preschool	PDG funding was used to enhance quality outside of state-funded pre-k
Indiana	State does not have PDG funding	State does not have PDG funding
Iowa Shared Visions	State does not have PDG funding	State does not have PDG funding
Iowa SWVPP	State does not have PDG funding	State does not have PDG funding
Kansas Preschool	State does not have PDG funding	State does not have PDG funding
Kansas State Pre-K	State does not have PDG funding	State does not have PDG funding
Kentucky	State does not have PDG funding	State does not have PDG funding
Louisiana 8(g)	State has PDG funding; no new seats in LA 8(g)	State used PDG funding to enhance quality of existing birth to 5 slots
Louisiana LA 4	State has PDG funding; no new seats in LA4	State used PDG funding to enhance quality of existing birth to 5 slots
Louisiana NSECD	State has PDG funding; no new seats in NSECD	State used PDG funding to enhance quality of existing birth to 5 slots
Maine	434 children	No
Maryland	1,459 children	PDG funding was used to enhance quality: 1,273 children[1]
Massachusetts IPLE	State has PDG funding; no new seats in IPLE/Grant 391	No
Massachusetts UPK	State has PDG funding; no new seats in UPK	No
Michigan	State does not have PDG funding	State does not have PDG funding
Minnesota	State does not have PDG funding	State does not have PDG funding
Mississippi	State does not have PDG funding	State does not have PDG funding
Missouri	State does not have PDG funding	State does not have PDG funding
Nebraska	State does not have PDG funding	State does not have PDG funding
Nevada	State has PDG funding, no new seats in state pre-k	493 children
New Jersey Abbott	State has PDG funding; no new seats in Abbott	No
New Jersey ECPA	644 children[3]	PDG funding was used to enhance quality: 701 children[3]
New Jersey ELLI	42 children[3]	PDG funding was used to enhance quality: 31 children[3]
New Mexico	State does not have PDG funding	State does not have PDG funding
New York	1,021 children[3]	PDG/PEG funding was used to enhance quality: 1,262 children[3]
North Carolina	State does not have PDG funding	State does not have PDG funding
Ohio	State does not have PDG funding	State does not have PDG funding
Oklahoma	State does not have PDG funding	State does not have PDG funding
Oregon	State does not have PDG funding	State does not have PDG funding
Pennsylvania RTL	State does not have PDG funding	State does not have PDG funding
Pennsylvania HSSAP	State does not have PDG funding	State does not have PDG funding
Pennsylvania K4 & SBPK	State does not have PDG funding	State does not have PDG funding
Pennsylvania Pre-K Counts	State does not have PDG funding	State does not have PDG funding
Rhode Island	285 children	No
South Carolina 4K/EIA	State does not have PDG funding	State does not have PDG funding
South Carolina CDEP	State does not have PDG funding	State does not have PDG funding
Tennessee	1,648 children[2]	PDG funding was used to enhance quality: 3,010 children[2]
Texas	State does not have PDG funding	State does not have PDG funding
Vermont	412 children	PDG funding was used to enhance quality
Virginia	State has PDG funding; no new seats in VPI	PDG funding was used to enhance quality: 1,574 children
Washington	State does not have PDG funding	State does not have PDG funding
West Virginia	State does not have PDG funding	State does not have PDG funding
Wisconsin 4K	State does not have PDG funding	State does not have PDG funding
Wisconsin HdSt	State does not have PDG funding	State does not have PDG funding
Guam	State does not have PDG funding	State does not have PDG funding

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Special education enrollment in state-funded preschool
Alabama	821 4-year-olds
Alaska	Approximately 10% of children enrolled[1]
Arizona	80 children (21 3-year-olds; 59 4-year-olds)[3]
Arkansas	1,382 children (3 children under age 3; 461 3-year-olds; 918 4-year-olds)[4]
California SPP	1,586 children (470 3-year-olds; 1,077 4-year-olds; 39 5-year-olds)
California TK	7,841 4-year-olds
Colorado	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Connecticut CDCC	Data not available
Connecticut SRP	857 4-year-olds
Connecticut Smart Start	52 children[3]
Delaware	60 4-year-olds[3]
District of Columbia	1,062 children (5 children under age 3; 372 3-year-olds; 655 4-year-olds; 30 5-year-olds)
Florida	Not reported
Georgia	3,274 4-year-olds
Hawaii	14 4-year-olds
Illinois	12,468 children (6,412 3-year-olds; 5,906 4-year-olds; 150 5-year-olds)
Indiana	Data not available[4]
Iowa Shared Visions	223 children (91 3-year-olds; 119 4-year-olds; 13 5-year-olds)[3]
Iowa SWVPP	1,278 children (294 3-year-olds; 923 4-year-olds; 61 5-year-olds)[3]
Kansas Preschool	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Kansas State Pre-K	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Kentucky	9,976 children (4,950 3-year-olds; 5,026 4-year-olds)[1]
Louisiana 8(g)	Data not available
Louisiana LA 4	1,162 4-year-olds
Louisiana NSECD	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Maine	Data not available[3]
Maryland	7,763 children (2,208 3-year-olds; 2,958 4-year-olds; 2,597 5-year-olds)
Massachusetts IPLE	1,882 children (2 children under age 3; 657 3-year-olds; 983 4-year-olds; 240 5-year-olds)
Massachusetts UPK	804 children
Michigan	8,836 4-year-olds[4]
Minnesota	Approximately 14% of Head Start enrollment
Mississippi	64 children (11 3-year-olds; 53 4-year-olds)
Missouri	236 children (81 3-year-olds; 155 4-year-olds)
Nebraska	3,562 children (357 children under 3; 1,223 3-year-olds; 1,892 4-year-olds; 90 5-year-olds)
Nevada	346 children (323 4-year-olds; 23 children age unknown)
New Jersey Abbott	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ECPA	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Jersey ELLI	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
New Mexico	366 children (2 3-year-olds; 364 4-year-olds)
New York	12,355 children
North Carolina	1,208 4-year-olds
Ohio	1,500 children (3 children under age 3; 369 3-year-olds; 1,128 4-year-olds)
Oklahoma	5,261 children (1,648 3-year-olds; 3,613 4-year-olds)
Oregon	1,380 children (566 3-year-olds; 814 4-year-olds)
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	352 children (8 children under 3; 107 3-year-olds; 229 4-year-olds; 6 5-year-olds; 2 children over 5)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	864 children (13 children under 3; 289 3-year-olds; 549 4-year-olds; 13 5-year-olds)
Rhode Island	71 4-year-olds
South Carolina 4K/EIA	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
South Carolina CDEP	582 4-year-olds
Tennessee	Data not available
Texas	8,594 children
Vermont	1,161 children (195 3-year-olds; 509 4-year-olds; 338 5-year-olds)
Virginia	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Washington	1,180 children (379 3-year-olds; 801 4-year-olds)
West Virginia	2,602 children (61 children under age 3; 1,003 3-year-olds; 1,352 4-year-olds; 186 5-year-olds)
Wisconsin 4K	5,290 children (3 children under age 3; 91 3-year-olds; 4,700 4-year-olds; 496 5-year-olds)
Wisconsin HdSt	Data not available
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Are children enrolled in both Head Start and state-funded preschool?
Alabama	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Alaska	Unknown
Arizona	Unknown
Arkansas	No dual enrollment
California SPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
California TK	Unknown
Colorado	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services[2]
Connecticut CDCC	Children are enrolled in part-day state-funded preschool and part-day Head Start
Connecticut SRP	Yes, children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Connecticut Smart Start	No dual enrollment
Delaware	Unknown
District of Columbia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Florida	Not reported
Georgia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Hawaii	No dual enrollment
Illinois	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Indiana	Programs may decide how to blend funds or provide 1/2 day Head Start and 1/2 day On My Way Pre-K[5]
Iowa Shared Visions	Awarded grantee is a Head Start program[4]
Iowa SWVPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start[4]
Kansas Preschool	No dual enrollment
Kansas State Pre-K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Kentucky	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Louisiana 8(g)	No dual enrollment
Louisiana LA 4	No dual enrollment
Louisiana NSECD	No dual enrollment
Maine	Children attend state-funded preschool and use Head Start for wrap around services[4]
Maryland	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Massachusetts IPLE	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Massachusetts UPK	Some UPK grantees are also Head Start Programs
Michigan	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds[5]
Minnesota	This state-funded preschool program is Head Start
Mississippi	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Missouri	Unknown
Nebraska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Nevada	No dual enrollment
New Jersey Abbott	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ECPA	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ELLI	No dual enrollment
New Mexico	Unknown[1]
New York	Determined locally[4]
North Carolina	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Ohio	No dual enrollment
Oklahoma	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start
Oregon	No dual enrollment
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania Pre-K Counts	Children enrolled in state-funded Pre-K might also be enrolled in Head Start as long as the hours of instruction do not overlap
Rhode Island	No dual enrollment
South Carolina 4K/EIA	No dual enrollment
South Carolina CDEP	No dual enrollment
Tennessee	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Texas	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Vermont	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Virginia	No dual enrollment
Washington	No dual enrollment
West Virginia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Wisconsin 4K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services; School districts can contract with Head Start programs to implement 4K
Wisconsin HdSt	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Guam	No dual enrollment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Number of children dually enrolled in Head Start and state-funded preschool
Alabama	1,854 4-year-olds
Alaska	Unknown
Arizona	Unknown
Arkansas	None
California SPP	Unknown
California TK	Unknown
Colorado	Data not available[2]
Connecticut CDCC	349 children
Connecticut SRP	574 children
Connecticut Smart Start	None
Delaware	Unknown
District of Columbia	5,191 children
Florida	Not reported
Georgia	5,325 4-year-olds
Hawaii	None
Illinois	1,705 children (692 3-year-olds; 1,007 4-year-olds; 6 5-year-olds)
Indiana	113 4-year-olds[5]
Iowa Shared Visions	At least 510[4]
Iowa SWVPP	1,113 children[4]
Kansas Preschool	None
Kansas State Pre-K	Data not available
Kentucky	1,808 children (1,714 3-year-olds; 94 4-year-olds)
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	496 4-year-olds[4]
Maryland	Unknown
Massachusetts IPLE	536 children (8 children under 3; 183 3-year-olds; 304 4-year-olds; 41 5-year-olds)
Massachusetts UPK	4,485 children (1,376 3-year-olds; 2,094 4-year-olds; 1,015 5-year-olds)
Michigan	5,566 4-year-olds[5]
Minnesota	1,617 children
Mississippi	666 children (172 3-year-olds; 494 4-year-olds)
Missouri	Unknown
Nebraska	2,214 children (801 3-year-olds; 1,183 4-year-olds)
Nevada	None
New Jersey Abbott	5,231 children
New Jersey ECPA	107 4-year-olds
New Jersey ELLI	None
New Mexico	Unknown[1]
New York	At least 6,040[4]
North Carolina	4,736 4-year-olds
Ohio	None
Oklahoma	Unknown
Oregon	None
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania Pre-K Counts	Data not available
Rhode Island	None
South Carolina 4K/EIA	None
South Carolina CDEP	None
Tennessee	Data not available
Texas	Unknown
Vermont	Unknown
Virginia	None
Washington	None
West Virginia	4,656 children (232 3-year-olds; 4,424 4-year-olds)
Wisconsin 4K	Unknown
Wisconsin HdSt	Unknown
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Enrollment by home language
Alabama	English: 10,960 4-year-olds; Spanish: 309 4-year-olds; Other home languages: 27 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	English: 17,926 children (6,267 3-year-olds; 10,623 4-year-olds); Spanish: 2,057 children (689 3-year-olds; 1,321 4-year-olds); Other home languages: 186 children (72 3-year-olds; 107 4-year-olds)[5]
California SPP	English: 70,929 children (22,683 3-year-olds; 46,898 4-year-olds); Spanish: 54,987 children (16,795 3-year-olds; 36,959 4-year-olds); Other home languages: 7,564 children (2,677 3-year-olds; 4,730 4-year-olds)[2]
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	Data not available
Connecticut SRP	Data not available
Connecticut Smart Start	15.2% of enrollment were Dual Language Learners
Delaware	Data not available
District of Columbia	Data not available
Florida	Not reported
Georgia	Data not available
Hawaii	Data not available
Illinois	English: 49,629 children (21,845 3-year-olds; 27,554 4-year-olds; 230 5-year-olds); Spanish: 17,673 children (7,135 3-year-olds; 10,514 4-year-olds; 24 5-year-olds); Other home languages: 5,816 children (2,478 3-year-olds; 3,329 4-year-olds; 9 5-year-olds); Mandarin: 103 children (38 3-year-olds; 65 4-year-olds); Tagalog: 181 children (76 3-year-olds; 104 4-year-olds; 1 5-year-old); Vietnamese: 132 children (58 3-year-olds; 74 4-year-olds); French: 200 children (93 3-year-olds; 107 4-year-olds); German: 11 children (5 3-year-olds; 6 4-year-olds); Arabic: 1,166 children (499 3-year-olds; 6655 4-year-olds; 2 5-year-olds); Polish: 723 children (271 3-year-olds; 452 4-year-olds); Urdu: 460 children (183 3-year-olds; 276 4-year-olds; 1 5-year-old)
Indiana	English: 1,411 4-year-olds; Spanish: 142 4-year-olds; Other home languages: 32 4-year-olds
Iowa Shared Visions	Data not available
Iowa SWVPP	Data not available
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	English: 17,489 children; Spanish: 1,183 children; Other home languages: 510 children[2]
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	English: 5,218 4-year-olds; Spanish: 24 4-year-olds; Other home languages: 166 4-year-olds[5]
Maryland	Data not available
Massachusetts IPLE	1,042 children were identified as DLL/ELL
Massachusetts UPK	Data not available[1]
Michigan	Data not available
Minnesota	Data not available
Mississippi	Data not available
Missouri	English Language Learners: 209 (39 3-year-olds; 170 4-year-olds)[2]
Nebraska	Data not available
Nevada	English: 1,030 children; Spanish: 486 children; Other home languages: 37 children[3]
New Jersey Abbott	English: 23,535 children; Spanish: 14,168 children; Other home languages: 2,964 children
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	English: 7,527 children (397 3-year-olds; 7,130 4-year-olds); Spanish: 1,135 children (28 3-year-olds; 1,107 4-year-olds); Other home languages: 1,095 children (78 3-year-olds; 1,017 4-year-olds)
New York	Data not available
North Carolina	Data not available
Ohio	Data not available
Oklahoma	English: 37,897 children (1,575 3-year-olds; 36,322 4-year-olds); Spanish: 2,815 children (59 3-year-olds; 2,756 4-year-olds); Other home languages: 529 children (14 3-year-olds; 515 4-year-olds)
Oregon	English: 5,363 children (2,199 3-year-olds; 3,164 4-year-olds); Spanish: 1,944 children (797 3-year-olds; 1,147 4-year-olds); Other home languages: 533 children (218 3-year-olds; 315 4-year-olds)
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Data not available
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Data not available
Rhode Island	English: 439 4-year-olds; Spanish: 117 4-year-olds; Other home languages: 31 4-year-olds[1]
South Carolina 4K/EIA	Data not available
South Carolina CDEP	English: 8,998 4-year-olds; Spanish: 683 4-year-olds; Other home languages: 134 4-year-olds[3]
Tennessee	Data not available
Texas	88,295 children are Limited English Proficient
Vermont	Data not available
Virginia	Data not available
Washington	English: 7,851 children (2,746 3-year-olds; 5,105 4-year-olds); Spanish: 2,928 children (950 3-year-olds; 1,978 4-year-olds); Other home languages: 912 children (293 3-year-olds; 619 4-year-olds)[3]
West Virginia	English: 14,454 children (997 3-year-olds; 13,457 4-year-olds); Spanish: 78 children (4 3-year-olds; 74 4-year-olds); Other home languages: 86 children (2 3-year-olds; 84 4-year-olds)[3]
Wisconsin 4K	English: 49,617 children; Spanish: 781 children; Other home languages: 448 children[2]
Wisconsin HdSt	Data not available
Guam	English: 56 4-year-olds; Other home languages: 16 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Enrollment by eligibility for free or reduced price lunch
Alabama	Data not available
Alaska	Data not available
Arizona	Family incomes below 100% FPL: 2,801 children; 100-149% FPL: 1,514 children; 150-200% FPL: 1,254 children
Arkansas	Free lunch: 15,850 children (5,522 3-year-olds; 10,328 4-year-olds); Reduced price lunch: 453 children (177 3-year-olds; 276 4-year-olds); Free and/or reduced price lunch: 3,138 (1,428 3-year-olds; 1,710 4-year-olds)[6]
California SPP	Free lunch: 90,249 children (28,720 3-year-olds; 59,606 4-year-olds); Reduced price lunch: 32,484 children (10,200 3-year-olds; 21,637 4-year-olds)
California TK	Free and/or reduced price lunch: 51,157 4-year-olds[2]
Colorado	Free lunch: 8,804 children; Reduced price lunch: 1,340 children
Connecticut CDCC	Data not available
Connecticut SRP	Data not available
Connecticut Smart Start	Free and/or reduced price lunch: 39%[4]
Delaware	Free and/or reduced price lunch: 763 4-year-olds
District of Columbia	Free lunch: 9,879 children (4,414 3-year-olds; 5,307 4-year-olds); Reduced price lunch: 220 children (116 3-year-olds; 98 4-year-olds)
Florida	Not reported
Georgia	Child or family participation in SNAP, SSI, Medicaid, TANF, CAPS (child care subsidy): 42,839[3]
Hawaii	Data not available
Illinois	Free and/or reduced price lunch: 44,563 children (18,502 3-year-olds; 25,906 4-year-olds; 155 5-year-olds)
Indiana	Free and/or reduced price lunch: 1,585 4-year-olds
Iowa Shared Visions	Free lunch: 1,313 children
Iowa SWVPP	Free and/or reduced price lunch: 5,691 children (168 3-year-olds; 5,523 4-year-olds)[5]
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	At or below 160% FPL: 9,206[3]
Louisiana 8(g)	Data not available
Louisiana LA 4	Free and/or reduced price lunch: 16,183 4-year-olds
Louisiana NSECD	Free and/or reduced price lunch: 1,366 4-year-olds
Maine	Free and/or reduced price lunch: 2,964 4-year-olds
Maryland	Free and/or reduced price lunch: 27,157 children (155 3-year-olds; 27,003 4-year-olds)
Massachusetts IPLE	Free and/or reduced price lunch: 2,309 children[3]
Massachusetts UPK	Data not available[2]
Michigan	Free lunch: 36,444 4-year-olds; Reduced price lunch: 1,551 4-year-olds; Free or reduced price lunch: 776 4-year-olds
Minnesota	Free lunch: 1,617 4-year-olds[2]
Mississippi	Free lunch: 1,246 children (113 3-year-olds; 4-year-olds 1,133 4-year-olds); Reduced price lunch: 58 4-year-olds
Missouri	Free and/or reduced price lunch: 1,499 children (489 3-year-olds; 1,010 4-year-olds)
Nebraska	Free lunch: 5,305 children (1,509 3-year-olds; 3,499 4-year-olds); Reduced price lunch: 871 children (225 3-year-olds; 627 4-year-olds)
Nevada	Data not available[4]
New Jersey Abbott	Free and/or reduced price lunch: 34,750 children[4]
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Data not available
New York	Free and/or reduced price lunch: 58,423 children[5]
North Carolina	At or below 75% SMI: 24,139 4-year-olds
Ohio	Free lunch: 14,765 children (3,919 3-year-olds; 10,846 4-year-olds)
Oklahoma	Free lunch: 18,675 children (688 3-year-olds; 17,987 4-year-olds); Reduced price lunch: 2,351 children (51 3-year-olds; 2,300 4-year-olds)
Oregon	Free and/or reduced price lunch: 7,840 children (3,124 3-year-olds; 4,626 4-year-olds)
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Data not available
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Data not available
Rhode Island	Free and/or reduced price lunch: 411 4-year-olds
South Carolina 4K/EIA	Data not available
South Carolina CDEP	Free lunch: 8,665 4-year-olds; Reduced price lunch: 367 4-year-olds[3]
Tennessee	Free and/or reduced price lunch: 17,703 children
Texas	Free and/or reduced price lunch: 190,848 children
Vermont	Free and/or reduced price lunch: 2,237 children
Virginia	Data not available
Washington	Free lunch: 10,947 children (3,733 3-year-olds; 7,213 4-year-olds); Reduced price lunch: 508 children (176 3-year-olds; 332 4-year-olds)
West Virginia	Data not available
Wisconsin 4K	Free and/or reduced price lunch: 16,742 children (89 3-year-olds; 16,162 4-year-olds)
Wisconsin HdSt	Data not available
Guam	Free and/or reduced price lunch: 66 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Enrollment by ethnicity
Alabama	Hispanic/Latino: 536 4-year-olds; Non-Hispanic/Non-Latino: 10,733 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	Hispanic/Latino: 3,001 children (978 3-year-olds; 2,023 4-year-olds); Non-Hispanic/Non-Latino: 16,440 children (6,149 3-year-olds; 10,291 4-year-olds)[6]
California SPP	Hispanic/Latino: 95,763 children (29,486 3-year-olds; 64,307 4-year-olds); Non-Hispanic/Non-Latino: 38,221 children (12,868 3-year-olds; 24,577 4-year-olds)
California TK	Hispanic/Latino: 50,751 4-year-olds
Colorado	Hispanic/Latino: 10,973 children; Non-Hispanic/Non-Latino: 10,523 children
Connecticut CDCC	Data not available
Connecticut SRP	Data not available
Connecticut Smart Start	Data not available
Delaware	Data not available
District of Columbia	Hispanic/Latino: 1,824 children (813 3-year-olds; 969 4-year-olds); Non-Hispanic/Non-Latino: 11,078 children (4,923 3-year-olds; 5,975 4-year-olds)
Florida	Not reported
Georgia	Hispanic/Latino: 13,043 4-year-olds; Non-Hispanic/Non-Latino: 67,782 4-year-olds
Hawaii	Data not available
Illinois	Hispanic/Latino: 22,418 children (9,072 3-year-olds; 13,302 4-year-olds; 44 5-year-olds); Non-Hispanic/Non-Latino: 50,700 children (22,386 3-year-olds; 28,095 4-year-olds; 106 5-year-olds)
Indiana	Hispanic/Latino: 224 4-year-olds; Non-Hispanic/Non-Latino: 1,361 4-year-olds
Iowa Shared Visions	Hispanic/Latino: 271 children; Non-Hispanic/Non-Latino: 1,128 children
Iowa SWVPP	Hispanic/Latino: 2,337 children (48 3-year-olds; 2,289 4-year-olds); Non-Hispanic/Non-Latino: 22,192 children (571 3-year-olds; 21,621 4-year-olds)[6]
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	Hispanic/Latino: 1,952 children (370 3-year-olds; 1,582 4-year-olds); Non-Hispanic/Non-Latino: 20,222 children (5,715 3-year-olds; 14,507 4-year-olds)[4]
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	Hispanic/Latino: 114 4-year-olds; Non-Hispanic/Non-Latino: 5,328 4-year-olds[5]
Maryland	Hispanic/Latino: 6,659 children (691 3-year-olds; 5,968 4-year-olds); Non-Hispanic/Non-Latino: 24,077 children (3,042 3-year-olds; 21,035 4-year-olds)[2]
Massachusetts IPLE	Hispanic/Latino: 896 children; Non-Hispanic/Non-Latino: 4,862 children
Massachusetts UPK	Hispanic/Latino: 2,694 children; Non-Hispanic/Non-Latino: 5,279 children
Michigan	Hispanic/Latino: 4,265 4-year-olds; Non-Hispanic/Non-Latino: 34,506 4-year-olds
Minnesota	Data not available
Mississippi	Hispanic/Latino: 45 children (2 3-year-olds; 43 4-year-olds); Non-Hispanic/Non-Latino: 1,736 children[2]
Missouri	Data not available
Nebraska	Data not available
Nevada	Hispanic/Latino: 763 children; Non-Hispanic/Non-Latino: 803 children
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Hispanic/Latino: 5,716 children (236 3-year-olds; 5,480 4-year-olds); Non-Hispanic/Non-Latino: 4,041 children (267 3-year-olds; 3,774 4-year-olds)
New York	Data not available
North Carolina	Hispanic/Latino: 6,713 4-year-olds; Non-Hispanic/Non-Latino: 20,138 4-year-olds
Ohio	Data not available
Oklahoma	Hispanic/Latino: 7,206 children (168 3-year-olds; 7,038 4-year-olds); Non-Hispanic/Non-Latino: 34,035 children (1,480 3-year-olds; 32,555 4-year-olds)
Oregon	Hispanic/Latino: 3,136 children (1,286 3-year-olds; 1,850 4-year-olds); Non-Hispanic/Non-Latino: 4,704 children (1,928 3-year-olds; 2,776 4-year-olds)
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Hispanic/Latino: 1,000 children (408 3-year-olds; 551 4-year-olds); Non-Hispanic/Non-Latino: 4,225 children (1,502 3-year-olds; 2,333 4-year-olds)[1]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Hispanic/Latino: 2,894 children (1,029 3-year-olds; 1,802 4-year-olds); Non-Hispanic/Non-Latino: 13,031 children (4,638 3-year-olds; 8,020 4-year-olds)[1]
Rhode Island	Hispanic/Latino: 140 4-year-olds; Non-Hispanic/Non-Latino: 454 4-year-olds[2]
South Carolina 4K/EIA	Data not available
South Carolina CDEP	Hispanic/Latino: 1,098 4-year-olds; Non-Hispanic/Non-Latino: 8,717 4-year-olds[3]
Tennessee	Data not available
Texas	Hispanic/Latino: 141,997 children; Non-Hispanic/Non-Latino: 78,643 children
Vermont	Data not available
Virginia	Data not available
Washington	Hispanic/Latino: 4,597 children (1,524 3-year-olds; 3,073 4-year-olds); Non-Hispanic/Non-Latino: 7,094 children (2,465 3-year-olds; 4,629 4-year-olds)
West Virginia	Hispanic/Latino: 200 children (11 3-year-olds; 189 4-year-olds); Non-Hispanic/Non-Latino: 14,418 children (992 3-year-olds; 13,426 4-year-olds)[4]
Wisconsin 4K	Hispanic/Latino: 6,464 children (42 3-year-olds; 6,400 4-year-olds); Non-Hispanic/Non-Latino: 42,291 children (120 3-year-olds; 42,171 4-year-olds)[3]
Wisconsin HdSt	Data not available
Guam	Non-Hispanic/Non-Latino: 72 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Enrollment by race
Alabama	White: 4,774 4-year-olds; Black/African American: 5,539 4-year-olds; Asian: 85 4-year-olds; Native Hawaiian/Pacific Islander: 23 4-year-olds; American Indian/Alaska Native: 85 4-year-olds; Other Races: 563 4-year-olds; Race not reported: 227 4-year-olds[1]
Alaska	Data not available
Arizona	Data not available
Arkansas	White: 9,955 children: (3,504 3-year-olds; 6,451 4-year-olds); Black/African American: 5,683 children: (2,238 3-year-olds; 3,445 4-year-olds); Asian: 194 children: (65 3-year-olds; 129 4-year-olds); Native Hawaiian/Pacific Islander: 10 3-year-olds; American Indian/Alaska Native: 137 children: (49 3-year-olds; 88 4-year-olds); Biracial/Multi-Racial: 230 children: (198 3-year-olds; 32 4-year-olds); Other Races: 177 children: (63 3-year-olds; 114 4-year-olds); Race not reported: 58 children: (22 3-year-olds; 32 4-year-olds)
California SPP	White: 103,658 children: (32,653 3-year-olds; 68,870 4-year-olds); Black/African American: 11,424 children: (4,029 3-year-olds; 7,162 4-year-olds); Asian: 9,003 children: (3,078 3-year-olds; 5,733 4-year-olds); Native Hawaiian/Pacific Islander: 1,072 children: (334 3-year-olds; 713 4-year-olds); American Indian/Alaska Native: 8,827 children: (2,260 3-year-olds; 6,406 4-year-olds)
California TK	White non-Hispanic: 19,682 4-year-olds; African American non-Hispanic: 5,155 4-year-olds; Asian: 6,885 4-year-olds; Native Hawaiian/Pacific Islander: 378 4-year-olds; American Indian/Alaska Native: 380 4-year-olds; Biracial/Multi-Racial: 3,426 4-year-olds; Filipino non-Hispanic: 1,904 4-year-olds; Race not reported: 1,945 4-year-olds
Colorado	White: 7,241 children; Black/African American: 1,765 children; Asian: 667 children; Native Hawaiian/Pacific Islander: 44 children; American Indian/Alaska Native: 154 children; Biracial/Multi-Racial: 796 children[3]
Connecticut CDCC	Data not available
Connecticut SRP	Data not available
Connecticut Smart Start	Data not available
Delaware	Data not available
District of Columbia	White: 2,890 children: (1,250 3-year-olds; 1,577 4-year-olds); Black/African American: 9,120 children: (4,072 3-year-olds; 4,911 4-year-olds); Asian: 197 children: (88 3-year-olds; 102 4-year-olds); Native Hawaiian/Pacific Islander: 84 children: (43 3-year-olds; 41 4-year-olds); American Indian/Alaska Native: 221 children: (101 3-year-olds; 108 4-year-olds); Biracial/Multi-Racial: 390 children: (182 3-year-olds; 205 4-year-olds)
Florida	Not reported
Georgia	White: 29,252 4-year-olds; Black/African American: 32,356 4-year-olds; Asian: 3,033 4-year-olds; Native Hawaiian/Pacific Islander: 109 4-year-olds; American Indian/Alaska Native: 148 4-year-olds; Biracial/Multi-Racial: 2,884 4-year-olds; Other Races: 13,043 4-year-olds
Hawaii	Data not available
Illinois	White: 28,652 children: (12,185 3-year-olds; 16,295 4-year-olds; 172 5-year-olds); Black/African American: 16,088 children: (7,498 3-year-olds; 8,557 4-year-olds; 33 5-year-olds); Asian: 2,680 children: (1,159 3-year-olds; 1,519 4-year-olds; 2 5-year-olds); Native Hawaiian/Pacific Islander: 101 children: (38 3-year-olds; 63 4-year-olds); American Indian/Alaska Native: 164 children: (53 3-year-olds; 111 4-year-olds); Biracial/Multi-Racial: 3,015 children: (1,453 3-year-olds; 1,550 4-year-olds; 12 5-year-olds)
Indiana	White: 846 4-year-olds; Black/African American: 763 4-year-olds; Asian: 26 4-year-olds; Native Hawaiian/Pacific Islander: 4 4-year-olds; American Indian/Alaska Native: 7 4-year-olds[6]
Iowa Shared Visions	White: 733 children; Black/African American: 266 children; Asian: 22 children; Native Hawaiian/Pacific Islander: 3 children; American Indian/Alaska Native: 19 children; Biracial/Multi-Racial: 85 children
Iowa SWVPP	White: 19,425 children: (495 3-year-olds; 18,930 4-year-olds); Black/African American: 1,134 children: (24 3-year-olds; 1,110 4-year-olds); Asian: 632 children: (15 3-year-olds; 617 4-year-olds); Native Hawaiian/Pacific Islander: 48 children: (1 3-year-old; 47 4-year-olds); American Indian/Alaska Native: 73 children: (1 3-year-old; 72 4-year-olds); Biracial/Multi-Racial: 880 children: (35 3-year-olds; 845 4-year-olds)[6]
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	White: 16,044 children: (4,864 3-year-olds; 11,180 4-year-olds); Black/African American: 2,639 children: (500 3-year-olds; 2,139 4-year-olds); Asian: 361 children: (66 3-year-olds; 295 4-year-olds); Native Hawaiian/Pacific Islander: 20 children; American Indian/Alaska Native: 37 children; Biracial/Multi-Racial: 1,121 children: (277 3-year-olds; 844 4-year-olds)[4]
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	White: 4,884 4-year-olds; Black/African American: 221 4-year-olds; Asian: 32 4-year-olds; Native Hawaiian/Pacific Islander: 4 4-year-olds; American Indian/Alaska Native: 65 4-year-olds; Biracial/Multi-Racial: 122 4-year-olds[5]
Maryland	White: 8,160 children: (1,031 3-year-olds; 7,129 4-year-olds); Black/African American: 12,845 children: (1,567 3-year-olds; 11,278 4-year-olds); Asian: 1,495 children: (261 3-year-olds; 1,234 4-year-olds); Native Hawaiian/Pacific Islander: 39 children: (5 3-year-olds; 34 4-year-olds); American Indian/Alaska Native: 184 children: (28 3-year-olds; 156 4-year-olds); Biracial/Multi-Racial: 1,354 children: (150 3-year-olds; 1,204 4-year-olds)
Massachusetts IPLE	White: 3,765 children; Black/African American: 434 children; Asian: 336 children; Native Hawaiian/Pacific Islander: 28 children; American Indian/Alaska Native: 12 children; Biracial/Multi-Racial: 277 children; Other Races: 896 children; Race not reported: 10 children[4]
Massachusetts UPK	White: 4,000 children; Black/African American: 1,061 children; Asian: 289 children; Native Hawaiian/Pacific Islander: 25 children; American Indian/Alaska Native: 14 children; Biracial/Multi-Racial: 999 children; Other Races: 879 children; Race not reported: 706 children
Michigan	White: 24,068 4-year-olds; Black/African American: 11,467 4-year-olds; Asian: 663 4-year-olds; Native Hawaiian/Pacific Islander: 78 4-year-olds; American Indian/Alaska Native: 311 4-year-olds; Biracial/Multi-Racial: 2,184 4-year-olds
Minnesota	Data not available
Mississippi	White: 472 children: (18 3-year-olds; 454 4-year-olds); Black/African American: 1,223 children: (241 3-year-olds; 981 4-year-olds); Asian: 1 4-year-old; Native Hawaiian/Pacific Islander: 1 4-year-old; American Indian/Alaska Native: 1 4-year-old; Biracial/Multi-Racial: 31 children: (2 3-year-olds; 29 4-year-olds); Other Races: 7 4-year-olds[2]
Missouri	Data not available
Nebraska	Data not available
Nevada	White: 532 children; Black/African American: 89 children; Asian: 59 children; American Indian/Alaska Native: 33 children; Other Races: 89 children; Race not reported: 1 child
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Enrollment by race
New Mexico	White: 8,018 children: (386 3-year-olds; 7,632 4-year-olds); Black/African American: 267 children: (23 3-year-olds; 244 4-year-olds); Asian: 138 children: (15 3-year-olds; 123 4-year-olds); American Indian/Alaska Native: 1,317 children: (77 3-year-olds; 1,240 4-year-olds); Other Races: 17 children: (2 3-year-olds; 15 4-year-olds)[2]
New York	Data not available
North Carolina	White: 13,050 4-year-olds; Black/African American: 9,667 4-year-olds; Asian: 550 4-year-olds; Native Hawaiian/Pacific Islander: 295 4-year-olds; American Indian/Alaska Native: 1,476 4-year-olds; Biracial/Multi-Racial: 1,813 4-year-olds
Ohio	Data not available
Oklahoma	White: 20,257 children: (925 3-year-olds; 19,332 4-year-olds); Black/African American: 3,195 children: (105 3-year-olds; 3,090 4-year-olds); Asian: 809 children: (30 3-year-olds; 779 4-year-olds); Native Hawaiian/Pacific Islander: 135 4-year-olds; American Indian/Alaska Native: 5,473 children: (315 3-year-olds; 5,158 4-year-olds); Biracial/Multi-Racial: 4,334 children: (273 3-year-olds; 4,061 4-year-olds); Other Races: 7,038 4-year-olds
Oregon	White: 5,426 children: (2,225 3-year-olds; 3,201 4-year-olds); Black/African American: 578 children: (237 3-year-olds; 341 4-year-olds); Asian: 193 children: (79 3-year-olds; 114 4-year-olds); Native Hawaiian/Pacific Islander: 75 children: (31 3-year-olds; 44 4-year-olds); American Indian/Alaska Native: 170 children: (70 3-year-olds; 100 4-year-olds); Biracial/Multi-Racial: 578 children: (237 3-year-olds; 341 4-year-olds); Other Races: 689 children: (282 3-year-olds; 407 4-year-olds); Race not reported: 131 children: (53 3-year-olds; 78 4-year-olds)
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	White: 2,558 children: (935 3-year-olds; 1,422 4-year-olds); Black/African American: 1,829 children: (632 3-year-olds; 1,006 4-year-olds); Asian: 314 children: (133 3-year-olds; 174 4-year-olds); Native Hawaiian/Pacific Islander: 4 children: (1 3-year-old; 3 4-year-olds); American Indian/Alaska Native: 11 children: (1 3-year-old; 9 4-year-olds); Other Races: 668 children: (255 3-year-olds; 367 4-year-olds); Race not reported: 266 children: (113 3-year-olds; 136 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	White: 9,416 children: (3,207 3-year-olds; 5,960 4-year-olds); Black/African American: 4,687 children: (1,848 3-year-olds; 2,688 4-year-olds); Asian: 600 children: (259 3-year-olds; 329 4-year-olds); Native Hawaiian/Pacific Islander: 22 children: (6 3-year-olds; 16 4-year-olds); American Indian/Alaska Native: 62 children: (23 3-year-olds; 38 4-year-olds); Other Races: 1,409 children: (471 3-year-olds; 907 4-year-olds); Race not reported: 918 children: (319 3-year-olds; 567 4-year-olds)
Rhode Island	White: 217 4-year-olds; Black/African American: 92 4-year-olds; Asian: 27 4-year-olds; Native Hawaiian/Pacific Islander: 11 4-year-olds; American Indian/Alaska Native: 25 4-year-olds; Biracial/Multi-Racial: 86 4-year-olds[2]
South Carolina 4K/EIA	Data not available
South Carolina CDEP	White: 3,272 4-year-olds; Black/African American: 4,900 4-year-olds; Asian: 84 4-year-olds; Native Hawaiian/Pacific Islander: 10 4-year-olds; American Indian/Alaska Native: 37 4-year-olds; Biracial/Multi-Racial: 410 4-year-olds; Race not reported: 4 4-year-olds[3]
Tennessee	Data not available
Texas	White: 32,923 children; Black/African American: 33,217 children; Asian: 7,446 children; Native Hawaiian/Pacific Islander: 295 children; American Indian/Alaska Native: 733 children; Biracial/Multi-Racial: 4,029 children
Vermont	White: 6,767 children; Race not reported: 595 children
Virginia	Data not available
Washington	White: 7,381 children: (2,462 3-year-olds; 4,920 4-year-olds); Black/African American: 1,111 children: (368 3-year-olds; 743 4-year-olds); Asian: 364 children: (103 3-year-olds; 262 4-year-olds); Native Hawaiian/Pacific Islander: 194 children: (62 3-year-olds; 132 4-year-olds); American Indian/Alaska Native: 314 children: (117 3-year-olds; 197 4-year-olds); Biracial/Multi-Racial: 1,337 children: (520 3-year-olds; 816 4-year-olds); Other Races: 207 children: (167 3-year-olds; 40 4-year-olds); Race not reported: 783 children: (190 3-year-olds; 592 4-year-olds)
West Virginia	White: 13,270 children: (930 3-year-olds; 12,340 4-year-olds); Black/African American: 523 children: (32 3-year-olds; 491 4-year-olds); Asian: 82 children: (3 3-year-olds; 491 4-year-olds); Native Hawaiian/Pacific Islander: 7 children: (2 3-year-olds; 5 4-year-olds); American Indian/Alaska Native: 15 children: (2 3-year-olds; 13 4-year-olds); Biracial/Multi-Racial: 521 children: (23 3-year-olds; 498 4-year-olds); Other Races: 200 children: (11 3-year-olds; 189 4-year-olds)[4]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Asian: 2 4-year-olds; Native Hawaiian/Pacific Islander: 70 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Enrollment by program location
Alabama	Public schools: 7,678; Head Start: 1,854; Other private settings: 1,764
Alaska	Public schools: 319
Arizona	Data not available
Arkansas	Public schools: 15,322; Head Start: 666; Other public settings: 659; Other private settings: 3,911
California SPP	Agency with administrative and/or fiscal responsibility: Public schools: 92,652 children; Other public agencies: 3,293 children; Private agencies: 38,564 children[3]
California TK	Data not available
Colorado	Public schools: 16,393; Head Start: 1,721; Other public settings: 338; Other private settings: 3,044
Connecticut CDCC	Nonpublic schools: 2,387[4]
Connecticut SRP	Public schools: 3,344; Head Start: 8,919
Connecticut Smart Start	Public schools: 290
Delaware	Public schools: 387; Head Start: 338; Other public settings: 17; Other private settings: 101
District of Columbia	Public schools: 12,301; Other private settings: 601[3]
Florida	Not reported[4]
Georgia	Public schools: 38,028; Head Start: 5,325; Other public settings: 902; Other private settings: 36,570[4]
Hawaii	Public schools: 375; Public charter schools, 78
Illinois	Public schools: 61,640; Other public and private settings: 11,478
Indiana	Public schools: 336; Head Start: 113; Other private settings: 1,136[7]
Iowa Shared Visions	Public schools: 752; Head Start: 462; Other private settings: 185
Iowa SWVPP	Public schools: 16,903; Head Start: 2,241; Other private settings: 5,649[7]
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	Data not available[5]
Louisiana 8(g)	Public schools: 2,311
Louisiana LA 4	Public schools: 16,082; Other private settings: 101[4]
Louisiana NSECD	Other private settings: 1,366
Maine	Data not available
Maryland	Public schools: 31,033; Other private settings (includes Head Start): 707
Massachusetts IPLE	Public schools: 5,141; Head Start: 536; Other private settings: 81[5]
Massachusetts UPK	Public schools: 352; Head Start: 4,364; Other private settings: 3,257
Michigan	Public schools: 26,455; Head Start: 5,566; Other public settings: 685; Other private settings: 6,065
Minnesota	Data not available
Mississippi	Public schools: 815; Head Start: 829; Other private settings: 137
Missouri	Public schools: 2,237; Other private settings: 252
Nebraska	Public schools: 12,652
Nevada	Public schools: 1,527; Other private settings: 39
New Jersey Abbott	Public schools: 18,310; Head Start: 5,231; Other private settings: 20,056
New Jersey ECPA	Public schools: 1,450; Head Start: 186[4]
New Jersey ELLI	Public schools: 631
New Mexico	Public schools: 5,807; Head Start: 3,12; Other public settings: 541; Other private settings: 3,097
New York	Public schools: 55,368; Other settings: 64,701
North Carolina	Public schools: 13,569; Head Start: 3,357; Other private settings: 9,925
Ohio	Public schools: 10,335; Other private settings: 4,430
Oklahoma	Public schools: 35,797; Head Start: 1,954; Other public settings: 3,119; Other private settings: 371[1]
Oregon	Public schools: 1,053; Head Start: 6,014; Other public settings: 773
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Public schools: 1,036; Head Start: 3,613; Child care providers: 1,001
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Public schools: 4,056; Head Start: 4,525; Other private settings: 8,534
Rhode Island	Public schools: 36; Other private settings: 562[2]
South Carolina 4K/EIA	Data not available
South Carolina CDEP	Data not available
Tennessee	Data not available
Texas	Data not available
Vermont	Public schools: 138 settings; Other private settings (includes Head Start): 230 settings
Virginia	Public schools: 16,698; Other private settings: 1,658
Washington	Public schools: 6,307; Head Start: 1,691; Other public settings: 153; Other private settings: 3,540
West Virginia	Public schools: 16,387[5]
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Public schools: 72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Minimum hours of operation using state funds	Enrollment by operating schedule
Alabama	6.5[2]	School-day: 11,296
Alaska	3.5[2]	Data not available[2]
Arizona	3[4]	Data not available
Arkansas	7[7]	School-day: 20,558[7]
California SPP	3[4]	School-day: 39,486; Part-day: 94,705[5]
California TK	3[3]	Data not available
Colorado	2.5[4]	Data not available
Connecticut CDCC	10[5]	Extended-day: 2,094; Part-day: 293
Connecticut SRP	2.5[4]	Extended-day: 8,356; School-day: 1,821; Part-day: 2,086
Connecticut Smart Start	6	School-day: 290
Delaware	3.5[4]	Data not available[4]
District of Columbia	6.5	Extended-day: 12,902
Florida	Determined locally[5]	Data not available
Georgia	6.5	Extended-day: 80,825
Hawaii	No minimum requirement[4]	School-day: 375
Illinois	2.5	School-day: 10,792; Part-day: 62,326
Indiana	4[8]	Extended-day: 1,099; School-day: 527; Part-day: 269[8]
Iowa Shared Visions	No minimum requirement[5]	Extended-day: 968; School-day: 140; Part-day: 291
Iowa SWVPP	At least 10 hours/week[8]	Data not available
Kansas Preschool	3[1]	Data not available
Kansas State Pre-K	3	Data not available
Kentucky	2.5[6]	Data not available[6]
Louisiana 8(g)	6[2]	School-day: 2,311[2]
Louisiana LA 4	6[5]	School-day: 16,183[5]
Louisiana NSECD	6[3]	School-day: 1,366[3]
Maine	2[6]	Data not available
Maryland	2.5[3]	Extended-day: 11,585; Part-day: 20,155
Massachusetts IPLE	2	Data not available
Massachusetts UPK	Determined locally[3]	Extended-day: 6,403; School-day: 1,396; Part-day: 174
Michigan	3 hours per day for part-day programs[6]	Extended-day: 32,021; Part-day: 6,750
Minnesota	Determined locally[3]	Data not available
Mississippi	6	Extended-day: 1,135; School-day: 646
Missouri	3[3]	Extended-day: 2,272; Part-day: 217
Nebraska	3.5[2]	Data not available
Nevada	2.5[5]	Data not available[5]
New Jersey Abbott	6[5]	School-day: 43,597
New Jersey ECPA	2.5[5]	School-day: 47,649; Part-day: 4,215[5]
New Jersey ELLI	2.5[4]	School-day: 47,649; Part-day: 4,215[4]
New Mexico	2.5[3]	Data not available
New York	2.5[6]	School-day: 89,534; Part-day: 30,550
North Carolina	6.5	Data not available
Ohio	2.5	Data not available
Oklahoma	2.5[2]	School-day: 34,546; Part-day: 6,695[2]
Oregon	3.5[1]	Extended-day: 962; Part-day: 6,820; Home-based: 58
Pennsylvania RTL	2.5	Data not available
Pennsylvania HSSAP	3.5[2]	School-day: 3,569; Part-day: 2,081
Pennsylvania K4 & SBPK	2.5	Data not available
Pennsylvania Pre-K Counts	2.5[2]	School-day: 14,276; Part-day: 2,839[2]
Rhode Island	6	School-day with before and after care: 154; School-day: 440
South Carolina 4K/EIA	2.5	Data not available
South Carolina CDEP	6.5	Data not available
Tennessee	5.5	School-day: 18,116
Texas	3	School-day: 115,586; Part-day: 105,054
Vermont	10 hours/week	Part-day: 7,326
Virginia	3[2]	School-day: 17,695; Part-day: 661
Washington	2.5[4]	Extended-day: 492; School-day: 1,450; Part-day: 9,749[4]
West Virginia	Determined locally[6]	School-day: 13,579; Part-day: 1,039[7]
Wisconsin 4K	2.5[4]	Data not available
Wisconsin HdSt	3.5[2]	Data not available
Guam	6	School-day: 72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Is there a formal partnership at the state-level with other agencies to extend the program day?	Days per week of operation using state funds
Alabama	No	5 days per week
Alaska	No	Determined locally[2]
Arizona	Yes, blended funding is allowed to support full time enrollment or additional children[5]	3 days per week[4]
Arkansas	No[8]	5 days per week
California SPP	Yes, to extend beyond school day to extended-day (wrap-around), to extend part-day to school-day or extended-day[6]	5 days per week[4]
California TK	Determined locally	5 days per week[3]
Colorado	No[4]	Determined locally[4]
Connecticut CDCC	No	5 days per week
Connecticut SRP	No	5 days per week
Connecticut Smart Start	No	5 days per week
Delaware	No	5 days per week
District of Columbia	Yes, DCPS Title I-eligible Pre-K classrooms incorporate Head Start services through a blended classroom model[4]	5 days per week
Florida	No[5]	Determined locally[5]
Georgia	Yes, to extend beyond school-day to extended-day (wrap-around)[5]	5 days per week
Hawaii	No	5 days per week
Illinois	No[2]	5 days per week
Indiana	No[9]	Determined locally[8]
Iowa Shared Visions	No[6]	Determined locally[5]
Iowa SWVPP	No[8]	Determined locally, must be at least 10 hours per week[8]
Kansas Preschool	No	Determined locally[1]
Kansas State Pre-K	No	Determined locally
Kentucky	No	Determined locally[7]
Louisiana 8(g)	No	5 days per week[g]
Louisiana LA 4	No	5 days per week
Louisiana NSECD	No	5 days per week
Maine	No	Determined locally[6]
Maryland	Yes, to extend beyond school day to extended-day (wrap-around), to extend part-day to school-day or extended-day [4]	5 days per week[3]
Massachusetts IPLE	Yes, with Head Start[6]	Determined locally
Massachusetts UPK	Yes, with Head Start	Determined locally[3]
Michigan	Yes, the GSRP/Head Start blend option[7]	4 days per week[7]
Minnesota	Yes, to extend part-day to school-day or extended-day; Through partnerships with Early Learning Scholarships[3]	Determined locally[3]
Mississippi	No	5 days per week
Missouri	No	Determined locally[4]
Nebraska	No	Determined locally[2]
Nevada	No	Determined locally
New Jersey Abbott	Yes, to extend beyond school-day to extended-day (wrap-around)[5]	5 days per week
New Jersey ECPA	Yes, to extend beyond school-day to extended-day (wrap-around)[5]	5 days per week
New Jersey ELLI	Yes, to extend beyond school-day to extended-day (wrap-around)[4]	5 days per week
New Mexico	No	Determined locally
New York	No	5 days per week
North Carolina	No	5 days per week
Ohio	Yes, to extend part-day to school-day or extended-day[3]	Determined locally
Oklahoma	No	5 days per week[2]
Oregon	Yes, through child care subsidy support[1]	Determined locally[2]
Pennsylvania RTL	No	5 days per week
Pennsylvania HSSAP	No	Determined locally[2]
Pennsylvania K4 & SBPK	No	5 days per week
Pennsylvania Pre-K Counts	No	5 days per week
Rhode Island	No[3]	5 days per week
South Carolina 4K/EIA	No	5 days per week
South Carolina CDEP	No	5 days per week
Tennessee	No	5 days per week
Texas	No	5 days per week
Vermont	No	Determined locally
Virginia	No	5 days per week
Washington	No	Determined locally[4]
West Virginia	Yes, child care partners offer extended day care through the collaborative model[8]	Determined locally[6]
Wisconsin 4K	Yes, to extend beyond school-day to extended-day (wrap-around), to extend part-day to school-day or extended-day[5]	Determined locally[4]
Wisconsin HdSt	Yes, to extend beyond school day to extended-day (wrap-around), to extend part-day to school-day or extended-day[3]	Determined locally[2]
Guam	No	5 days per week

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Hours per year of operation using state funds	State-funded annual operating schedule
Alabama	1,170	School or academic year
Alaska	Determined locally[2]	Determined locally[2]
Arizona	Part-day: 480; Full-day: 1,120	Determined locally
Arkansas	1,246	School or academic year[7]
California SPP	Full-day: 246 days/year; Part-day: 175 days/year[4]	Determined locally[4]
California TK	36,000 minutes[3]	School or academic year[3]
Colorado	Part-day: 360; Full-day: 720[4]	School or academic year[4]
Connecticut CDCC	Determined locally[6]	Full calendar year[6]
Connecticut SRP	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450	Determined locally[5]
Connecticut Smart Start	1,080	School or academic year[5]
Delaware	At least 640[4]	Determined locally[4]
District of Columbia	1,170	School or academic year
Florida	540 (school-year program); 300 (summer program)[5]	Determined locally[5]
Georgia	1,170	School or academic year
Hawaii	915	School or academic year
Illinois	2.5 to 6 hours/day, 5 days/week for approximately 180 days/year	School or academic year
Indiana	450[8]	Determined locally[8]
Iowa Shared Visions	Determined locally[5]	Determined locally
Iowa SWVPP	Approximately 350[9]	School or academic year
Kansas Preschool	465[1]	Determined locally[1]
Kansas State Pre-K	465	School or academic year
Kentucky	Unknown	School or academic year[8]
Louisiana 8(g)	962.5	School or academic year
Louisiana LA 4	1,062	School or academic year
Louisiana NSECD	962.5	School or academic year
Maine	Determined locally	Determined locally[7]
Maryland	Extended Day: 75,302.50 minutes; Part Day: 50,387.50 minutes[3]	School or academic year
Massachusetts IPLE	Determined locally	Determined locally[7]
Massachusetts UPK	Determined locally[3]	Determined locally[4]
Michigan	Part-day: 360; Full-day: 780[7]	Determined locally[7]
Minnesota	Per Federal Head Start Performance Standards[3]	Determined locally
Mississippi	1,080	School or academic year
Missouri	Determined locally	Full calendar year; school or academic year (schools/government entities only)[5]
Nebraska	450 if receiving a grant or qualified to have State Aid calculated[2]	School or academic year
Nevada	Determined locally	Determined locally
New Jersey Abbott	1,080	School or academic year
New Jersey ECPA	1,080	School or academic year
New Jersey ELLI	450 to 1,080	School or academic year
New Mexico	Part-day: 450; Extended-day: 900[3]	Determined locally
New York	Part-day: 450; Full-day: 900	School or academic year[6]
North Carolina	1,170	School or academic year[2]
Ohio	455	School or academic year
Oklahoma	1,080[2]	School or academic year[2]
Oregon	Per Federal Head Start Performance Standards[1]	School or academic year[1]
Pennsylvania RTL	450 to 990	School or academic year[2]
Pennsylvania HSSAP	360[2]	Determined locally[2]
Pennsylvania K4 & SBPK	450 to 990	School or academic year[2]
Pennsylvania Pre-K Counts	Determined locally	180 days per year
Rhode Island	1,080	School or academic year
South Carolina 4K/EIA	Determined locally	School or academic year
South Carolina CDEP	1,170 hours (180 days)	School or academic year
Tennessee	990	School or academic year
Texas	540	School or academic year
Vermont	350	School or academic year
Virginia	Determined locally	School or academic year
Washington	Part-day (2.5 hours/day): 320; Part-day (3 hours/day): 360; Full-day: 1,000; Extended-day: 2,370[4]	School year (part-day and full school-day models); calendar year (extended-day model)[4]
West Virginia	Minimum of 14 hours/week, 128 days/year[6]	School or academic year[6]
Wisconsin 4K	437[4]	Determined locally[4]
Wisconsin HdSt	Determined locally[2]	Determined locally[2]
Guam	820	School or academic year[3]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Minimum age for preschool eligibility	Maximum age for preschool eligibility
Alabama	4 by September 1	5 by September 1
Alaska	4 by August 15	Determined locally
Arizona	No minimum age	5 by September 1
Arkansas	3 by August 1	4 years, 11 months by August 1
California SPP	3 by September 1[7]	5 by September 1[7]
California TK	5 by December 2[4]	5 by September 2[4]
Colorado	3 by October 1[5]	Determined locally[5]
Connecticut CDCC	3 by January 1[7]	6 by January 1
Connecticut SRP	2 years, 9 months by September 1	4 years, 12 months by December 31[6]
Connecticut Smart Start	2 years, 9 months by September 1[6]	4 years, 12 months by December 31
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[6]	5 by August 31[6]
Georgia	4 by September 1	5 by September 1
Hawaii	4 by July 31	5 by July 31
Illinois	3 by September 1[3]	5 by September 1[3]
Indiana	4 by August 1[10]	4 years, 11 months by August 1[10]
Iowa Shared Visions	3 by September 15	5 years, 11 months by September 15
Iowa SWVPP	4 by September 15	5 years, 11 months by September 15
Kansas Preschool	4 by August 31	4 years, 11 months by August 31
Kansas State Pre-K	4 by August 31	4 years, 11 months by September 31
Kentucky	3 by August 1	4 by August 1[9]
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA 4	4 by September 30	5 by September 30
Louisiana NSECD	4 by September 30	5 by September 30
Maine	4 by October 15	Determined locally
Maryland	4 by September 1[5]	5 by September 1
Massachusetts IPLE	2 years, 9 months by locally determined date	Determined locally[8]
Massachusetts UPK	2 years, 9 months by locally determined date	Determined locally[5]
Michigan	4 by September 1[8]	5 by August 31[8]
Minnesota	3 by September 1	4 years, 11 months by September 1
Mississippi	4 by September 1	4 years, 11 months by September 1
Missouri	3 by July 31	4 by July 31
Nebraska	Determined locally	5 by July 31
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	3 by locally determined date	5 by locally determined date
New Mexico	3 by August 31[4]	4 years, 11 months by August 31
New York	3 by December 1	4 years, 11 months by December 1
North Carolina	4 by August 31	5 by August 31
Ohio	3 by August 1 or September 30[4]	5 by August 1 or September 30[4]
Oklahoma	4 by September 1[3]	5 by September 1
Oregon	3 by September 1	4 years, 11 months by September 1
Pennsylvania RTL	Determined locally[3]	Determined locally[3]
Pennsylvania HSSAP	Determined locally[3]	Determined locally[3]
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania Pre-K Counts	Determined locally[3]	Determined locally[3]
Rhode Island	4 by September 1	5 by September 1
South Carolina 4K/EIA	4 by September 1	4 years, 11 months by August 30
South Carolina CDEP	4 by September 1	5 years, 11 months by September 1
Tennessee	4 by August 15	5 by August 15
Texas	3 by September 1	4 years, 12 months by August 31
Vermont	3 by locally determined date	5 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[6]	Determined locally
Wisconsin HdSt	3 by September 1	5 by September 1
Guam	4 by July 30	4 years, 11 months by July 30

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Kindergarten eligibility age
Alabama	5 by September 1
Alaska	5 by August 15
Arizona	5 by September 1
Arkansas	5 by November 1
California SPP	5 by September 1[7]
California TK	5 by September 1[4]
Colorado	5 by October 1[5]
Connecticut CDCC	5 by January 1
Connecticut SRP	5 by January 1
Connecticut Smart Start	5 by January 1
Delaware	5 by August 31
District of Columbia	5 by September 30[5]
Florida	5 by September 1
Georgia	5 by September 1
Hawaii	5 by July 31
Illinois	5 by September 1[3]
Indiana	5 by August 1[10]
Iowa Shared Visions	5 by September 15
Iowa SWVPP	5 by September 15
Kansas Preschool	5 by August 31
Kansas State Pre-K	5 by August 31
Kentucky	5 by October 1
Louisiana 8(g)	5 by September 30
Louisiana LA 4	5 by September 30
Louisiana NSECD	5 by September 30
Maine	5 by October 15
Maryland	5 by September 1
Massachusetts IPLE	Determined locally[8]
Massachusetts UPK	Determined locally[5]
Michigan	5 by September 1[8]
Minnesota	5 by September 1
Mississippi	5 by September 1
Missouri	5 by July 31
Nebraska	5 by August 1
Nevada	5 by September 30
New Jersey Abbott	5 by locally determined date
New Jersey ECPA	5 by locally determined date
New Jersey ELLI	5 by locally determined date
New Mexico	5 by August 31
New York	5 by locally determined date
North Carolina	5 by August 31
Ohio	5 by August 1 or September 30[4]
Oklahoma	5 by September 1
Oregon	5 by September 1
Pennsylvania RTL	Determined locally[3]
Pennsylvania HSSAP	Determined locally[3]
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Determined locally[3]
Rhode Island	5 by September 1
South Carolina 4K/EIA	5 by September 1
South Carolina CDEP	5 by September 1
Tennessee	5 by August 15
Texas	5 by September 1
Vermont	5 by locally determined date
Virginia	5 by September 30
Washington	5 by August 31
West Virginia	5 by September 1
Wisconsin 4K	5 by September 1
Wisconsin HdSt	5 by September 1
Guam	5 by July 30

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State policy on enrolling children in state-funded preschool when they are age-eligible for kindergarten
Alabama	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Alaska	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool[3]
Arizona	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Arkansas	Kindergarten-age eligible children may enroll in preschool contingent on the documentation and team decision of the IFSP/ IEP and the best interest of the child
California SPP	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool[7]
California TK	Kindergarten-age eligible children may enroll in TK at the local program's discretion[4]
Colorado	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
Connecticut CDCC	Children enrolled in half-day kindergarten programs are allowed to enrolled in state preschool for the remainder of the day
Connecticut SRP	Up to 5% of students who are age-eligible for kindergarten may remain in preschool for an additional year as long as the parent/guardian, School Readiness provider, and local/regional school district agree to the child not entering kindergarten when age appropriate[6]
Connecticut Smart Start	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Delaware	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
District of Columbia	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Florida	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[7]
Georgia	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children with documented disabilities may enroll in preschool; Kindergarten-age eligible children may only enroll in preschool if they have not yet attended 4-year-old preschool or transitional K
Hawaii	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Illinois	Kindergarten-age eligible children with documented disabilities may enroll in preschool; Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[3]
Indiana	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[10]
Iowa Shared Visions	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children with documented disabilities may enroll in preschool[7]
Iowa SWVPP	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool based on the needed services; Older and younger children may be eligible to participate if space and funding are available[10]
Kansas Preschool	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Kansas State Pre-K	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Kentucky	Kindergarten-age eligible children with documented disabilities may enroll in preschool; Non-age-eligible children may enroll if space is available[9]
Louisiana 8(g)	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Louisiana LA 4	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Louisiana NSECD	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Maine	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool[2]
Maryland	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Massachusetts IPLE	Kindergarten-age eligible children with documented disabilities may enroll in preschool[8]
Massachusetts UPK	Kindergarten-age eligible children with documented disabilities may enroll in preschool[5]
Michigan	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[8]
Minnesota	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Mississippi	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool
Missouri	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Nebraska	Kindergarten-age eligible children with documented disabilities may enroll in preschool[3]
Nevada	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool[6]
New Jersey Abbott	Kindergarten-age eligible children with documented disabilities may enroll in preschool[6]
New Jersey ECPA	Kindergarten-age eligible children with documented disabilities may enroll in preschool[6]
New Jersey ELLI	Kindergarten-age eligible children with documented disabilities may enroll in preschool[5]
New Mexico	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
New York	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
North Carolina	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[3]
Ohio	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[4]
Oklahoma	Kindergarten-age eligible children may enroll in preschool at the local program's discretion
Oregon	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Pennsylvania RTL	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool
Pennsylvania HSSAP	Kindergarten-age eligible children with documented disabilities may enroll in preschool; Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[3]
Pennsylvania K4 & SBPK	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool
Pennsylvania Pre-K Counts	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[3]
Rhode Island	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State policy on enrolling children in state-funded preschool when they are age-eligible for kindergarten
South Carolina 4K/EIA	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool
South Carolina CDEP	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Tennessee	Kindergarten-age eligible children with documented disabilities may enroll in preschool
Texas	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Vermont	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents
Virginia	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 preschool at local program's discretion only, not solely at the request of parents
Washington	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year[5]
West Virginia	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Local school districts can allow for early entrance to kindergarten based on an assessment[9]
Wisconsin 4K	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool[6]
Wisconsin HdSt	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Guam	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Besides age, how is eligibility for state-funded preschool determined for individual children?
Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
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[6]
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age[9]
California SPP	Eligibility is determined by individual child or family characteristics in addition to age[8]
California TK	All age-eligible children in districts offering the program, or in the entire state, may enroll
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age[8]
Connecticut SRP	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
Connecticut Smart Start	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
Delaware	Eligibility is determined by individual child or family characteristics in addition to age[6]
District of Columbia	All age-eligible children in the District may enroll[6]
Florida	All age-eligible children in districts offering the program, or in the entire state, may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Hawaii	Eligibility is determined by individual child or family characteristics in addition to age[5]
Illinois	Eligibility is determined by individual child or family characteristics in addition to age[4]
Indiana	Eligibility is determined by individual child or family characteristics in addition to age[11]
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age[8]
Iowa SWVPP	All age-eligible children in the entire state, may enroll[11]
Kansas Preschool	Eligibility is determined by individual child or family characteristics in addition to age[2]
Kansas State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age[10]
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age[3]
Louisiana LA 4	Eligibility is determined by individual child or family characteristics in addition to age
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	Determined locally[8]
Maryland	Eligibility is determined by individual child or family characteristics in addition to age[6]
Massachusetts IPLE	Eligibility may also be determined by individual child or family characteristics in addition to age at the local level[9]
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Michigan	Eligibility is determined by individual child or family characteristics in addition to age[9]
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age[4]
Mississippi	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
Missouri	Determined Locally[6]
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[7]
New Jersey Abbott	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age[6]
New Mexico	All age-eligible children in locations offering the program may enroll[5]
New York	All age-eligible children in districts offering the program may enroll[7]
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age[4]
Ohio	Eligibility is determined by individual child or family characteristics in addition to age
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon	Eligibility is determined by individual child or family characteristics in addition to age[3]
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age[4]
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age[4]
Pennsylvania K4 & SBPK	K4: All age-eligible children in districts offering the program, or in the entire state, may enroll; SBPK: Eligibility may be determined by individual or family characteristics in addition to age
Pennsylvania Pre-K Counts	Eligibility is determined by individual child or family characteristics in addition to age[4]
Rhode Island	All age-eligible children in communities offering the program may enroll[4]
South Carolina 4K/EIA	Eligibility is determined by individual child or family characteristics in addition to age[3]
South Carolina CDEP	Eligibility is determined by individual child or family characteristics in addition to age[4]
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	All age-eligible children in districts offering the program, or in the entire state, may enroll[2]
Virginia	Eligibility is determined by individual child or family characteristics in addition to age
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[7]
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age[4]
Guam	All age-eligible children in districts offering the program, or in the entire state, may enroll[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Income requirement
Alabama	No income requirement
Alaska	150% of FPL
Arizona	200% of FPL
Arkansas	200% of FPL[9]
California SPP	70% of SMI[8]
California TK	No income requirement
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL[6]
Connecticut CDCC	75% of SMI[8]
Connecticut SRP	60% of children enrolled in each municipality must meet the income guideline of at or below 75% of SMI[7]
Connecticut Smart Start	No income requirement
Delaware	100% of FPL
District of Columbia	No income requirement
Florida	No income requirement
Georgia	No income requirement
Hawaii	250% of FPL
Illinois	No income requirement[4]
Indiana	127% of FPL[11]
Iowa Shared Visions	130% of FPL[8]
Iowa SWVPP	No income requirement
Kansas Preschool	Eligible for free or reduced-price lunch, or 185% of FPL[2]
Kansas State Pre-K	Eligible for free or reduced-price lunch, or 185% of FPL
Kentucky	160% of FPL[10]
Louisiana 8(g)	Eligible for free or reduced-price lunch, or 185% of FPL[3]
Louisiana LA 4	Eligible for free or reduced-price lunch, or 185% of FPL
Louisiana NSECD	Eligible for free or reduced-price lunch, or 185% of FPL
Maine	No income requirement[8]
Maryland	Eligible for free or reduced-price lunch, or 185% of FPL[6]
Massachusetts IPLE	No income requirement
Massachusetts UPK	No income requirement[6]
Michigan	250% of FPL, with some exception for up to 300% of FPL[9]
Minnesota	Per Federal Head Start requirements: 100% of FPL[4]
Mississippi	No income requirement
Missouri	No income requirement
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL[4]
Nevada	No income requirement[7]
New Jersey Abbott	No income requirement[7]
New Jersey ECPA	No income requirement
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% of FPL[6]
New Mexico	No income requirement[5]
New York	No income requirement[7]
North Carolina	75% of SMI
Ohio	200% of FPL[5]
Oklahoma	No income requirement
Oregon	100% of FPL
Pennsylvania RTL	No income requirement
Pennsylvania HSSAP	100% of FPL[4]
Pennsylvania K4 & SBPK	No income requirement
Pennsylvania Pre-K Counts	300% of FPL
Rhode Island	No income requirement
South Carolina 4K/EIA	Eligible for free or reduced-price lunch, or 185% of FPL
South Carolina CDEP	Eligible for free or reduced-price lunch, or 185% of FPL; or Medicaid Eligible[5]
Tennessee	Eligible for free or reduced-price lunch, or 185% of FPL
Texas	Eligible for free or reduced-price lunch, or 185% of FPL
Vermont	No income requirement
Virginia	200% of FPL
Washington	110% of FPL[6]
West Virginia	No income requirement
Wisconsin 4K	No income requirement
Wisconsin HdSt	Federal Head Start income criteria[4]
Guam	No income requirement

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

INCOME REQUIREMENT

STATE	How is the income requirement applied to determine eligibility?
Alabama	NA
Alaska	Not reported
Arizona	100% of children must meet the income requirement
Arkansas	90% or more of the children meet the income criteria; other children may qualify with other characteristics and/or be on a sliding fee scale[9]
California SPP	Once all children meeting the income criteria are served, other children can enroll[8]
California TK	NA
Colorado	Income is one of many eligibility criteria[6]
Connecticut CDCC	100% of children must meet the income requirement[8]
Connecticut SRP	60% of children must meet the income requirement
Connecticut Smart Start	NA
Delaware	At least 90% of each program's ECAP-funded seats must meet the income requirement
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Priority is given to families meeting the income requirement[5]
Illinois	NA[4]
Indiana	100% of children must meet the income requirement[11]
Iowa Shared Visions	At least 80% must meet the income requirement[9]
Iowa SWVPP	NA
Kansas Preschool	50% of children must meet the income requirement[2]
Kansas State Pre-K	Children must meet at least one of eight specified risk factors
Kentucky	Once all at-risk 4-year-olds (160% of FPL) and 3- and 4-year-old children with disabilities are served, other children can enroll if space is available[10]
Louisiana 8(g)	Priority is given to students who qualify for free or reduced price lunch[3]
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA[8]
Maryland	All children are at 185% FPL or below; PDG must be 200% FPL or below; State PreK Expansion must be 300% FPL or below[6]
Massachusetts IPLE	NA
Massachusetts UPK	NA
Michigan	90% of children must meet income eligibility of 250% of FPL, with exceptions for up to 300% if sufficient numbers of children cannot be recruited at 250% of FPL[9]
Minnesota	Per Federal Head Start requirements[4]
Mississippi	NA
Missouri	NA
Nebraska	70% of children must meet the income requirement[4]
Nevada	NA[7]
New Jersey Abbott	NA[7]
New Jersey ECPA	NA
New Jersey ELLI	100% of children must meet the income requirement[6]
New Mexico	NA[5]
New York	NA[7]
North Carolina	20% of a county's NC Pre-K slots may be used to serve children above 75% of SMI if they have another risk factor
Ohio	100% of children must meet the income requirement[5]
Oklahoma	NA
Oregon	Per Federal Head Start requirements[3]
Pennsylvania RTL	NA
Pennsylvania HSSAP	Per Federal Head Start requirements[4]
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	100% of children must meet the income requirement[4]
Rhode Island	NA
South Carolina 4K/EIA	100% of children[3]
South Carolina CDEP	Priority is given to students who qualify for free or reduced price lunch or Medicaid[5]
Tennessee	100% of children must meet the income requirement[3]
Texas	Qualifying for free or reduced Price lunch is one of six ways to qualify
Vermont	NA
Virginia	85% of children must meet the income requirement[3]
Washington	90% of children must meet the income requirement[6]
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	As per Head Start federal requirements, 10% of the children may be over the low-income guidelines[4]
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Alaska	Locally determined risk factors[4]
Arizona	None
Arkansas	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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 risk factor(s)[9]
California SPP	History of abuse, neglect, or family violence; Homelessness or unstable housing; Parents are: employed, seeking employment, engaged in vocational training leading directly to a recognized trade, paraprofession or profession, homeless and seeking permanent housing, incapacitated[8]
California TK	NA
Colorado	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care; Other risk factor(s)[6]
Connecticut CDCC	None
Connecticut SRP	NA
Connecticut Smart Start	NA
Delaware	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty; Other risk factor(s)[7]
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Teen parent; Child history of foster care
Illinois	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty; Other risk factor(s)[4]
Indiana	None
Iowa Shared Visions	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Other risk factor(s)[9]
Iowa SWVPP	NA
Kansas Preschool	Low parental education; Home language other than English; Teen parent; Parent is on active military duty; Early childhood referral; Single parent family; Developmental delay-lower than expected developmental progress, DCF social services referral
Kansas State Pre-K	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Teen parent; Child history of foster care; Other risk factor(s)
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other risk factor(s)[10]
Louisiana 8(g)	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty[3]
Louisiana LA 4	Homelessness or unstable housing; Child history of foster care
Louisiana NSECD	Homelessness or unstable housing; Child history of foster care
Maine	Locally determined risk factors[8]
Maryland	Child disability or developmental delay; Homelessness or unstable housing; Risk that child will not be ready for kindergarten[6]
Massachusetts IPLE	Child disability or developmental delay; Other risk factor(s)[10]
Massachusetts UPK	NA
Michigan	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent is on active military duty[9]
Minnesota	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty[4]
Mississippi	NA
Missouri	NA
Nebraska	Child disability or developmental delay; Low parental education; Home language other than English; Teen parent; Low birth weight or other child health risk[4]
Nevada	NA[7]
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	Locally determined risk factors[6]
New Mexico	NA
New York	NA[7]
North Carolina	Child disability or developmental delay; Home language other than English; Risk that child will not be ready for kindergarten; Low birth weight or other child health risk; Parent is on active military duty; Chronic health condition; Child has an IEP
Ohio	None
Oklahoma	NA
Oregon	Homelessness or unstable housing; Child history of foster care[3]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Risk factors besides income that can be used to determine eligibility
Pennsylvania RTL	Locally determined risk factors
Pennsylvania HSSAP	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty[4]
Pennsylvania K4 & SBPK	K4: NA; SBPK: Locally determined risk factors
Pennsylvania Pre-K Counts	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty[4]
Rhode Island	NA
South Carolina 4K/EIA	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty[3]
South Carolina CDEP	Child disability or developmental delay; Homelessness or unstable housing; Risk that child will not be ready for kindergarten; Child history of foster care
Tennessee	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent is on active military duty; Other risk factor(s)[3]
Texas	Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent is on active military duty; Parent injured while on active duty
Vermont	NA
Virginia	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; Parent is on active military duty; Other risk factor(s)[3]
Washington	Child disability or developmental delay; Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; 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; 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 status[6]
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other risk factor(s)[4]
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Is there a specific/minimum number of risk factors tied to eligibility	Sliding scale based on income	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	NA	Yes	No
Alaska	No	No	No
Arizona	No	No[7]	Yes[8]
Arkansas	1[9]	Yes[9]	No
California SPP	1	Yes[9]	Yes[10]
California TK	NA	No	No
Colorado	1[6]	No	No
Connecticut CDCC	No[8]	Yes	No
Connecticut SRP	NA[7]	Yes	Yes[8]
Connecticut Smart Start	NA	Determined locally[8]	No
Delaware	No[7]	No	No
District of Columbia	NA	No	No
Florida	NA	No	No
Georgia	NA	No	No
Hawaii	No[5]	No	No
Illinois	2[4]	No	No
Indiana	No	No	No
Iowa Shared Visions	1[9]	Determined locally[9]	No
Iowa SWVPP	NA	No	No
Kansas Preschool	1	No	No
Kansas State Pre-K	No	No	No
Kentucky	1	Determined locally[11]	No
Louisiana 8(g)	No[3]	No	No
Louisiana LA 4	No	No[6]	No
Louisiana NSECD	No	Determined locally[4]	No
Maine	No[8]	No	Yes[9]
Maryland	1	No	No
Massachusetts IPLE	No	Determined locally[11]	No
Massachusetts UPK	NA	Determined locally[7]	No
Michigan	1[9]	Yes	No
Minnesota	1[4]	No	Yes[5]
Mississippi	NA	No	No
Missouri	NA	Determined locally[7]	No
Nebraska	No[4]	Determined locally[5]	No
Nevada	NA	No	Yes[8]
New Jersey Abbott	NA	No	Yes[8]
New Jersey ECPA	NA	No	Yes[7]
New Jersey ELLI	No	No	Yes[7]
New Mexico	NA	No	No
New York	NA[7]	No	No
North Carolina	1[4]	No	No
Ohio	No[5]	Determined locally[5]	No
Oklahoma	NA	No	No
Oregon	No[3]	No	No
Pennsylvania RTL	No	No	No
Pennsylvania HSSAP	No	No	No
Pennsylvania K4 & SBPK	K4: NA; SBPK: Determined locally	No	No
Pennsylvania Pre-K Counts	No[4]	No	No
Rhode Island	NA	No	No[5]
South Carolina 4K/EIA	No[3]	No	No
South Carolina CDEP	No	No	No
Tennessee	1[3]	No	No
Texas	1	No	No[2]
Vermont	NA	No	No
Virginia	1	No	No
Washington	No	No	No
West Virginia	NA	No	No
Wisconsin 4K	NA	No	No
Wisconsin HdSt	No[4]	No	No
Guam	NA	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Maximum class size	Staff to child ratio requirement
Alabama	4-year-olds: 20[4]	4-year-olds: 1:10[4]
Alaska	4-year-olds: 20	4-year-olds: 1:10
Arizona	3-year-olds: 26; 4-year-olds: 30; mixed-age: 26[9]	3-year-olds: 1:13; 4-year-olds: 1:15; mixed-age: 1:13[9]
Arkansas	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
California SPP	3- and 4-year-olds: No limit[11]	3- and 4-year-olds: 1:8
California TK	4-year-olds: 33	4-year-olds: 1:33
Colorado	3- and 4-year-olds: 16	3- and 4-year-olds: 1:8
Connecticut CDCC	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Connecticut SRP	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Connecticut Smart Start	3- and 4-year-olds:18	3- and 4-year-olds: 2:18
Delaware	4-year-olds: 20	4-year-olds: 1:10
District of Columbia	3-year-olds: 16; 4-year-olds: 20; mixed-age: based on age of youngest child in the classroom (DCPS and CBO only)[7]	3-year-olds: 2:16; 4-year-olds: 2:20; mixed-age: 2:16 (DCPS and CBO only)[7]
Florida	4-year-olds: 12 (summer); 20 (school year)	4-year-olds: 1:12 (summer); 1:11 or 2:12-20 (school year)
Georgia	4-year-olds: 22[6]	4-year-olds: 1:11[6]
Hawaii	4-year-olds: 20	4-year-olds: 1:10
Illinois	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Indiana	4-year-olds: 24	4-year-olds: 1:12
Iowa Shared Visions	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18[10]	3- and 4-year-olds: 1:8
Iowa SWVPP	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18 or 20 depending on majority age group	3-year-olds: 1:9; 4-year-olds: 1:10; mixed-age: 1:9 or 1:10 depending on majority age group
Kansas Preschool	3- and 4-year-olds: 20	4-year-olds: 1:10
Kansas State Pre-K	4-year-olds: 25; mixed-age: 25[3]	4-year-olds: 1:10; mixed-age: 1:10[3]
Kentucky	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Louisiana 8(g)	4-year-olds: 20	4-year-olds: 1:10
Louisiana LA 4	4-year-olds: 20	4-year-olds: 1:10
Louisiana NSECD	4-year-olds: 20	4-year-olds: 1:10
Maine	4-year-olds: 16	4-year-olds: 1:8[10]
Maryland	3-year-olds: 20; 4-year-olds: 20; mixed-age: 20[7]	3-year-olds: 1:10; 4-year-olds: 1:10; mixed-age: 1:10[7]
Massachusetts IPLE	3- and 4-year-olds: 20[12]	3- and 4-year-olds: 1:7-10
Massachusetts UPK	3-year-olds: 20 ; 4-year-olds: 20; mixed-age: depends on the ages of the children	3- and 4-year-olds: 1:6-10 depending on program type
Michigan	4-year-olds: 18[10]	4-year-olds: 1:8[10]
Minnesota	3-year-olds: 15; 4-year-olds: 20; mixed-age: 15	3-year-olds: 2:15; 4-year-olds: 1:10; mixed-age: 1:10
Mississippi	3-year-olds: 14; 4-year-olds: 20; mixed-age: 14	3-year-olds: 1:7; 4-year-olds: 1:10; mixed-age: 1:7
Missouri	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Nebraska	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Nevada	3-year-olds: 16; 4-year-olds: 20; mixed-age: 20[9]	3-year-olds: 1:8; 4-year-olds: 1:10; mixed age: 1:10[9]
New Jersey Abbott	3- and 4-year-olds: 15	3- and 4-year-olds: 2:15
New Jersey ECPA	3- and 4-year-olds: 18	3- and 4-year-olds: 1:9
New Jersey ELLI	4-year-olds: 20	4-year-olds: 1:10
New Mexico	3-year-olds: 16; 4-year-olds: 20; mixed-age: NA	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: NA[6]
New York	3- and 4-year-olds: 20	3-year-olds: 1:8; 4-year-olds: 1:9; mixed-age: 1:8
North Carolina	4-year-olds: 18	4-year-olds: 1:9[5]
Ohio	3-year-olds: 24; 4-year-olds: 28; mixed-age: 24[6]	3-year-olds: 1:12; 4-year-olds: 1:14; mixed-age: 1:12[6]
Oklahoma	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Oregon	3-year-olds: 17; 4-year-olds: 20; mixed-age: NA	3-year-olds: 2:17; 4-year-olds: 1:10; mixed-age: NA
Pennsylvania RTL	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Pennsylvania HSSAP	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
Pennsylvania K4 & SBPK	3- and 4-year-olds: K4: No limit; SBPK: 20[3]	3- and 4-year-olds: K4: No limit; SBPK: 1:10[3]
Pennsylvania Pre-K Counts	3- and 4-year-olds: 20[5]	3- and 4-year-olds: 1:10[5]
Rhode Island	4-year-olds: 18	4-year-olds: 1:9
South Carolina 4K/EIA	3- and 4-year-olds: 20	3- and 4-year-olds: 1:10
South Carolina CDEP	4-year-olds: 20	4-year-olds: 1:10
Tennessee	3-year-olds: 16; 4-year-olds: 20; mixed-age: 20	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: 1:9 or 1:10
Texas	3- and 4-year-olds: No limit[3]	3- and 4-year-olds: No limit[3]
Vermont	3- and 4-year-olds: 20[3]	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: 1:10
West Virginia	3- and 4-year-olds: 20[10]	3- and 4-year-olds: 1:10[10]
Wisconsin 4K	4-year-olds: determined locally[8]	4-year-olds: determined locally[8]
Wisconsin HdSt	3-year-olds: 17; 4-year-olds: 20; mixed-age: 16[5]	3-year-olds: 2:17; 4-year-olds: 1:10; mixed-age: 1:8[5]
Guam	4-year-olds: 18	4-year-olds: 1:9

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Meal requirement
Alabama	Lunch[5]
Alaska	No meals are required, determined locally[4]
Arizona	Requirements depend on length of program day[10]
Arkansas	Breakfast; Lunch; Snack
California SPP	Requirements depend on length of program day[12]
California TK	At least one meal to children who qualify for FRPL[5]
Colorado	Requirements depend on length of program day[7]
Connecticut CDCC	Breakfast; Lunch; Snack[9]
Connecticut SRP	Requirements depend on length of program day[9]
Connecticut Smart Start	No meals are required
Delaware	Lunch; Snack
District of Columbia	Breakfast; Lunch; Snack[8]
Florida	Depends on length of program day[8]
Georgia	Lunch[7]
Hawaii	Lunch[6]
Illinois	Lunch and snack (school-day), Snack (part-day)
Indiana	Requirements depend on length of program day[12]
Iowa Shared Visions	At least one meal, requirements depend on hours of operation[11]
Iowa SWVPP	Snack[12]
Kansas Preschool	Lunch and snack (school-day), Snack (part-day)
Kansas State Pre-K	Snack
Kentucky	Breakfast and/or lunch[12]
Louisiana 8(g)	Breakfast; Lunch; Snack[4]
Louisiana LA 4	Breakfast; Lunch; Snack
Louisiana NSECD	Breakfast; Lunch; Snack
Maine	Snack[11]
Maryland	Lunch and snack (school-day); Lunch (part-day)
Massachusetts IPLE	Requirements depend on length of program day[13]
Massachusetts UPK	Requirements depend on length of program day[8]
Michigan	Requirements depend on length of program day[11]
Minnesota	At least one meal[6]
Mississippi	At least one meal[4]
Missouri	Requirements depend on length of program day[8]
Nebraska	One meal and/or snack[6]
Nevada	Snack[10]
New Jersey Abbott	Breakfast; Lunch; Snack
New Jersey ECPA	Requirements depend on length of program day[8]
New Jersey ELLI	Requirements depend on length of program day[8]
New Mexico	At least one meal[7]
New York	Requirements depend on length of program day[8]
North Carolina	Lunch and either breakfast or snack
Ohio	Requirements depend on length of program day[7]
Oklahoma	Breakfast and/or lunch[4]
Oregon	Breakfast; Lunch; Snack[4]
Pennsylvania RTL	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Pennsylvania K4 & SBPK	No meals are required
Pennsylvania Pre-K Counts	At least one meal (half-day); At least one meal and snack (full-day)[6]
Rhode Island	Lunch; Snack
South Carolina 4K/EIA	Lunch is provided for full-day students and for half-day a.m. students
South Carolina CDEP	Lunch
Tennessee	Breakfast; Lunch; Snack
Texas	Requirements depend on length of program day[4]
Vermont	Snack
Virginia	No meals are required[4]
Washington	At least one meal[7]
West Virginia	At least one meal[11]
Wisconsin 4K	Requirements depend on length of program day (please specify)[9]
Wisconsin HdSt	At least one meal[6]
Guam	Breakfast; Lunch

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Required screenings
Alabama	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental[6]
Alaska	Developmental
Arizona	Immunizations[11]
Arkansas	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam
California SPP	Immunizations; Full physical exam (includes vision and hearing screenings)[13]
California TK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam[6]
Colorado	None[8]
Connecticut CDCC	Immunizations; Full physical exam
Connecticut SRP	None[10]
Connecticut Smart Start	None
Delaware	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[8]
District of Columbia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[9]
Florida	Determined locally[9]
Georgia	Vision; Hearing; Height/weight/BMI; Immunizations; Dental[8]
Hawaii	Full physical exam[7]
Illinois	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[5]
Indiana	Immunizations; Full physical exam[13]
Iowa Shared Visions	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[12]
Iowa SWVPP	Vision; Hearing; Immunizations; Dental; Full physical exam[13]
Kansas Preschool	Vision; Hearing; Immunizations[3]
Kansas State Pre-K	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental
Kentucky	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam[13]
Louisiana 8(g)	None[5]
Louisiana LA 4	Vision; Hearing; Immunizations[7]
Louisiana NSECD	Vision; Hearing; Immunizations[5]
Maine	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental[12]
Maryland	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam[8]
Massachusetts IPLE	Through Child Find[14]
Massachusetts UPK	Through Child Find[9]
Michigan	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam
Minnesota	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam; Family history
Mississippi	Vision; Hearing; Height/weight/BMI; Immunizations; Developmental
Missouri	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[9]
Nebraska	Determined locally
Nevada	None[11]
New Jersey Abbott	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Full physical exam
New Jersey ECPA	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental
New Jersey ELLI	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental
New Mexico	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[8]
New York	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
North Carolina	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[6]
Ohio	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam; Lead
Oklahoma	Vision; Hearing; Immunizations[5]
Oregon	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[5]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Pennsylvania K4 & SBPK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations
Pennsylvania Pre-K Counts	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[7]
Rhode Island	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
South Carolina 4K/EIA	Immunizations; Developmental
South Carolina CDEP	Immunizations; Developmental[6]
Tennessee	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam
Texas	Vision; Hearing; Immunizations[5]
Vermont	Vision; Hearing; Developmental[4]
Virginia	Vision; Hearing; Height/weight/BMI; Immunizations[5]
Washington	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Full physical exam
West Virginia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[12]
Wisconsin 4K	Immunizations; Developmental; Full physical exam[10]
Wisconsin HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam[7]
Guam	Immunizations; Full physical exam[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Who conducts the screenings?
Alabama	Medical professionals[6]
Alaska	Qualified program staff
Arizona	Non-program professionals[11]
Arkansas	Non-program professionals
California SPP	Physicians[13]
California TK	Other personnel
Colorado	NA
Connecticut CDCC	Non-program professionals
Connecticut SRP	NA
Connecticut Smart Start	NA
Delaware	Determined locally[8]
District of Columbia	Vision, Hearing, Height/weight/BMI, Blood pressure, Immunizations, Dental, Full physical exam: Non-program professionals; Psychosocial/behavioral, Developmental: Qualified program staff[9]
Florida	Not reported
Georgia	Non-program professionals[8]
Hawaii	Non-program professionals[7]
Illinois	Vision, Hearing: Trained technicians or nurses; Height/Weight/BMI, Blood Pressure, Immunizations: Other personnel; Psychosocial/behavioral, Developmental: Qualified program staff and/or Non-program professionals[5]
Indiana	Non-program professionals
Iowa Shared Visions	Vision, Hearing, Height/weight/BMI, Blood Pressure, Immunizations, Full physical exam: Non-program professionals; Psychosocial/behavioral, Developmental: Qualified program staff and/or Non-program professionals
Iowa SWVPP	Vision, Hearing, Dental, Full physical exam: Non-program professionals; Immunizations: Qualified program staff and/or Non-program professionals
Kansas Preschool	Qualified program staff
Kansas State Pre-K	Qualified program professionals
Kentucky	Vision, Hearing, Height/weight/BMI, Blood pressure, Immunizations, Psychosocial/behavioral, Full physical exam: Non-program professionals; Developmental: Qualified program staff and/or Non-program professionals[13]
Louisiana 8(g)	NA
Louisiana LA 4	Non-program professionals[7]
Louisiana NSECD	Non-program professionals
Maine	Qualified program staff
Maryland	Vision, Hearing, Psychosocial/behavioral: Qualified program staff and non-program professionals; Height/weight/BMI, Blood pressure, Immunizations, Full physical exam: Non-program professionals[8]
Massachusetts IPLE	Through Child Find[14]
Massachusetts UPK	Through Child Find[9]
Michigan	Non-program professionals
Minnesota	Qualified program staff and/or Non-program professionals
Mississippi	Qualified program staff
Missouri	Local Parents as Teachers programs[9]
Nebraska	Determined locally
Nevada	NA
New Jersey Abbott	Qualified program staff
New Jersey ECPA	Qualified program staff
New Jersey ELLI	Qualified program staff
New Mexico	Height/weight/BMI: Qualified program staff; Immunizations: Non-program professionals; Vision, Hearing, Blood pressure, Psychosocial/behavioral, Dental, Developmental, Full physical exam: Qualified program staff and/or Non-program professionals
New York	Non-program professionals
North Carolina	Developmental: Qualified program staff; Height/weight/BMI, Blood pressure, Immunizations, Full physical exam: Non-program professionals; Vision, Hearing, Psychosocial/behavioral, Dental: Qualified program staff and/or Non-program professionals
Ohio	Qualified program staff
Oklahoma	Vision, Hearing: Qualified program staff; Immunizations: Other personnel
Oregon	Qualified program staff and/or Non-program professionals[7]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Immunizations, Full physical exam: Non-program professionals; Vision, Hearing, Height/weight/BMI, Blood pressure, Psychosocial/behavioral, Dental, Developmental: Qualified program staff and/or Non-program professionals
Pennsylvania K4 & SBPK	Qualified program staff and/or Non-program professionals
Pennsylvania Pre-K Counts	Immunizations, Full physical exam: Non-program professionals; Vision, Hearing, Height/weight/BMI, Blood pressure, Psychosocial/behavioral, Dental, Developmental
Rhode Island	Non-program professionals
South Carolina 4K/EIA	Qualified program staff
South Carolina CDEP	Qualified program staff
Tennessee	Non-program professionals
Texas	Required by the Texas Department of State Health Services
Vermont	Vision, Hearing: Non-program professionals; Developmental: Qualified program staff
Virginia	Determined locally[5]
Washington	Developmental: Qualified program staff; Dental, Full physical exam: Non-program professionals, Vision, Hearing, Height/weight/BMI, Immunizations
West Virginia	Non-program professionals
Wisconsin 4K	Immunizations, Full physical exam: Non-program professionals; Developmental: Qualified program staff
Wisconsin HdSt	Vision, Hearing, Height/weight/BMI, Blood pressure, Immunizations, Psychosocial/behavioral, Dental, Full physical exam: Non-program staff; Developmental: Qualified program staff and non-program professionals[7]
Guam	Qualified program staff

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	When are screenings conducted?
Alabama	After enrollment (with a deadline)[6]
Alaska	Prior to enrollment and/or After enrollment (with a deadline)
Arizona	Prior to enrollment
Arkansas	Immunizations: Prior to enrollment or after enrollment (with a deadline); Vision, Hearing, Height/weight/BMI, Blood pressure, Psychosocial/behavioral, Developmental, Full physical exam: After enrollment (with a deadline)
California SPP	After enrollment (with a deadline)
California TK	Immunizations: Prior to enrollment; Vision, Hearing, Height/weight/BMI, Blood pressure, Dental, Developmental, Full physical exam[6]
Colorado	NA
Connecticut CDCC	Prior to enrollment
Connecticut SRP	NA
Connecticut Smart Start	NA
Delaware	After enrollment (within 45 days)[8]
District of Columbia	Vision, Hearing, Height/weight/BMI, Blood pressure, Immunizations, Dental, Full physical exam: Prior to enrollment; Psychosocial/behavioral, Developmental: After enrollment (with a deadline)[9]
Florida	Not reported
Georgia	After enrollment (with a deadline)[8]
Hawaii	Prior to enrollment[7]
Illinois	Psychosocial/behavioral, Developmental: Prior to enrollment; Vision, Hearing, Height/weight/BMI, Blood pressure, Immunizations, Full physical exam: After enrollment (with a deadline)[5]
Indiana	Immunizations, Full physical exam: Prior to enrollment
Iowa Shared Visions	Vision, Hearing, Height/weight/BMI, Blood pressure, Immunizations, Psychosocial/behavioral, Full physical exam: Prior to enrollment and/or After enrollment (with a deadline); Developmental: After enrollment (with a deadline)[12]
Iowa SWVPP	Immunizations: Prior to enrollment; Vision, Hearing, Dental: During the program year; Full physical exam: After enrollment (with a deadline)[13]
Kansas Preschool	After enrollment (with a deadline)
Kansas State Pre-K	Vision, Hearing, Developmental: After enrollment (with a deadline); Immunizations: Prior to enrollment and/or After enrollment (with a deadline)
Kentucky	After enrollment (with a deadline)[13]
Louisiana 8(g)	NA
Louisiana LA 4	Immunizations: Prior to enrollment; Vision, Hearing: After enrollment (with a deadline)[7]
Louisiana NSECD	Immunizations: Prior to enrollment; Vision, Hearing: After enrollment (with a deadline)
Maine	Prior to enrollment and/or After enrollment (with a deadline)
Maryland	Immunizations, Full physical exam: Prior to enrollment; Vision; Hearing; Height/weight/BMI; Blood pressure; Psychosocial/behavioral: No deadline
Massachusetts IPLE	Per Child Find[14]
Massachusetts UPK	Per Child Find[9]
Michigan	Immunizations: Prior to enrollment; Height/weight/BMI, Blood pressure, Dental, Developmental, Full physical exam: After enrollment (with a deadline); Vision, Hearing: No deadline
Minnesota	After enrollment (with a deadline)
Mississippi	After enrollment (with a deadline)
Missouri	After enrollment (with a deadline)
Nebraska	Determined locally
Nevada	NA
New Jersey Abbott	After enrollment (with a deadline)
New Jersey ECPA	After enrollment (with a deadline)
New Jersey ELLI	After enrollment (with a deadline)
New Mexico	Prior to enrollment and/or After enrollment (within 3 months)[8]
New York	After enrollment (with a deadline)
North Carolina	Prior to enrollment and/or After enrollment (with a deadline)[6]
Ohio	After enrollment (with a deadline)
Oklahoma	Prior to enrollment[5]
Oregon	Immunizations: Prior to enrollment; Vision, Hearing, Height/weight/BMI, Blood pressure, Psychosocial/behavioral, Dental, Developmental, Full physical exam: After enrollment (within 45 days)[5]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Prior to enrollment and/or After enrollment (with a deadline)
Pennsylvania K4 & SBPK	Prior to enrollment and/or After enrollment (with a deadline)
Pennsylvania Pre-K Counts	Prior to enrollment and/or After enrollment (with a deadline)
Rhode Island	Immunizations, Full physical exam: Prior to enrollment; Vision, Hearing, Height/weight/BMI, Blood pressure, Psychosocial/behavioral, Dental, Developmental: After enrollment (within 45 days)
South Carolina 4K/EIA	Prior to enrollment
South Carolina CDEP	Prior to enrollment
Tennessee	Prior to enrollment
Texas	After enrollment (with a deadline)
Vermont	No deadline
Virginia	Determined locally[5]
Washington	After enrollment (with a deadline)
West Virginia	Immunizations: Prior to enrollment; Vision, Hearing, Height/weight/BMI, Blood pressure, Psychosocial/behavioral, Dental, Developmental, Full physical exam: After enrollment (with a deadline)
Wisconsin 4K	Immunizations, Full physical exam: Prior to enrollment; Developmental: After enrollment (with a deadline)
Wisconsin HdSt	Prior to enrollment or after enrollment (with a deadline)
Guam	Prior to enrollment[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Are referrals required for children who screen positive?
Alabama	Yes[6]
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California SPP	Yes
California TK	No
Colorado	NA
Connecticut CDCC	No
Connecticut SRP	Yes[10]
Connecticut Smart Start	NA
Delaware	Yes
District of Columbia	Yes[10]
Florida	Determined locally[9]
Georgia	Yes[8]
Hawaii	Yes
Illinois	Yes
Indiana	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes[13]
Kansas Preschool	Yes
Kansas State Pre-K	Yes
Kentucky	Yes[13]
Louisiana 8(g)	NA
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts IPLE	Yes[15]
Massachusetts UPK	Yes
Michigan	Yes
Minnesota	Yes
Mississippi	Yes
Missouri	Yes[9]
Nebraska	Determined locally
Nevada	NA
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes[6]
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania Pre-K Counts	Yes[7]
Rhode Island	Yes
South Carolina 4K/EIA	Yes
South Carolina CDEP	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	Yes[5]
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Determined locally
Wisconsin HdSt	Yes[8]
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Support services required for all programs
Alabama	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Participation in food subsidy program; Other locally determined support services[7]
Alaska	None[5]
Arizona	Transition to kindergarten activities; Parent conferences and/or home visits[12]
Arkansas	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
California SPP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services; Other support services
California TK	Parent conferences and/or home visits
Colorado	Education services or job training for parents; Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Connecticut CDCC	Parent involvement activities
Connecticut SRP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Connecticut Smart Start	None[9]
Delaware	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
District of Columbia	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services[11]
Florida	None
Georgia	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services[9]
Hawaii	Parent conferences and/or home visits[8]
Illinois	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Indiana	Parent involvement activities; Parent conferences and/or home visits; Other locally determined support services
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Iowa SWVPP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Kansas Preschool	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Kansas State Pre-K	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities
Kentucky	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services[14]
Louisiana 8(g)	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Louisiana LA 4	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Louisiana NSECD	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; No; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Maine	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Maryland	Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Massachusetts IPLE	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[16]
Massachusetts UPK	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits[10]
Michigan	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Minnesota	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services; Other services per federal Head Start requirements[7]
Mississippi	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Missouri	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Nebraska	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Nevada	Parenting support or training; Parent involvement activities; Other locally determined support services
New Jersey Abbott	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Community Parent Involvement Specialists[9]
New Jersey ECPA	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services
New Jersey ELLI	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Support services required for all programs
New Mexico	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services[9]
New York	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
North Carolina	Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits[7]
Ohio	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Oklahoma	Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Other locally determined support services[6]
Oregon	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Mental health services
Pennsylvania RTL	Support services are determined locally
Pennsylvania HSSAP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Rhode Island	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
South Carolina 4K/EIA	None[4]
South Carolina CDEP	Parenting support or training; Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Other locally determined support services
Tennessee	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Texas	Determined locally
Vermont	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Virginia	Parent involvement activities; Health services for children; Referral to social services; Other locally determined support services[6]
Washington	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
West Virginia	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Wisconsin 4K	Referral to social services; Parent conferences and/or home visits; Other locally determined support services[11]
Wisconsin HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other locally determined support services; Other support services[9]
Guam	Parenting support or training; Parent involvement activities; Parent conferences and/or home visits

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Support Services for Dual or English Language Learners and their families
Alabama	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[8]
Alaska	Determined locally[4]
Arizona	Bilingual instruction is permitted in child's home language; Recruitment, enrollment, and outreach information is provided to families in their home languages; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Arkansas	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[10]
California SPP	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; Lead teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; Assistant teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; Program administrators are required to possess qualification specifically related to working with children and families who are DLL/ELL; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[14]
California TK	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; Lead teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[7]
Colorado	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Recruitment, enrollment, and outreach information is provided to families in their home languages; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[9]
Connecticut CDCC	The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Connecticut SRP	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Connecticut Smart Start	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Children are permitted to be pulled out for English language instruction; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Delaware	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[9]
District of Columbia	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[12]
Florida	State does not regulate services for English Language Learners[10]
Georgia	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children with the same home language; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[10]
Hawaii	Dual language immersion programs are permitted; A home language survey is sent home at the beginning of the school year; Professional development or coaching is provided for teachers of DLLs/ELLs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Support Services for Dual or English Language Learners and their families
Illinois	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; Professional development or coaching is provided for teachers of DLLs/ELLs; Lead teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[6]
Indiana	State policy does not regulate services for Dual or English Language Learners[14]
Iowa Shared Visions	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[13]
Iowa SWVPP	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[14]
Kansas Preschool	Summer language programs are available; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Kansas State Pre-K	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children with the same home language; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Kentucky	State policy does not regulate services for Dual or English Language Learners[15]
Louisiana 8(g)	All preschool classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; A home language survey is sent home at the beginning of the school year; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[6]
Louisiana LA 4	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Children are permitted to be pulled out for English language instruction; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[8]
Louisiana NSECD	Bilingual instruction is permitted in child's home language; A home language survey is sent home at the beginning of the school year; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[6]
Maine	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Maryland	Services for Dual or English Language Learners are locally determined
Massachusetts IPLE	Recruitment, enrollment, and outreach information is provided to families in their home languages; Information about enrolled children's program and performance must be presented to families in their home languages; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[17]
Massachusetts UPK	Recruitment, enrollment, and outreach information is provided to families in their home languages; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[11]
Michigan	Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; Information about enrolled children's program and performance must be presented to families in their home languages; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[12]
Minnesota	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[8]
Mississippi	A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages
Missouri	State policy does not regulate services for Dual or English Language Learners

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Support Services for Dual or English Language Learners and their families
Nebraska	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year
Nevada	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[12]
New Jersey Abbott	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; Lead teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; Assistant teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[10]
New Jersey ECPA	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
New Jersey ELLI	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
New Mexico	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
New York	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL[9]
North Carolina	Recruitment, enrollment, and outreach information is provided to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[8]
Ohio	State policy does not regulate services for Dual or English Language Learners
Oklahoma	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; No; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs[7]
Oregon	Per federal Head Start requirements[6]
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Determined locally
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Information about enrolled children's program and performance must be presented to families in their home languages[8]
Rhode Island	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Recruitment, enrollment, and outreach information is provided to families in their home languages; Information about enrolled children's program and performance must be presented to families in their home languages; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; No; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Support Services for Dual or English Language Learners and their families
South Carolina 4K/EIA	All preschool classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Children are grouped in small groups with other children with the same home language; Recruitment, enrollment, and outreach information is provided to families in their home languages; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
South Carolina CDEP	All preschool classes must be conducted in English only; English-only immersion programs are permitted; Children are grouped in small groups with other children with the same home language; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Tennessee	All preschool classes must be conducted in English only; Children are grouped in small groups with other children with the same home language; Translators or bilingual staff are available if some children do not speak English; Professional development or coaching is provided for teachers of DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Texas	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; The quality of bilingual instruction is monitored; Extra funds are allocated to served DLLs/ELLs; Lead teachers are required to possess qualifications specifically related to working with children and families who are DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness[6]
Vermont	State policy does not regulate services for Dual or English Language Learners[5]
Virginia	State policy does not regulate services for Dual or English Language Learners
Washington	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
West Virginia	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment, enrollment, and outreach information is provided to families in their home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLLs/ELLs; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers of DLLs/ELLs; Extra funds are allocated to served DLLs/ELLs; The state's ELDS include content related to serving DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness
Wisconsin 4K	Information about enrolled children's program and performance must be presented to families in their home[12]
Wisconsin HdSt	Per federal Head Start requirements
Guam	A home language survey is sent home at the beginning of the school year[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Methods used to identify children as DLL/ELL
Alabama	Parent/family member report
Alaska	No policy on how children are identified as DLL/ELL
Arizona	No policy on how children are identified as DLL/ELL
Arkansas	Determined locally
California SPP	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
California TK	Teacher observation; Developmental screening or child assessment tool; Determined locally determined; Home language survey
Colorado	Developmental screening or child assessment tool; Parent/family member report
Connecticut CDCC	No policy on how children are identified as DLL/ELL
Connecticut SRP	Determined locally
Connecticut Smart Start	Determined locally
Delaware	Developmental screening or child assessment tool; Parent/family member report
District of Columbia	Home Language Survey
Florida	Not reported
Georgia	Teacher observation; Parent/family member report; Determined locally
Hawaii	Teacher observation; Parent/family member report
Illinois	Developmental screening or child assessment tool; Other methods[6]
Indiana	No policy on how children are identified as DLL/ELL
Iowa Shared Visions	Parent/family member report; Home-language survey[13]
Iowa SWVPP	Parent/family member report; Home-language survey[14]
Kansas Preschool	Parent/family member report; Determined locally
Kansas State Pre-K	Teacher observation; Developmental screening or child assessment tool; Determined locally
Kentucky	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
Louisiana 8(g)	Determined locally
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Developmental screening or child assessment tool
Maryland	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
Massachusetts IPLE	Teacher observation; Other agency referral; Parent/family member report
Massachusetts UPK	Teacher observation; Other agency referral; Parent/family member report; Determined locally
Michigan	Teacher observation; Developmental screening or child assessment tool; Parent/family member report; Determined locally
Minnesota	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally; Per federal Head Start regulations
Mississippi	Teacher observation; Parent/family member report
Missouri	Determined locally
Nebraska	Determined locally
Nevada	Developmental screening or child assessment tool[13]
New Jersey Abbott	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Home language survey
New Jersey ECPA	Teacher observation; Developmental screening or child assessment tool; Parent/family member report; Home language survey
New Jersey ELLI	Teacher observation; Developmental screening or child assessment tool; Home language survey
New Mexico	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
New York	Teacher observation; Developmental screening or child assessment tool; Parent/family member report; Determined locally
North Carolina	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally; Locally coordinated efforts through Child Find
Ohio	No policy on how children are identified as DLL/ELL
Oklahoma	WIDA Consortium
Oregon	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Teacher observation; Parent/family member report; Determined locally
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Determined locally
Rhode Island	Teacher observation; Developmental screening or child assessment tool; Parent/family member report
South Carolina 4K/EIA	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
South Carolina CDEP	Teacher observation; Developmental screening or child assessment tool; Parent/family member report; Determined locally
Tennessee	Parent/family member report
Texas	Developmental screening or child assessment tool; Parent/family member report
Vermont	Teacher observation; Developmental screening or child assessment tool; Parent/family member report
Virginia	Determined locally
Washington	Developmental screening or child assessment tool; Parent/family member report; Program application
West Virginia	Home Language Survey, Locally selected screener/inventory
Wisconsin 4K	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
Wisconsin HdSt	Teacher observation; Developmental screening or child assessment tool; Other agency referral; Parent/family member report; Determined locally
Guam	Teacher observation

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

STATE	Title of state's ELDS document
Alabama	Alabama Developmental Standards for Preschool Children
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards, Infant Toddler Developmental Guidelines
Arkansas	Arkansas Early Learning Education Frameworks
California SPP	California Preschool Learning Foundations
California TK	California Preschool Learning Foundations
Colorado	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards
Connecticut SRP	Connecticut Early Learning and Development Standards
Connecticut Smart Start	Connecticut Early Learning and Development Standards
Delaware	Delaware Early Learning Foundations
District of Columbia	District of Columbia Early Learning Standards
Florida	Florida Early Learning and Development Standards for Four-Year-Olds
Georgia	Georgia Early Learning and Development Standards
Hawaii	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Indiana	Indiana's Early Learning Foundations
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SWVPP	Iowa Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana's Birth to Five Early Learning and Development Standards[7]
Louisiana LA 4	Louisiana's Birth to Five Early Learning and Development Standards[9]
Louisiana NSECD	Louisiana's Birth to Five Early Learning and Development Standards[7]
Maine	Maine's Early Learning & Development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
Massachusetts IPLE	Guidelines of Preschool Learning Experiences; Early English Language Learner Standards: Massachusetts Guidelines; Pre-K Science and Technology/Engineering Standards; and Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning
Massachusetts UPK	Guidelines of Preschool Learning Experiences; Early English Language Learner Standards: Massachusetts Guidelines; Pre-K Science and Technology/Engineering Standards; and Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
Missouri	Missouri Early Learning Goals[10]
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 Guidelines, Birth to Kindergarten
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	North Carolina Foundations for Early Learning and Development
Ohio	Ohio's Early Learning & Development Standards; Ohio's Early Learning Program Standards
Oklahoma	Priority Academic Student Skills
Oregon	Head Start Early Learning Outcomes Framework
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina 4K/EIA	Good Start Grow Smart Early Learning Standards
South Carolina CDEP	Good Start Grow Smart Early Learning Standards
Tennessee	Revised Tennessee Early Learning Development Standards for 4-Year-Olds
Texas	Texas Prekindergarten Guidelines
Vermont	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2014-15 ECEAP Performance Standards and Washington State Early Learning and Development Guidelines
West Virginia	Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

STATE	Web address of state's ELDS document
Alabama	www.children.alabama.gov
Alaska	https://education.alaska.gov/publications/earlylearningguidelines.pdf
Arizona	http://www.azed.gov/early-childhood/2011/11/03/resources-and-publications/
Arkansas	No longer available due to the transition to the new ELDS document
California SPP	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
California TK	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	https://www.cde.state.co.us/early/eldgs
Connecticut CDCC	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Connecticut SRP	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Connecticut Smart Start	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Delaware	https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf
District of Columbia	http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/BT5_Uploads/feldsfyo.pdf
Georgia	www.gelds.decal.ga.gov
Hawaii	http://p3hawaii.org/
Illinois	English: https://www.isbe.net/Documents/early_learning_standards.pdf; Spanish: https://www.isbe.net/Documents/ields-sp.pdf
Indiana	www.doe.in.gov/earlylearning
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2014/10/iowa-early-learning-standards-2012
Iowa SWVPP	https://www.educateiowa.gov/documents/early-childhood/2014/10/iowa-early-learning-standards-2012
Kansas Preschool	http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf
Kansas State Pre-K	http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf
Kentucky	http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx
Louisiana 8(g)	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana LA 4	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana NSECD	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Maine	www.maine.gov/doe/publicpreschool
Maryland	http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf
Massachusetts IPLE	www.mass.gov/edu/birth-grade12/early-education-and-care/curriculum-and-learning
Massachusetts UPK	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf; https://www.wida.us/standards/EarlyYears.aspx; www.mass.gov/edu/birth-grade12/early-education-and-care/curriculum-and-learning
Michigan	www.michigan.gov/gsrp
Minnesota	http://education.state.mn.us/MDE/dse/early/ind/
Mississippi	www.mdek12.org/ec
Missouri	https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf
Nebraska	http://www.education.ne.gov/OEC/pubs/ELG/3_5_English.pdf
Nevada	www.doe.nv.gov/Early_Childhood/
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/standards.pdf
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/standards.pdf
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/standards.pdf
New Mexico	https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsTeacher&cachefix=813
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf
North Carolina	http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards and http://earlychildhoodohio.org/sutq.php
Oklahoma	http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/PASS_PreK_OSDE.pdf
Oregon	https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof
Pennsylvania RTL	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Rhode Island	www.rields.com
South Carolina 4K/EIA	http://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina CDEP	http://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/article/early-learning-development-standards
Texas	http://tea.texas.gov/pkg.aspx
Vermont	http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	Guidelines: http://www.del.wa.gov/publications/development/docs/Guidelines.pdf; Performance standards: https://del-public-files.s3-us-west-2.amazonaws.com/ECEAP%20Performance%20Standards.pdf
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2520.15
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php
Guam	www.guamelc.org

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Year state's ELDS was revised
Alabama	2012
Alaska	2007
Arizona	2013
Arkansas	2016
California SPP	2015
California TK	2015
Colorado	2013
Connecticut CDCC	2013
Connecticut SRP	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2013
Florida	Currently under revision
Georgia	2013-2014
Hawaii	Currently under revision
Illinois	2013
Indiana	2015
Iowa Shared Visions	Currently under revision
Iowa SWVPP	Currently under revision
Kansas Preschool	2013
Kansas State Pre-K	2013
Kentucky	2013
Louisiana 8(g)	2013[7]
Louisiana LA 4	2013[9]
Louisiana NSECD	2013[7]
Maine	2014
Maryland	2015
Massachusetts IPLE	2015
Massachusetts UPK	2015
Michigan	2013
Minnesota	Currently under revision
Mississippi	2013
Missouri	2013
Nebraska	2013
Nevada	2010
New Jersey Abbott	2014
New Jersey ECPA	2014
New Jersey ELLI	2014
New Mexico	Currently under revision
New York	2011
North Carolina	2013
Ohio	2011 (ELDS); 2009 (ELPS)
Oklahoma	2011
Oregon	2015
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania Pre-K Counts	2014
Rhode Island	2013
South Carolina 4K/EIA	Currently under revision
South Carolina CDEP	Currently under revision
Tennessee	2012
Texas	2015
Vermont	2015
Virginia	2013
Washington	Guidelines: Currently under revision; Performance standards: 2014
West Virginia	2015
Wisconsin 4K	2013
Wisconsin HdSt	2013
Guam	2015

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM
NEGP DOMAINS ADDRESSED IN STATE'S ELDS

STATE	Physical and motor development	Social and emotional development	Approaches toward learning	Language development	Cognitive development and general knowledge
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes	Yes
California SPP	Yes	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes	Yes
Connecticut SRP	Yes	Yes	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes	Yes
Kansas Preschool	Yes	Yes	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts IPLE	Yes[18]	Yes[18]	Yes[18]	Yes[18]	Yes[18]
Massachusetts UPK	Yes[12]	Yes[12]	Yes[12]	Yes[12]	Yes[12]
Michigan	Yes	Yes	Yes	Yes	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes[9]	Yes[9]	Yes[9]	Yes[9]	Yes[9]
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon	Yes	Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes	Yes	Yes
Pennsylvania Pre-K Counts	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina 4K/EIA	Yes	Yes	Yes	Yes	Yes
South Carolina CDEP	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	Yes
Wisconsin 4K	Yes	Yes	Yes	Yes	Yes
Wisconsin HdSt	Yes	Yes	Yes	Yes	Yes
Guam	Yes	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

ALIGNMENT OF STATE ELDS WITH STATE STANDARDS

STATE	State K-3 Standards	State developed/adopted college and career ready standards for the early grades
Alabama	Yes	Yes
Alaska	Alignment is in progress	Alignment is in progress
Arizona	Yes	Yes
Arkansas	Yes[13]	Yes
California SPP	Yes	Yes
California TK	Yes	Yes
Colorado	Yes	Yes
Connecticut CDCC	Yes[10]	Yes
Connecticut SRP	Yes[11]	Yes
Connecticut Smart Start	Yes[10]	Yes
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Florida	Yes[11]	Not reported
Georgia	Yes	Yes
Hawaii	Yes	Alignment is in progress
Illinois	Yes	Yes
Indiana	Yes[15]	No[15]
Iowa Shared Visions	Yes	Yes
Iowa SWVPP	Yes	Yes
Kansas Preschool	Yes	Yes
Kansas State Pre-K	Yes	Yes
Kentucky	Yes	Yes
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts IPLE	Yes	Alignment is in progress
Massachusetts UPK	Yes	Alignment is in progress
Michigan	Yes	Yes
Minnesota	Yes	Yes
Mississippi	Yes	Yes
Missouri	Alignment is in progress[10]	Alignment is in progress[10]
Nebraska	Yes	Yes
Nevada	Alignment is in progress[14]	Alignment is in progress[14]
New Jersey Abbott	Yes	Yes
New Jersey ECPA	Yes	Yes
New Jersey ELLI	Yes	Yes
New Mexico	Yes	Yes
New York	Yes	Yes
North Carolina	Yes	Yes
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon	Alignment is in progress	Alignment is in progress
Pennsylvania RTL	Yes	Yes
Pennsylvania HSSAP	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes
Pennsylvania Pre-K Counts	Yes	Yes
Rhode Island	Yes	Yes
South Carolina 4K/EIA	Yes	Yes
South Carolina CDEP	Yes	Yes
Tennessee	Yes	Yes
Texas	Yes	No
Vermont	Yes	No
Virginia	Yes	No
Washington	Yes	No
West Virginia	Yes	Yes
Wisconsin 4K	Yes[13]	No[13]
Wisconsin HdSt	Yes	No
Guam	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

ALIGNMENT OF STATE ELDS WITH STATE STANDARDS

STATE	State infant and toddler development standards	Other standards
Alabama	Yes	No
Alaska	Included in ELDS	No
Arizona	Yes	No
Arkansas	Yes	Yes[11]
California SPP	Yes	Yes: Early Childhood Education Competencies, California content standards, Common Core State Standards, Head Start Outcomes Framework
California TK	Yes	Yes: Common Core State Standards, California Preschool Learning Foundations, California Content Standards, Head Start Child Development and Early Learning Framework
Colorado	Yes	No
Connecticut CDCC	Yes	No[10]
Connecticut SRP	Yes	No[11]
Connecticut Smart Start	Yes	No[10]
Delaware	Yes	No
District of Columbia	Yes	No
Florida	Yes	Yes: Head Start Child Development and Early Learning Framework
Georgia	Yes	No
Hawaii	Yes	No
Illinois	Yes	Yes: Head Start Child Development and Early Learning Domains
Indiana	Included in ELDS[15]	No[15]
Iowa Shared Visions	Yes	Yes: Head Start Early Learning Outcomes Framework
Iowa SWVPP	Yes	Yes: Head Start Early Learning Outcomes Framework
Kansas Preschool	Yes	No
Kansas State Pre-K	Yes	No
Kentucky	Yes	Yes: Head Start Child Development and Early Learning Framework
Louisiana 8(g)	Yes	No
Louisiana LA 4	Yes	No
Louisiana NSECD	Yes	No
Maine	Yes	Yes: K-12 Guiding Principles
Maryland	Yes	No
Massachusetts IPLE	Yes	Yes
Massachusetts UPK	Yes	Yes
Michigan	Yes	Yes: NAEYC and Head Start Outcomes Framework
Minnesota	Yes	Yes: Minnesota's Early Learning Standards will soon be aligned to Head Start standards
Mississippi	Yes	Yes: Head Start Framework
Missouri	Yes[10]	No
Nebraska	Yes	Yes: Head Start Child Outcomes Framework
Nevada	Alignment is in progress[14]	No
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	No
New York	NA	Yes: New York State Common Core Learning Standards
North Carolina	Yes	Yes: NC's Standard Course of Study[9]
Ohio	Yes	No
Oklahoma	Yes	No
Oregon	Alignment is in progress	No
Pennsylvania RTL	Yes	No
Pennsylvania HSSAP	Yes	No
Pennsylvania K4 & SBPK	Yes	No
Pennsylvania Pre-K Counts	Yes	Alignment is in progress
Rhode Island	Yes	Yes: Family visiting models (Watch Me Grow and PAT), CCSS, NGSS for K
South Carolina 4K/EIA	Yes	Alignment is in progress with Head Start standards
South Carolina CDEP	Yes	Alignment is in progress with Head Start standards
Tennessee	Yes	No
Texas	Yes	No
Vermont	Yes	Yes: Common core state standards, Next Generation Science Standards, Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable Next Step Collaborative for Academic, Social, and Emotional Learning (CASEL) November 2013, Head Start Standards
Virginia	NA	No
Washington	Yes	Yes
West Virginia	Yes	No
Wisconsin 4K	Included in ELDS[13]	Yes: Head Start standards; literacy and language arts standards[13]
Wisconsin HdSt	Yes	Yes: Head Start learning standards[10]
Guam	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State requirements for alignment between child assessments and ELDS
Alabama	State policy requires specific child assessment(s) that are aligned with the ELDS[9]
Alaska	State policy requires specific child assessment(s) that are aligned with the ELDS
Arizona	Child assessments are not required to align with the ELDS[13]
Arkansas	State policy requires specific child assessment(s) that are aligned with the ELDS
California SPP	There is a state-level approval process for locally selected child assessments
California TK	Child assessments are not required to align with the ELDS
Colorado	State policy provides an approved list of child assessments aligned with the ELDS
Connecticut CDCC	Child assessments are not required to align with the ELDS[11]
Connecticut SRP	State policy requires specific child assessment(s) that are aligned with the ELDS[12]
Connecticut Smart Start	Child assessments are not required to align with the ELDS[11]
Delaware	State policy provides an approved list of child assessments aligned with the ELDS
District of Columbia	State policy requires specific child assessment(s) that are aligned with the ELDS[13]
Florida	State policy requires child assessments are aligned with the ELDS
Georgia	State policy requires specific child assessment(s) that are aligned with the ELDS
Hawaii	Teaching Strategies GOLD is aligned with the ELDS but child assessments are not required to align with the ELDS[9]
Illinois	There is a state-level approval process for locally selected child assessments[7]
Indiana	ISTAR KR is aligned with ELDS but there is no requirement that all assessments are aligned with ELDS[15]
Iowa Shared Visions	State policy requires specific child assessment(s) that are aligned with the ELDS
Iowa SWVPP	State policy requires specific child assessment(s) that are aligned with the ELDS
Kansas Preschool	State policy requires specific child assessment(s) that are aligned with the ELDS
Kansas State Pre-K	State policy provides an approved list of child assessments aligned with the ELDS
Kentucky	Child assessments are aligned with the ELDS[16]
Louisiana 8(g)	State policy requires specific child assessment(s) that are aligned with the ELDS[8]
Louisiana LA 4	State policy requires specific child assessment(s) that are aligned with the ELDS[10]
Louisiana NSECD	State policy requires specific child assessment(s) that are aligned with the ELDS[8]
Maine	There is a state-level approval process for locally selected child assessments[13]
Maryland	State policy provides an approved list of child assessments aligned with the ELDS
Massachusetts IPLE	State policy provides an approved list of child assessments aligned with the ELDS
Massachusetts UPK	State policy provides an approved list of child assessments aligned with the ELDS[13]
Michigan	State policy provides an approved list of child assessments aligned with the ELDS
Minnesota	State policy provides an approved list of child assessments aligned with the ELDS
Mississippi	State policy requires specific child assessment(s) that are aligned with the ELDS
Missouri	State policy provides an approved list of child assessments aligned with the ELDS
Nebraska	State policy requires specific child assessment(s) that are aligned with the ELDS
Nevada	Child assessments are required to be aligned with the ELDS; however the state does not require specific child assessments
New Jersey Abbott	State policy requires specific child assessment(s) that are aligned with the ELDS
New Jersey ECPA	State policy requires specific child assessment(s) that are aligned with the ELDS
New Jersey ELLI	State policy requires specific child assessment(s) that are aligned with the ELDS
New Mexico	State policy requires specific child assessment(s) that are aligned with the ELDS
New York	State policy requires specific child assessment(s) that are aligned with the ELDS
North Carolina	State policy requires specific child assessment(s) that are aligned with the ELDS
Ohio	State policy requires specific child assessment(s) that are aligned with the ELDS[8]
Oklahoma	Child assessments are not required to align with the ELDS[8]
Oregon	State policy requires specific child assessment(s) that are aligned with the ELDS
Pennsylvania RTL	Child assessments are not required to align with the ELDS
Pennsylvania HSSAP	State policy provides an approved list of child assessments aligned with the ELDS
Pennsylvania K4 & SBPK	Child assessments are not required to align with the ELDS[4]
Pennsylvania Pre-K Counts	State policy provides an approved list of child assessments aligned with the ELDS
Rhode Island	State policy requires specific child assessment(s) that are aligned with the ELDS
South Carolina 4K/EIA	Child assessments are not required to align with the ELDS[5]
South Carolina CDEP	Child assessments are not required to align with the ELDS[7]
Tennessee	Child assessments are not required to align with the ELDS
Texas	State policy provides an approved list of child assessments aligned with the ELDS
Vermont	State policy requires specific child assessment(s) that are aligned with the ELDS[6]
Virginia	State policy requires specific child assessment(s) that are aligned with the ELDS[7]
Washington	State policy requires specific child assessment(s) that are aligned with the ELDS
West Virginia	State policy requires specific child assessment(s) that are aligned with the ELDS[13]
Wisconsin 4K	Child assessments are not required to align with the ELDS[14]
Wisconsin HdSt	Child assessments are not required to align with the ELDS[11]
Guam	Child assessments are not required to align with the ELDS

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State supports for the use of ELDS
Alabama	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[10]
Alaska	Child assessments are required to be aligned with the ELDS
Arizona	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS[14]
Arkansas	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[13]
California SPP	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided: California Preschool Instructional Network (CPIN) Family Child Care at its Best: online overview module Program for Infant Toddler Care (PITC)
California TK	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS[8]
Colorado	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[10]
Connecticut CDCC	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided: documents and videos
Connecticut SRP	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided: documents and videos
Connecticut Smart Start	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided: documents and videos
Delaware	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
District of Columbia	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Other supports are provided: CBOs receive $1,500 per child for technical assistance
Florida	Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Georgia	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[11]
Hawaii	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS
Illinois	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[7]
Indiana	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS[15]
Iowa Shared Visions	Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Iowa SWVPP	Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Kansas Preschool	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Kansas State Pre-K	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Kentucky	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[17]
Louisiana 8(g)	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[9]
Louisiana LA 4	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[11]
Louisiana NSECD	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[9]
Maine	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Other supports are provided[14]
Maryland	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Massachusetts IPLE	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Massachusetts UPK	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Michigan	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Minnesota	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS
Mississippi	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Missouri	Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Nebraska	Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Nevada	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
New Jersey Abbott	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State supports for the use of ELDS
New Jersey ECPA	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
New Jersey ELLI	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
New Mexico	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[10]
New York	Provides professional development opportunities to support the use of the ELDS
North Carolina	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Ohio	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Oklahoma	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS
Oregon	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS
Pennsylvania RTL	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS
Pennsylvania HSSAP	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
Pennsylvania K4 & SBPK	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS
Pennsylvania Pre-K Counts	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided
Rhode Island	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS[7]
South Carolina 4K/EIA	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS
South Carolina CDEP	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[8]
Tennessee	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS
Texas	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS
Vermont	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS[7]
Virginia	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS
Washington	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS
West Virginia	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Child assessments are required to be aligned with the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[14]
Wisconsin 4K	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Other supports are provided[15]
Wisconsin HdSt	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS; Additional resources are provided to programs to implement the ELDS; Other supports are provided[12]
Guam	Offers guidance on selecting curriculum aligned with the ELDS; Provides professional development opportunities to support the use of the ELDS

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

STATE	State supports for curriculum decision-making and implementation
Alabama	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Alaska	None
Arizona	Requires alignment of curricula with ELDS; Delivers on-going technical assistance on curriculum implementation
Arkansas	Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Provides funding to support curriculum implementation or training; Other supports[13]
California SPP	Offers guidance on criteria for selecting evidence-based curriculum models; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation
California TK	Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[9]
Colorado	Offers guidance on criteria for selecting evidence-based curriculum models; Provides SEA/Office of Early Learning sponsored training; Delivers on-going technical assistance on curriculum implementation
Connecticut CDCC	Offers guidance on criteria for selecting evidence-based curriculum models; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Other supports[12]
Connecticut SRP	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Other supports[13]
Connecticut Smart Start	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Other supports[12]
Delaware	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training[10]
District of Columbia	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Florida	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula
Georgia	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides funding to support curriculum implementation or training; Other supports[12]
Hawaii	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Illinois	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[7]
Indiana	None[16]
Iowa Shared Visions	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Provides funding to support curriculum implementation or training[14]
Iowa SWVPP	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides funding to support curriculum implementation or training[15]
Kansas Preschool	Offers guidance on criteria for selecting evidence-based curriculum models; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation
Kansas State Pre-K	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Kentucky	Offers guidance on criteria for selecting evidence-based curriculum models; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[17]
Louisiana 8(g)	Provides a list of state approved curricula; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[10]
Louisiana LA 4	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state recommended curricula; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[12]
Louisiana NSECD	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[10]
Maine	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation
Maryland	Provides a list of state recommended curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Massachusetts IPLE	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training[19]
Massachusetts UPK	Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS; Provides funding to support curriculum implementation or training; Other supports[14]
Michigan	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides funding to support curriculum implementation or training; Other supports[13]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

STATE	State supports for curriculum decision-making and implementation
Minnesota	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation
Mississippi	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS
Missouri	Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Nebraska	Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training
Nevada	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation
New Jersey Abbott	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
New Jersey ECPA	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
New Jersey ELLI	Provides a list of state approved curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
New Mexico	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports: consultation model[10]
New York	Offers guidance on criteria for selecting evidence-based curriculum models; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials
North Carolina	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[10]
Ohio	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Delivers on-going technical assistance on curriculum implementation; Other supports: purchase of curriculum for rated programs who do not have one
Oklahoma	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[9]
Oregon	Offers guidance on criteria for selecting evidence-based curriculum models
Pennsylvania RTL	Provides a list of state recommended curricula[5]
Pennsylvania HSSAP	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS
Pennsylvania K4 & SBPK	Provides a list of state recommended curricula; Requires alignment of curricula with ELDS[5]
Pennsylvania Pre-K Counts	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides funding to support curriculum implementation or training; Other supports[9]
Rhode Island	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
South Carolina 4K/EIA	Offers guidance on criteria for selecting evidence-based curriculum models; Provides SEA/Office of Early Learning sponsored training; Provides funding to support curriculum implementation or training
South Carolina CDEP	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Tennessee	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS[4]
Texas	Provides a list of state approved curricula; Provides a list of state recommended curricula
Vermont	Determined locally
Virginia	Offers guidance on criteria for selecting evidence-based curriculum models; Requires alignment of curricula with ELDS
Washington	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training; Other supports[8]
West Virginia	Offers guidance on criteria for selecting evidence-based curriculum models; Provides a list of state approved curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training
Wisconsin 4K	Offers guidance on criteria for selecting evidence-based curriculum models; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Other supports[16]
Wisconsin HdSt	Offers guidance on criteria for selecting evidence-based curriculum models; Develops and/or provides supporting materials; Other supports[13]
Guam	Provides a list of state approved curricula; Provides a list of state recommended curricula; Requires adoption of specific curricula by all programs and sites; Requires alignment of curricula with ELDS; Provides SEA/Office of Early Learning sponsored training; Develops and/or provides supporting materials; Delivers on-going technical assistance on curriculum implementation; Provides funding to support curriculum implementation or training

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Does state dedicate additional resources to support teaching quality, implementing curriculum, and/or assessment?
Alabama	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: Annual Pre-K Conference
Alaska	Unknown
Arizona	Yes: Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development
Arkansas	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State dedicates additional funds to support these activities: $7.3 million
California SPP	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: $50 million (QRIS Block Grant)
California TK	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: $15 million
Colorado	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state
Connecticut CDCC	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: Approximately $1 Million[12]
Connecticut SRP	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: Approximately $1 Million[13]
Connecticut Smart Start	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: Approximately $1 Million[12]
Delaware	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development
District of Columbia	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development
Florida	Not reported
Georgia	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities
Hawaii	Yes: Direct training or technical assistance by state or regional staff; A system of regular coaching for teachers
Illinois	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State dedicates additional funds to support these activities: $1.8 million
Indiana	Yes: Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers
Iowa Shared Visions	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state
Iowa SWVPP	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff
Kansas Preschool	No
Kansas State Pre-K	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development
Kentucky	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities; Other resources[18]
Louisiana 8(g)	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development
Louisiana LA 4	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development
Louisiana NSECD	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development
Maine	Yes: TA provided to districts as funds allow
Maryland	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State grants to local agencies or providers for training and other professional development
Massachusetts IPLE	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: $3,950,000; Other resources: The Educator Provider Support (EPS) Grantees, the Assessment Grantee and the QRIS Measurement Tools Grantee
Massachusetts UPK	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: $3,950,000; Other resources: The Educator Provider Support (EPS) Grantees, the Assessment Grantee and the QRIS Measurement Tools Grantee

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Does state dedicate additional resources to support teaching quality, implementing curriculum, and/or assessment?
Michigan	Yes: Detailed guidance and materials developed by the state and made available to local providers
Minnesota	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers
Mississippi	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state
Missouri	Yes: A system of regular coaching for teachers; State dedicates additional funds to support these activities: $528,524; Other resources
Nebraska	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state[7]
Nevada	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State dedicates additional funds to support these activities: QRIS funding supports teacher quality, not curriculum or assessments
New Jersey Abbott	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers
New Jersey ECPA	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers
New Jersey ELLI	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers
New Mexico	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State dedicates additional funds to support these activities: $2,669,079
New York	No
North Carolina	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; A system of regular coaching for teachers; State dedicates additional funds to support these activities: $1.3M for mentoring and evaluating up to 1,000 Pre-K teachers
Ohio	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state
Oklahoma	Yes: Detailed guidance and materials developed by the state and made available to local providers
Oregon	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; State grants to local agencies or providers for training and other professional development
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; State grants to local agencies or providers for training and other professional development
Rhode Island	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance provided by vendors paid by the state
South Carolina 4K/EIA	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State dedicates additional funds to support these activities: $300,000 for assessment PD
South Carolina CDEP	Yes: Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; State dedicates additional funds to support these activities: $125,000
Tennessee	No
Texas	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants to local agencies or providers for training and other professional development; State dedicates additional funds to support these activities: $11.7 million federal and $3.5 million state annually; Other resources[7]
Vermont	Yes: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state
Virginia	Yes: Detailed guidance and materials developed by the state and made available to local providers
Washington	Yes: Direct training or technical assistance provided by vendors paid by the state; Yes, a system of regular coaching for teachers
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	Yes: Head Start professional development is provided through federal technical assistance system; Programs can participate in state efforts
Guam	Yes: Direct training or technical assistance by state or regional staff; State grants to local agencies or providers for training and other professional development

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Comprehensive curricula approved for use in state preschool
Alabama	None[11]
Alaska	None
Arizona	None
Arkansas	Creative Curriculum; Curiosity Corner; High Reach; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia[14]
California SPP	None[15]
California TK	Determined locally[10]
Colorado	None
Connecticut CDCC	None
Connecticut SRP	None
Connecticut Smart Start	None
Delaware	Creative Curriculum; High Reach; HighScope; Opening the World of Learning (OWL); Locally developed curricula; Core Knowledge; DLM Early Learning Express; Family Child Care; Funshine Express; Investigators Club; Mother Goose Time; Scholastic[11]
District of Columbia	Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Other curricula[14]
Florida	Beyond Centers and Circle Time; Creative Curriculum; DLM Early Childhood Express; The Empowered Child; Frog Street Pre-K; Frog Street Pre-K Summer; Galileo Pre-K Online Curriculum; HighScope; InvestiGator Club; Journey Pre-Kindergarten Curriculum; Learn Every Day and Nemours Bright Start; Let's Begin with the Letter People Comprehensive Program; LifeSmart Curriculum; Little Treasures; Scholastic Big Day for Pre-K; Splash into Pre-K[12]
Georgia	Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL); Locally developed curricula; Alpha Skills Pre-K; Beyond Centers and Circle Time; Big Day for Pre-K; CORE Knowledge; DIG; Frog Street; Galileo; Investigator Club; We Can; Wings[12]
Hawaii	None
Illinois	Bank Street; Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL)[8]
Indiana	None
Iowa Shared Visions	None[14]
Iowa SWVPP	None[16]
Kansas Preschool	None[4]
Kansas State Pre-K	None[4]
Kentucky	None[19]
Louisiana 8(g)	None[10]
Louisiana LA 4	None[12]
Louisiana NSECD	None[11]
Maine	None
Maryland	Creative Curriculum; Curiosity Corner; Montessori; Locally developed curricula; Robert Leslie; InvestiGator Club Frog Street Inc.; Frog Street Preschool MacMillan/McGraw Hill; Little Treasurers
Massachusetts IPLE	None
Massachusetts UPK	None
Michigan	Creative Curriculum; HighScope; Montessori; Reggio Emilia; Tools of the Mind; Project Approach
Minnesota	Bank Street; Creative Curriculum; Curiosity Corner; High Reach; HighScope; Opening the World of Learning (OWL); Tools of the Mind
Mississippi	Creative Curriculum; Montessori; Opening the World of Learning (OWL); Big Day PreK; Galileo
Missouri	Creative Curriculum; HighScope; Emerging Language and Literacy Curriculum; Project Construct
Nebraska	None
Nevada	None
New Jersey Abbott	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind
New Jersey ECPA	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind
New Jersey ELLI	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind
New Mexico	None[11]
New York	None
North Carolina	Bank Street; Creative Curriculum; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Passports: Experiences for Pre-K Success (2007); Investigator Club PreK Learning System, NC Edition[11]
Ohio	None
Oklahoma	Frog Street; Big Day for Pre-K
Oregon	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Creative Curriculum; Curiosity Corner; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Locally developed curricula; Funshine® Express - Fireflies; Investigator Club®; Scholastic - Big Day for PreK; Kaplan - Learn Every Day; Mother Goose Time; Frog Street Press, Inc. - Frog Street Pre-K; DIG: Develop. Inspire. Grow. TM; Starfall Education - Starfall PreK
Pennsylvania K4 & SBPK	None[6]
Pennsylvania Pre-K Counts	Creative Curriculum; Curiosity Corner; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Locally developed curricula; Funshine® Express - Fireflies; Investigator Club®; Scholastic - Big Day for PreK; Kaplan - Learn Every Day; Mother Goose Time; Frog Street Press, Inc. - Frog Street Pre-K; DIG: Develop. Inspire. Grow. TM; Starfall Education - Starfall PreK[9]
Rhode Island	None[8]
South Carolina 4K/EIA	None[6]
South Carolina CDEP	Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia
Tennessee	Creative Curriculum; High Reach; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia; Tools of the Mind; Locally developed curricula; Other curricula[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Comprehensive curricula approved for use in state preschool
Texas	HighScope; Opening the World of Learning (OWL); Other curricula[8]
Vermont	None
Virginia	None
Washington	Creative Curriculum; HighScope[9]
West Virginia	Creative Curriculum; High Reach; HighScope
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	Locally developed curricula; Other curricula

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

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EARLY LEARNING & DEVELOPMENT STANDARDS AND CURRICULUM

STATE	Subject-specific curricula approved for use in state preschool
Alabama	None
Alaska	None
Arizona	None
Arkansas	None
California SPP	Yes[16]
California TK	Determined locally
Colorado	None
Connecticut CDCC	None
Connecticut SRP	None
Connecticut Smart Start	None
Delaware	None
District of Columbia	None
Florida	Not reported
Georgia	None
Hawaii	None
Illinois	None
Indiana	None
Iowa Shared Visions	None
Iowa SWVPP	None
Kansas Preschool	None
Kansas State Pre-K	None
Kentucky	None[19]
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	None
Maryland	None
Massachusetts IPLE	None
Massachusetts UPK	None
Michigan	None
Minnesota	None
Mississippi	Yes, in Math, Language Arts, Social-Emotional; including OWL, Creative Curriculum, Big Day PreK, and Galileo
Missouri	None
Nebraska	None
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	None[11]
New York	None
North Carolina	None
Ohio	None
Oklahoma	None
Oregon	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Yes: GrapeSEED; Language and Literacy I Can Problem Solve (Pre-Kindergarten); Approaches to Learning through Play, Language and Literacy and Social and Emotional Children's Literacy Initiative; Blueprint for Early Literacy (Pre-Kindergarten) Language and Literacy
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Yes: GrapeSEED; Language and Literacy I Can Problem Solve (Pre-Kindergarten); Approaches to Learning through Play, Language and Literacy and Social and Emotional Children's Literacy Initiative; Blueprint for Early Literacy (Pre-Kindergarten) Language and Literacy[9]
Rhode Island	None[9]
South Carolina 4K/EIA	None
South Carolina CDEP	None
Tennessee	Yes, as supplementary curriculum choices[4]
Texas	None
Vermont	None
Virginia	None
Washington	None
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	Yes, in Language Arts/Literacy, Mathematical Thinking, Scientific Thinking, Physical Development & Health; The Arts; and Chamorro Language[7]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Minimum teacher degree requirement
Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic)[6]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[15]
Arkansas	BA (public and nonpublic)[15]
California SPP	The California Child Development Associate Teacher Permit (public and nonpublic)[17]
California TK	BA (public)[11]
Colorado	CDA (public and nonpublic)
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic)[13]
Connecticut SRP	CDA (public and nonpublic)
Connecticut Smart Start	BA (public)
Delaware	BA (public); AA (nonpublic)[12]
District of Columbia	BA (DCPS and CBO); Determined locally (PCS)[15]
Florida	BA (summer); CDA or equivalent plus specified training (school year)[13]
Georgia	BA (public and nonpublic)[13]
Hawaii	BA (public)
Illinois	BA (public and nonpublic)
Indiana	Other (public and nonpublic)[17]
Iowa Shared Visions	BA (public); AA (nonpublic)[15]
Iowa SWVPP	BA with Iowa Teaching License (public and nonpublic)[17]
Kansas Preschool	BA (public and nonpublic)
Kansas State Pre-K	BA (public)
Kentucky	BA (public and nonpublic)
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public)[13]
Louisiana NSECD	BA (nonpublic)
Maine	BA (public and nonpublic)[15]
Maryland	BA (public and nonpublic)
Massachusetts IPLE	BA (public); Other (nonpublic)[20]
Massachusetts UPK	BA (public); High school diploma or 21 years olds (nonpublic)
Michigan	BA (public and nonpublic)[14]
Minnesota	AA (public and nonpublic)[9]
Mississippi	BA (public and nonpublic)
Missouri	BA (public and nonpublic)[11]
Nebraska	BA (public and nonpublic)
Nevada	BA (public and nonpublic)
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public)
New Mexico	BA (public); High school diploma or equivalent (nonpublic)[12]
New York	BA (public and nonpublic)[10]
North Carolina	BA (public and nonpublic)[12]
Ohio	AA (public and nonpublic)[9]
Oklahoma	BA (public and nonpublic)[10]
Oregon	AA (public and nonpublic)[7]
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic)[5]
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania Pre-K Counts	BA (public and nonpublic)[10]
Rhode Island	BA (public and nonpublic)[10]
South Carolina 4K/EIA	BA (public)
South Carolina CDEP	BA (public); Working towards AA (nonpublic)
Tennessee	BA (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont	BA (public and nonpublic)[8]
Virginia	BA (public); High school diploma or equivalent (nonpublic)[8]
Washington	AA (public and nonpublic)[10]
West Virginia	BA (public and nonpublic)[15]
Wisconsin 4K	BA (public and nonpublic)[17]
Wisconsin HdSt	AA (nonpublic)[14]
Guam	AA (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Required teacher degree specializations
Alabama	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)
Alaska	Early Childhood Education (public and nonpublic)[6]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[15]
Arkansas	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic)[15]
California SPP	Early Childhood Education, Child Development (public and nonpublic)[17]
California TK	Early Childhood Education, Child Development, Elementary Education (public)[11]
Colorado	None (public and nonpublic)
Connecticut CDCC	Early Childhood Education, Child Development (nonpublic)[13]
Connecticut SRP	Child Development (public and nonpublic)
Connecticut Smart Start	State Department of Education certification (public)[13]
Delaware	Early Childhood Education, Child Development, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic)[12]
District of Columbia	Early Childhood Education (DCPS); Determined locally (PCS); Early Childhood Education, Child Development, Other (CBO)[15]
Florida	Early Childhood Education, Prekindergarten, Primary Education, Preschool Education, Family and Consumer Science, or certification in any area (summer); CDA (school year)[13]
Georgia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[13]
Hawaii	Elementary Education (public)
Illinois	Early Childhood Education, Special Education, Other (public and nonpublic)[9]
Indiana	None (public and nonpublic)[17]
Iowa Shared Visions	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic)[15]
Iowa SWVPP	Early Childhood Education (public and nonpublic)[17]
Kansas Preschool	Early Childhood Education (public and nonpublic)
Kansas State Pre-K	Early Childhood Education, Child Development, Elementary Education (public)
Kentucky	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic)
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public)[13]
Louisiana NSECD	None (nonpublic)[12]
Maine	Early Childhood Education (public and nonpublic)[15]
Maryland	Early Childhood Education (public and nonpublic)
Massachusetts IPLE	None (public and nonpublic)[20]
Massachusetts UPK	None (public and nonpublic)
Michigan	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic)[14]
Minnesota	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[9]
Mississippi	Early Childhood Education, Child Development, Elementary Education (public and nonpublic)
Missouri	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic)[11]
Nebraska	Early Childhood Education, Preschool Special Education (public and nonpublic)
Nevada	Early Childhood Education (public and nonpublic)
New Jersey Abbott	Early Childhood Education (public and nonpublic)
New Jersey ECPA	Early Childhood Education (public and nonpublic)
New Jersey ELLI	Early Childhood Education (public)
New Mexico	Early Childhood Education, Elementary Education, Special Education (public); Early Childhood Education (nonpublic)[12]
New York	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic)[10]
North Carolina	Early Childhood Education, Child Development (public and nonpublic)[12]
Ohio	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development (nonpublic)[9]
Oklahoma	Early Childhood Education (public and nonpublic)[10]
Oregon	Early Childhood Education (public and nonpublic)[7]
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)[5]
Pennsylvania K4 & SBPK	Early Childhood Education, Elementary Education (public); Early Childhood Education (nonpublic)
Pennsylvania Pre-K Counts	Early Childhood Education (public and nonpublic)
Rhode Island	Early Childhood Education (public and nonpublic)
South Carolina 4K/EIA	Early Childhood Education, Child Development, Elementary Education (public)
South Carolina CDEP	Early Childhood Education (public); Early Childhood Education, Child Development (nonpublic)
Tennessee	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)
Texas	None (public and nonpublic)
Vermont	Early Childhood Education, Preschool Special Education (public and nonpublic)[8]
Virginia	Early Childhood Education, Child Development (public and nonpublic)[8]
Washington	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)[10]
West Virginia	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Community Program Permanent Authorization (nonpublic)[15]
Wisconsin 4K	Early Childhood Education, Elementary Education, Preschool Special Education, Special Education, Other (public and nonpublic)[17]
Wisconsin HdSt	Follows federal Head Start requirements (nonpublic)[14]
Guam	Early Childhood Education (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Required teacher credentials/licenses/endorsements
Alabama	Pre-K, Kindergarten, Birth - 3rd grade (public); None (nonpublic)
Alaska	Pre-K - 3rd grade (public and nonpublic)[6]
Arizona	25% of Lead Teachers and Administrators must have 12 ECE credits or a Certificate of Completion in ECE or CD, or a CDA (public and nonpublic)[15]
Arkansas	Pre-K, Pre-K - 4th grade, Birth - K, Elementary Education with ECE endorsement, Preschool Special Education (public); 12 college credits in ECE (nonpublic)[15]
California SPP	Pre-K, Nursery (public and nonpublic)[17]
California TK	Pre-K - 3rd, K-3rd grade, K-8th grade (public)[11]
Colorado	CDA (public and nonpublic)
Connecticut CDCC	CDA plus 12 college credits in ECE (nonpublic)[13]
Connecticut SRP	CDA plus 12 college credits in ECE (public and nonpublic)
Connecticut Smart Start	Pre-K - K, Pre-K - 3rd grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, K-3rd grade, Special Education, Preschool Special Education (public)[13]
Delaware	None (public and nonpublic)[12]
District of Columbia	State licensure (DCPS); Determined locally (PCS); Other (CBO)[15]
Florida	Early Childhood Education, Prekindergarten, Primary Education, preschool education, family and consumer science, or certification in any area (summer); CDA (school year)[13]
Georgia	Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[13]
Hawaii	K-6th grade (public)
Illinois	Birth - 3rd grade, Preschool Special Education, Bilingual (public and nonpublic)[9]
Indiana	None (public and nonpublic)[17]
Iowa Shared Visions	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade (public); None (nonpublic)[15]
Iowa SWVPP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade (public and nonpublic)[17]
Kansas Preschool	Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education, Early Childhood Unified (early childhood and early childhood special education) (public and nonpublic)
Kansas State Pre-K	Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education (public)
Kentucky	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education (public and nonpublic)[20]
Louisiana 8(g)	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - 3rd (public)[11]
Louisiana LA 4	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public)[13]
Louisiana NSECD	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (nonpublic)[12]
Maine	Pre-K, Elementary Education with ECE endorsement (public and nonpublic)[15]
Maryland	Pre-K - 2nd grade (public and nonpublic)
Massachusetts IPLE	Pre-K - 2nd grade, Elementary Education with ECE endorsement (public); 12 college credits in ECE (nonpublic)[20]
Massachusetts UPK	Pre-K - 3rd grade, Preschool Special Education (public); 12 college credits in ECE (nonpublic)
Michigan	K-8th grade, Elementary Education with ECE endorsement (public and nonpublic)[14]
Minnesota	None (public and nonpublic)[9]
Mississippi	Pre-K, Nursery, Pre-K - K, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, 12 college credits in ECE (public and nonpublic)
Missouri	Birth - 3rd grade (public and nonpublic)[11]
Nebraska	3 years to K, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[8]
Nevada	Birth - 3rd grade, Elementary Education with ECE endorsement (birth - 2nd grade) (public and nonpublic)
New Jersey Abbott	Nursery, Pre-K - 3rd grade, K-6th grade, Preschool Special Education (public and nonpublic)[11]
New Jersey ECPA	Nursery, Pre-K - 3rd grade, K-6th grade, Preschool Special Education (public and nonpublic)[9]
New Jersey ELLI	Nursery, Pre-K - 3rd grade, K-6th grade, Preschool Special Education (public)[9]
New Mexico	Pre-K - 3rd grade, Birth - 3rd grade (public); None (nonpublic)[12]
New York	Pre-K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - 3rd grade (public and nonpublic)[10]
North Carolina	Pre-K, Pre-K - K, Birth - K (public and nonpublic)[12]
Ohio	Pre-K, Pre-K - 3rd, K-3rd grade, K-8th grade, 12 college credits in ECE (when they have a K-3 or K-8 license) (public and nonpublic)[9]
Oklahoma	Early childhood (public and nonpublic)[10]
Oregon	Pre-K (public and nonpublic)[7]
Pennsylvania RTL	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania HSSAP	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)[5]
Pennsylvania K4 & SBPK	Pre-K - 4th grade, K-6th grade (public); Pre-K - 4th grade, Birth - 3rd grade (nonpublic)[7]
Pennsylvania Pre-K Counts	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)[10]
Rhode Island	Pre-K - 2nd grade (public and nonpublic)[10]
South Carolina 4K/EIA	Pre-K - 2nd grade (public)
South Carolina CDEP	Pre-K - 2nd grade (public); None (nonpublic)
Tennessee	None (public and nonpublic)
Texas	Pre-K - 6th grade (public and nonpublic)
Vermont	Pre-K, Preschool Special Education (public and nonpublic)[8]
Virginia	Pre-K - 3rd grade, Pre-K - 6th grade (public); Other (nonpublic)[8]
Washington	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)[10]
West Virginia	Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, Nursery, Pre-K - K, Pre-K - 4th grade, Elementary Education with ECE endorsement, Preschool Special Education, Community Program Permanent Authorization (nonpublic)[15]
Wisconsin 4K	Pre-K, Kindergarten, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd, Pre-K - 4th grade, Birth - K, Birth - 3rd grade, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement (public and nonpublic)[17]
Wisconsin HdSt	Follows federal Head Start requirements (nonpublic)[14]
Guam	Pre-K, Pre-K - 2nd grade (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Education level of teachers, percent
Alabama	BA: 81.7%; MA: 18.1%; Ed. Specialist Degree: 0.2%
Alaska	Data not available
Arizona	HSD: 1.03%; CDA: 4.5%; AA: 7.35%; BA: 10.08%; MA: 1.94%; Certificate of Completion in ECE: 2.9%; AZ State Teaching Certificate: 9%; AMS/AMI Credential: 0.17%; Unknown: 61.5%
Arkansas	CDA: 2%; AA: 4%; BA: 71%; MA: 20%; Other: 3%[16]
California SPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 3.5%; AA: 30.4%; BA: 50.3%; MA: 9%; EdD/PhD: 0.2%; Other: 6.6%[14]
Connecticut SRP	CDA: 1.7%; AA: 21%; BA: 49.8%; MA: 23.2%; EdD/PhD: 0.2%; Other: 4.1%
Connecticut Smart Start	AA: 1.5%; BA: 35.5%; MA: 60%; EdD/PhD: 1.5%; 30 EC credits or 1-year EC certificate: 1.5%[14]
Delaware	Data not available
District of Columbia	Data not available
Florida	CDA: 66%; AA: 21%; BA: 11%; MA: 2%
Georgia	AA: 1.21%; BA: 70.2%; MA: 24.6%; EdD/PhD: 0.13%; Other: 3.86%[13]
Hawaii	BA: 86%; MA: 14%
Illinois	BA: 96.3%; MA: 44%; EdD/PhD: 0.2%[10]
Indiana	Data not available
Iowa Shared Visions	AA: 6%; BA: 76%; MA: 18%
Iowa SWVPP	BA: 84%; MA: 16%
Kansas Preschool	BA: 100%
Kansas State Pre-K	BA: 100%
Kentucky	Data not available[21]
Louisiana 8(g)	BA: 100%
Louisiana LA 4	BA: 100%
Louisiana NSECD	BA: 67%; MA: 31%; EdD/PhD: 2%[13]
Maine	BA: 68%; MA: 30%; EdD/PhD: 0.002%; Other: 1.6%
Maryland	BA: 100%
Massachusetts IPLE	AA: 1.29%; BA: 30.17%; MA: 62.07%; EdD/PhD: 0.45%; Other: 6.03%[21]
Massachusetts UPK	Data not available
Michigan	BA: 80%; MA: 19%; Other: 1%[15]
Minnesota	Data not available
Mississippi	BA: 92%; MA: 8%
Missouri	BA: 100%
Nebraska	Data not available
Nevada	Data not available
New Jersey Abbott	BA: 73%; MA: 26%; PhD: 0.5%
New Jersey ECPA	BA: 100%
New Jersey ELLI	BA: 100%
New Mexico	HSD: 15.57%; CDA: 6.33%; AA: 12.41%; BA: 45.99%; MA: 19.22%; Education Specialist degree (post MA): 0.49%
New York	Data not available
North Carolina	BA: 85%; MA: 15%
Ohio	AA: 11%; BA: 44%; MA: 44%; Early Childhood Intervention Specialist: 1%
Oklahoma	BA: 80.6%; MA: 19.3%; EdD/PhD: 0.1%
Oregon	CDA: 7%; AA: 27%; BA: 52%; MA: 14%[8]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 1%; CDA: 1.4%; AA: 12.6%; BA: 59.9%; MA: 5.3%; Other: 8%[6]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	HSD: 0.6%; CDA: 0.5%; AA: 1.5%; BA: 59.9%; MA: 20.6%; Other: 16.9%
Rhode Island	BA: 100%
South Carolina 4K/EIA	Data not available
South Carolina CDEP	BA: 47%; MA: 51%; EdD/PhD: 0.7%[9]
Tennessee	Data not available
Texas	BA: 100%
Vermont	BA: 100%
Virginia	CDA: 1%; AA: 1%; BA: 98%[9]
Washington	Data not available
West Virginia	Data not available
Wisconsin 4K	BA: 53%; MA: 45%; EdD/PhD: 1%; Other: 1%
Wisconsin HdSt	Data not available
Guam	AA: 75%; BA: 25%

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Education level of teachers, number
Alabama	BA: 537; MA: 119; Ed. Specialist Degree: 1
Alaska	Data not available
Arizona	HSD: 18; CDA: 79; AA: 129; BA: 177; Certificate of Completion in ECE: 51; AZ State Teaching Certificate: 158; AMS/AMI Credential: 3
Arkansas	CDA: 11; AA: 22; BA: 419; MA: 115; Other: 20[16]
California SPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 18; AA: 158; BA: 261; MA: 47; EdD/PhD: 1; Other: 34[14]
Connecticut SRP	CDA: 21; AA: 263; BA: 622; MA: 290; EdD/PhD: 3; Other: 52
Connecticut Smart Start	AA: 1; BA: 23; MA: 39; EdD/PhD: 1; 30 EC credits or 1-year EC certificate: 1[14]
Delaware	Data not available
District of Columbia	Data not available
Florida	CDA: 8,284; AA: 2,618; BA: 1,311; MA: 227
Georgia	AA: 47; BA: 2,708; MA: 949; EdD/PhD: 5; Other: 149[13]
Hawaii	BA: 18; MA: 3
Illinois	BA: 2,279; MA: 1,042; EdD/PhD: 4[10]
Indiana	Data not available
Iowa Shared Visions	AA: 6; BA: 79; MA: 19
Iowa SWVPP	BA: 601; MA: 113
Kansas Preschool	BA: 80
Kansas State Pre-K	Data not available
Kentucky	Data not available[21]
Louisiana 8(g)	BA: 89
Louisiana LA 4	BA: 935
Louisiana NSECD	BA: 60; MA: 28; EdD/PhD: 2[13]
Maine	BA: 374; MA: 165; EdD/PhD: 1; Other: 9
Maryland	Data not available
Massachusetts IPLE	AA: 3; BA: 70; MA: 144; EdD/PhD: 1; Other: 14[21]
Massachusetts UPK	Data not available
Michigan	Data not available[15]
Minnesota	Data not available
Mississippi	BA: 106; MA: 9
Missouri	BA: 109[12]
Nebraska	Data not available
Nevada	Data not available
New Jersey Abbott	BA: 2278; MA: 816; PhD: 17
New Jersey ECPA	BA: 474
New Jersey ELLI	BA: 30
New Mexico	HSD: 64; CDA: 26; AA: 51; BA: 189; MA: 79; Education Specialist degree (post MA): 2
New York	Data not available
North Carolina	AA: 1; BA: 1,670; MA: 292; EdD/PhD: 2
Ohio	AA: 140; BA: 559; MA: 558; Early Childhood Intervention Specialist: 13
Oklahoma	BA: 1,650; MA: 396; EdD/PhD: 2
Oregon	CDA: 30; AA: 111; BA: 216; MA: 57[8]
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 2; CDA: 6; AA: 52; BA: 248; MA: 22; Other: 33[6]
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	HSD: 6; CDA: 5; AA: 16; BA: 646; MA: 222; Other: 183
Rhode Island	BA: 25
South Carolina 4K/EIA	Data not available
South Carolina CDEP	BA: 267; MA: 290; EdD/PhD: 4[9]
Tennessee	Data not available
Texas	BA: 8,764
Vermont	BA: 483
Virginia	Data not available[9]
Washington	Data not available
West Virginia	Data not available
Wisconsin 4K	BA: 1,230; MA: 1,058; EdD/PhD: 1; Other: 13
Wisconsin HdSt	Data not available
Guam	AA: 3; BA: 1

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Minimum assistant teacher degree requirement
Alabama	CDA or 9 college credits in ECE/CD (public and nonpublic)
Alaska	CDA, 12 ECE credits, or an AA in ECE (public and nonpublic)[6]
Arizona	High school diploma or equivalent (public and nonpublic)[16]
Arkansas	CDA (public and nonpublic)
California SPP	High school diploma or equivalent (public and nonpublic)[18]
California TK	High school diploma or equivalent (public)[12]
Colorado	Other (public and nonpublic)[11]
Connecticut CDCC	Other (nonpublic)
Connecticut SRP	High school diploma or equivalent (public); No degree required (nonpublic)[14]
Connecticut Smart Start	High school diploma or equivalent (public)
Delaware	High school diploma or equivalent (public and nonpublic)[13]
District of Columbia	AA (DCPS and CBO); None (PCS)[16]
Florida	None (public and nonpublic)[14]
Georgia	CDA (public and nonpublic)[14]
Hawaii	AA (public)
Illinois	Other (public and nonpublic)[11]
Indiana	Other (public and nonpublic)[17]
Iowa Shared Visions	High school diploma or equivalent (public and nonpublic)[16]
Iowa SWVPP	Depends on overseeing agency (public and nonpublic)[18]
Kansas Preschool	CDA (public and nonpublic)
Kansas State Pre-K	CDA (public)
Kentucky	High school diploma or equivalent (public and nonpublic)[22]
Louisiana 8(g)	High school diploma or equivalent (public)[12]
Louisiana LA 4	Other (public and nonpublic)[14]
Louisiana NSECD	CDA (nonpublic)[14]
Maine	Educational Technician II (Maine DOE Certificate) (public and nonpublic)[16]
Maryland	High school diploma or equivalent (public and nonpublic)[9]
Massachusetts IPLE	Other (public); High school diploma or equivalent (nonpublic)[22]
Massachusetts UPK	Other (public and nonpublic)[15]
Michigan	CDA (public and nonpublic)[16]
Minnesota	CDA (public and nonpublic)[10]
Mississippi	AA in ECE (public and nonpublic)[5]
Missouri	CDA, AA, or 60 college hours (public and nonpublic)[13]
Nebraska	12 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic)
Nevada	High school diploma or equivalent (public and nonpublic)
New Jersey Abbott	High school diploma or equivalent (public and nonpublic)[12]
New Jersey ECPA	High school diploma or equivalent (public and nonpublic)[10]
New Jersey ELLI	High school diploma or equivalent (public)[10]
New Mexico	Other (public and nonpublic)[13]
New York	High school diploma plus 9 credits in ECE and Level I Teaching Assistant Certification (public); High school diploma (nonpublic)[11]
North Carolina	CDA (public and nonpublic)[13]
Ohio	High school diploma or equivalent (public and nonpublic)
Oklahoma	High school diploma or equivalent (public and nonpublic)[11]
Oregon	CDA (public and nonpublic)
Pennsylvania RTL	Other (public and nonpublic)[6]
Pennsylvania HSSAP	CDA (public and nonpublic)[5]
Pennsylvania K4 & SBPK	No minimum degree (K4); Meets NCLB requirements (SBPK)[8]
Pennsylvania Pre-K Counts	Other (public and nonpublic)[11]
Rhode Island	HSD plus 12 college credits in ECE/CD (public and nonpublic)
South Carolina 4K/EIA	High school diploma or equivalent (public)
South Carolina CDEP	High school diploma or equivalent (public and nonpublic)[10]
Tennessee	Other (public and nonpublic)[5]
Texas	High school diploma or equivalent (public and nonpublic)[9]
Vermont	High school diploma or equivalent (public and nonpublic)[9]
Virginia	High school diploma (public); No degree required (nonpublic)
Washington	CDA, 12 credits in ECE, or Initial or higher Washington State Early Childhood Education Certificate (public and nonpublic)[11]
West Virginia	CDA (public and nonpublic)[16]
Wisconsin 4K	Other (public and nonpublic)[18]
Wisconsin HdSt	CDA (nonpublic)
Guam	High school diploma or equivalent (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

State	Requirement
Alabama	9 college credits in Early Childhood or Child Development, CDA (public and nonpublic)
Alaska	Other (public and nonpublic)[6]
Arizona	Other (public and nonpublic)[16]
Arkansas	12 college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification (public and nonpublic)[17]
California SPP	None (public and nonpublic)[18]
California TK	Meets NCLB requirements (public)[12]
Colorado	None (public and nonpublic)[11]
Connecticut CDCC	None (nonpublic)
Connecticut SRP	None (public and nonpublic)[14]
Connecticut Smart Start	None (public)
Delaware	None (public and nonpublic)[13]
District of Columbia	None (DCPS, PCS, CBO)[16]
Florida	None (public and nonpublic)[14]
Georgia	CDA, Paraprofessional Certification (public and nonpublic)[14]
Hawaii	None (public)
Illinois	Paraprofessional Certification, Other (public and nonpublic)[11]
Indiana	None (public and nonpublic)[17]
Iowa Shared Visions	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Training in Preschool Special Education (public and nonpublic)[16]
Iowa SWVPP	12 college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification, Other (public and nonpublic)[18]
Kansas Preschool	CDA (public and nonpublic)
Kansas State Pre-K	CDA (public)
Kentucky	Other (public and nonpublic)[22]
Louisiana 8(g)	None (public)[12]
Louisiana LA 4	Other (public and nonpublic)[14]
Louisiana NSECD	CDA (nonpublic)[14]
Maine	Training in Early Childhood Education, Training in Child Development (public and nonpublic)
Maryland	None (public and nonpublic)[9]
Massachusetts IPLE	Highly qualified paraprofessional, Meets NCLB requirements (public); None (nonpublic)[22]
Massachusetts UPK	None (public and nonpublic)[15]
Michigan	CDA, Other (public and nonpublic)[16]
Minnesota	Training in Early Childhood Education, Training in Child Development, CDA (public and nonpublic)[10]
Mississippi	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, 12 college credits in Early Childhood or Child Development, CDA (public and nonpublic)[5]
Missouri	CDA, Other (public and nonpublic)[13]
Nebraska	12 college credits in Early Childhood or Child Development (public and nonpublic)
Nevada	None (public and nonpublic)
New Jersey Abbott	None (public and nonpublic)[12]
New Jersey ECPA	None (public and nonpublic)[10]
New Jersey ELLI	None (public)[10]
New Mexico	Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification, Highly qualified paraprofessional, (public); Training in Early Childhood Education, Training in Child Development (nonpublic)[13]
New York	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education (public and nonpublic)[11]
North Carolina	CDA, Meets NCLB requirements (public); CDA (nonpublic)[13]
Ohio	None (public and nonpublic)
Oklahoma	None (public and nonpublic)[11]
Oregon	CDA (public and nonpublic)
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic)[6]
Pennsylvania HSSAP	CDA (public and nonpublic)[5]
Pennsylvania K4 & SBPK	No minimum degree (K4); Meets NCLB requirements (SBPK)[8]
Pennsylvania Pre-K Counts	Meets NCLB requirements (public and nonpublic)[11]
Rhode Island	12 college credits in Early Childhood or Child Development (public and nonpublic)
South Carolina 4K/EIA	Meets NCLB requirements (public)
South Carolina CDEP	Training in Early Childhood Education or Child Development, Paraprofessional Certification, Meets NCLB requirements (public); Training in Early Childhood Education or Child Development (nonpublic)[10]
Tennessee	Other (public and nonpublic)[5]
Texas	None (public and nonpublic)[9]
Vermont	Training in Early Childhood Education or Child Development (public and nonpublic)[9]
Virginia	None (public and nonpublic)[8]
Washington	Training in Early Childhood Education, Training in Child Development, 12 college credits in Early Childhood or Child Development, CDA (public and nonpublic)
West Virginia	Training in Early Childhood Education, CDA, Teaching Assistant certification (public and nonpublic)[16]
Wisconsin 4K	Paraprofessional Certification, Highly qualified paraprofessional, Meets NCLB requirements, Other (public); Other (nonpublic)[18]
Wisconsin HdSt	CDA (nonpublic)
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

Alabama	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public and nonpublic)[12]
Alaska	None (public and nonpublic)
Arizona	None (public and nonpublic)[17]
Arkansas	None (public and nonpublic)[18]
California SPP	None (public and nonpublic)
California TK	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (public)[13]
Colorado	None (public and nonpublic)
Connecticut CDCC	None (nonpublic)
Connecticut SRP	Salary schedule is prorated for differences in length of work day or year (public and nonpublic)
Connecticut Smart Start	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, (public)[15]
Delaware	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
District of Columbia	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (DCPS); Determined locally (CPS); Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (CBO teachers with a BA or higher only)
Florida	Not reported
Georgia	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Same starting salary as K-3 (nonpublic)[15]
Hawaii	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (public)
Illinois	None (public and nonpublic)[12]
Indiana	None (public and nonpublic)
Iowa Shared Visions	None (public and nonpublic)[17]
Iowa SWVPP	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Salary schedule is prorated for differences in length of work day or year (nonpublic)[19]
Kansas Preschool	None (public and nonpublic)
Kansas State Pre-K	None (public)
Kentucky	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (public); None (nonpublic)[23]
Louisiana 8(g)	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)[17]
Maryland	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Same starting salary as K-3, Salary schedule is prorated for differences in length of work day or year (nonpublic)[10]
Massachusetts IPLE	None (public and nonpublic)[23]
Massachusetts UPK	None (public and nonpublic)[16]
Michigan	None (public and nonpublic)
Minnesota	None (public and nonpublic)
Mississippi	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (public); None (nonpublic)
Missouri	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)[14]
Nebraska	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (public); None (nonpublic)[9]
Nevada	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
New Jersey Abbott	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Same starting salary as K-3, Same salary schedule as K-3 for all years of service (nonpublic)
New Jersey ECPA	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
New Jersey ELLI	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public)
New Mexico	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)[14]
New York	None (public and nonpublic)
North Carolina	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, (public); None (nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
Oregon	None (public and nonpublic)
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic)[9]
Pennsylvania Pre-K Counts	None (public and nonpublic)
Rhode Island	Same starting salary as K-3 (public and nonpublic)[11]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State requirements for salary parity for teachers
South Carolina 4K/EIA	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public)
South Carolina CDEP	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, (public); None (nonpublic)
Tennessee	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public and nonpublic)
Texas	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Unknown (nonpublic)
Vermont	Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Salary schedule is prorated for differences in length of work day or year (nonpublic)
Virginia	Same starting salary as K-3 (public); None (nonpublic)[10]
Washington	None (public and nonpublic)
West Virginia	Yes, Same salary schedule as K-3 for all years of service (public); None (nonpublic)
Wisconsin 4K	None (public and nonpublic)
Wisconsin HdSt	None (nonpublic)
Guam	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (public)[8]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

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STATE	State requirements for salary parity for assistant teachers
Alabama	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service (public); Same starting salary as K-3 (nonpublic)
Alaska	None (public and nonpublic)
Arizona	None (public and nonpublic)[17]
Arkansas	None (public and nonpublic)[18]
California SPP	None (public and nonpublic)
California TK	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public)[13]
Colorado	None (public and nonpublic)
Connecticut CDCC	None (nonpublic)
Connecticut SRP	Salary schedule is prorated for differences in length of work day or year (public and nonpublic)
Connecticut Smart Start	None (public)
Delaware	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
District of Columbia	Same starting salary as K-3, Same salary schedule as K-3 for all years of service (DCPS); Determined locally (CPS); Same starting salary as K-3, Same salary schedule as K-3 for all years of service, Salary schedule is prorated for differences in length of work day or year (CBO teachers with an AA or higher only)
Florida	Not reported
Georgia	Same starting salary as K-3 (public and nonpublic)
Hawaii	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service (public)
Illinois	None (public and nonpublic)[12]
Indiana	None (public and nonpublic)
Iowa Shared Visions	None (public and nonpublic)
Iowa SWVPP	None (public and nonpublic)[19]
Kansas Preschool	None (public and nonpublic)
Kansas State Pre-K	None (public)
Kentucky	None (public and nonpublic)[24]
Louisiana 8(g)	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
Maryland	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
Massachusetts IPLE	None (public and nonpublic)
Massachusetts UPK	None (public and nonpublic)[16]
Michigan	None (public and nonpublic)
Minnesota	None (public and nonpublic)
Mississippi	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service (public); None (nonpublic)
Missouri	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)[14]
Nebraska	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service (public); None (nonpublic)[9]
Nevada	None (public and nonpublic)
New Jersey Abbott	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service (nonpublic)
New Jersey ECPA	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
New Jersey ELLI	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public)
New Mexico	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)[14]
New York	None (public and nonpublic)
North Carolina	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service (public); None (nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	None (public and nonpublic)
Oregon	None (public and nonpublic)
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic)[9]
Pennsylvania Pre-K Counts	None (public and nonpublic)
Rhode Island	Same starting salary as K-3 (public and nonpublic)[11]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State requirements for salary parity for assistant teachers
South Carolina 4K/EIA	None (public)
South Carolina CDEP	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
Tennessee	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public and nonpublic)
Texas	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Unknown (nonpublic)
Vermont	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); Salary schedule is prorated for differences in length of work day or year (nonpublic)
Virginia	Same starting salary as K-3 (public); None (nonpublic)[10]
Washington	None (public and nonpublic)
West Virginia	Same starting salary as K-3, Same salary schedule as K-3 is followed for all years of service, Salary schedule is prorated for differences in length of work day or year (public); None (nonpublic)
Wisconsin 4K	None (public and nonpublic)
Wisconsin HdSt	None (nonpublic)
Guam	Not Applicable - no assistant teachers in K-12 (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Does state policy require fringe benefit parity for teachers?	Does state policy require fringe benefit parity for assistant teachers?
Alabama	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Alaska	No (public and nonpublic)	No (public and nonpublic)
Arizona	No (public and nonpublic)[17]	No (public and nonpublic)[17]
Arkansas	No (public and nonpublic)	No (public and nonpublic)
California SPP	No (public and nonpublic)	No (public and nonpublic)
California TK	Yes (public)	No (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SRP	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	Yes (public)	No (public)
Delaware	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
District of Columbia	No (DCPS, PCS, CBO)	No (DCPS, PCS, CBO)
Florida	Not reported	Not reported
Georgia	No (public and nonpublic)	No (public and nonpublic)
Hawaii	Yes (public)	Yes (public)
Illinois	No (public and nonpublic)[12]	No (public and nonpublic)[12]
Indiana	No (public and nonpublic)	No (public and nonpublic)
Iowa Shared Visions	No (public and nonpublic)	No (public and nonpublic)
Iowa SWVPP	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Kansas Preschool	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	Yes (public)	Yes (public)
Kentucky	Yes (public); No (nonpublic)	No (public and nonpublic)
Louisiana 8(g)	No (public)	No (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	No (public and nonpublic)[17]	No (public and nonpublic)[17]
Maryland	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Massachusetts IPLE	No (public and nonpublic)	No (public and nonpublic)
Massachusetts UPK	No (public and nonpublic)[16]	No (public and nonpublic)[16]
Michigan	No (public and nonpublic)	No (public and nonpublic)
Minnesota	No (public and nonpublic)	No (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri	Yes (public); No (nonpublic)[14]	Yes (public); No (nonpublic)[14]
Nebraska	No (public and nonpublic)	No (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
New Jersey ECPA	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
New Jersey ELLI	Yes (public)	Yes (public)
New Mexico	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public); No (nonpublic)	No (public and nonpublic)
Oregon	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania RTL	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	No (public and nonpublic)[9]	No (public and nonpublic)[9]
Pennsylvania Pre-K Counts	No (public and nonpublic)	No (public and nonpublic)
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina 4K/EIA	Yes (public)	Yes (public)
South Carolina CDEP	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Tennessee	No (public and nonpublic)	No (public and nonpublic)
Texas	Yes (public); Unknown (nonpublic)	Yes (public); Unknown (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	No (public and nonpublic)	No (public and nonpublic)
West Virginia	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Wisconsin 4K	No (public and nonpublic)[19]	No (public and nonpublic)[19]
Wisconsin HdSt	No (nonpublic)	No (nonpublic)
Guam	Yes (public)	Not Applicable - no assistant teachers in K-12 (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Does state policy require comparable paid planning and/or professional development for teachers?	Does state policy require comparable paid planning and/or professional development for assistant teachers?
Alabama	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Alaska	No (public and nonpublic)	No (public and nonpublic)
Arizona	No (public and nonpublic)[17]	No (public and nonpublic)[17]
Arkansas	No (public and nonpublic)	No (public and nonpublic)
California SPP	Not Applicable (public and nonpublic)	Not Applicable (public and nonpublic)
California TK	Yes (public)	No (public)
Colorado	Yes (public and nonpublic)	Yes (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SRP	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	Yes (public)	No (public)
Delaware	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
District of Columbia	No (DCPS, PCS, CBO)	No (DCPS, PCS, CBO)
Florida	Not reported	Not reported
Georgia	Yes (public and nonpublic)	Yes (public and nonpublic)
Hawaii	Yes (public)	Yes (public)
Illinois	No (public and nonpublic)[12]	No (public and nonpublic)[12]
Indiana	No (public and nonpublic)	No (public and nonpublic)
Iowa Shared Visions	Yes (public); No (nonpublic)	No (public and nonpublic)
Iowa SWVPP	Yes (public); No (nonpublic)[20]	No (public and nonpublic)[20]
Kansas Preschool	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	Yes (public)	Yes (public)
Kentucky	Yes (public); No (nonpublic)[25]	No (public and nonpublic)[25]
Louisiana 8(g)	No (public)	No (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	Yes (nonpublic)[15]	Yes (nonpublic)[15]
Maine	No (public and nonpublic)[17]	No (public and nonpublic)[17]
Maryland	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Massachusetts IPLE	No (public and nonpublic)[24]	No (public and nonpublic)[24]
Massachusetts UPK	No (public and nonpublic)[16]	No (public and nonpublic)[16]
Michigan	No (public and nonpublic)	No (public and nonpublic)
Minnesota	No (public and nonpublic)	No (public and nonpublic)
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Nebraska	No (public and nonpublic)	No (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ECPA	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
New Jersey ELLI	Yes (public)	Yes (public)
New Mexico	Yes (public and nonpublic)[15]	Yes (public and nonpublic)[15]
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); No (nonpublic)	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public); No (nonpublic)	No (public and nonpublic)[12]
Oregon	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania RTL	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	No (public and nonpublic)[9]	No (public and nonpublic)[9]
Pennsylvania Pre-K Counts	No (public and nonpublic)[12]	No (public and nonpublic)[12]
Rhode Island	Yes (public and nonpublic)	No (public and nonpublic)
South Carolina 4K/EIA	Yes (public)	No (public)
South Carolina CDEP	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Tennessee	Yes (public and nonpublic)	Yes (public and nonpublic)
Texas	Yes (public); Unknown (nonpublic)	Not Applicable (public); Unknown (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	No (public and nonpublic)	No (public and nonpublic)
West Virginia	Yes (public and nonpublic)	Yes (public); Yes (nonpublic)
Wisconsin 4K	Yes (public and nonpublic)[19]	Yes (public); Yes (nonpublic)[19]
Wisconsin HdSt	No (nonpublic)	No (nonpublic)
Guam	Yes (public)	Not Applicable - no assistant teachers in K-12 (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Average annual salary for teachers	Average annual salary for assistant teachers
Alabama	$36,867 (public and nonpublic)	$18,033 (public and nonpublic)
Alaska	Not reported	Not reported
Arizona	Not reported	Not reported
Arkansas	$38,132 (public); $30,820 (nonpublic)	$18,077 (public); $17,621 (nonpublic)
California SPP	Not reported	Not reported
California TK	$72,535 (public)[14]	Not reported
Colorado	Not reported	Not reported
Connecticut CDCC	$33,574 (nonpublic)	$24,810 (nonpublic)
Connecticut SRP	$55,328 (public); $34,570 (nonpublic)	$31,085 (public); $26,480 (nonpublic)
Connecticut Smart Start	$55,926 (public)	$33,813 (public)
Delaware	Not reported	Not reported
District of Columbia	Not reported	Not reported
Florida	Not reported	Not reported
Georgia	$34,096 (public and nonpublic)[15]	$13,611 (public and nonpublic)
Hawaii	$52,874 (public)	$23,874 (public)
Illinois	$48,419 (public); $34,776 (nonpublic)	$29,455 (public); Not reported (nonpublic)
Indiana	Not reported	Not reported
Iowa Shared Visions	$49,177 (public); $31,487 (nonpublic)	$16,251 (public); $17,389 (nonpublic)
Iowa SWVPP	$40,463 (full-time), $30,478 (part-time) (public); $36,903 (full-time), $23,833 (part-time) (nonpublic)	$16,139 (full-time), $14,075 (part-time) (public); $15,403 (full-time), $11,377 (part-time) (nonpublic)
Kansas Preschool	Not reported	Not reported
Kansas State Pre-K	$40,000 (public)	$20,000 (public)
Kentucky	$52,618 (public); Not reported (nonpublic)	Not reported
Louisiana 8(g)	Not reported	Not reported
Louisiana LA 4	$48,000 (public)	$26,000 (public)
Louisiana NSECD	$23,000 (nonpublic)	$17,000 (nonpublic)
Maine	Not reported	Not reported
Maryland	$44,128 (public and nonpublic)	Not reported
Massachusetts IPLE	$63,647 (public); $32,815 (nonpublic)	Not reported
Massachusetts UPK	Not reported	Not reported
Michigan	$35,620 (public); $32,164 (nonpublic)	$29,583 (public); $14,852 (nonpublic)
Minnesota	Not reported	Not reported
Mississippi	$39,000 (public); $20,259 (nonpublic)	$18,000 (public); $17,486 (nonpublic)
Missouri	Not reported	Not reported
Nebraska	Not reported	Not reported
Nevada	$43,000 (public); $40,000 (nonpublic)	Not reported
New Jersey Abbott	$57,000 (public); $55,000 (nonpublic)	$30,000 (public); $25,000 (nonpublic)
New Jersey ECPA	$57,000 (public); Not reported (nonpublic)	$24,000 (public); Not reported (nonpublic)
New Jersey ELLI	Not reported	Not reported
New Mexico	Not reported	Not reported
New York	Not reported	Not reported
North Carolina	Not reported	Not reported
Ohio	Not reported	Not reported
Oklahoma	$44,921 (public); Not reported (nonpublic)	Not reported
Oregon	$28,388 (public); $28,388 (nonpublic)	$19,196 (public and nonpublic)
Pennsylvania RTL	Not reported	Not reported
Pennsylvania HSSAP	Not reported	Not reported
Pennsylvania K4 & SBPK	Not reported	Not reported
Pennsylvania Pre-K Counts	Not reported	Not reported
Rhode Island	$53,317 (public); $41,466 (nonpublic)	$23,265 (public); $29,746 (nonpublic)
South Carolina 4K/EIA	Not reported	Not reported
South Carolina CDEP	Not reported	Not reported
Tennessee	Not reported	Not reported
Texas	$50,521 (public); Not reported (nonpublic)	$20,118 (public); Not reported (nonpublic)
Vermont	$46,000-$48,000 (public); $28,000-$30,000 (nonpublic)	$30,000-$32,000 (public); $25,000-$26,000 (nonpublic)
Virginia	Not reported	Not reported
Washington	$36,184 (public); $33,992 (nonpublic)	$23,358 (public); $25,281 (nonpublic)
West Virginia	$42,502 (public); Not reported (nonpublic)	$23,701 (public); Not reported (nonpublic)
Wisconsin 4K	$50,401 (public); Not reported (nonpublic)	Not reported
Wisconsin HdSt	Not reported	Not reported
Guam	$36,057 (public)	$24,729 (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Percent of teachers fluent in a language other than English	Percent of assistant teachers fluent in a language other than English
Alabama	Not reported	Not reported
Alaska	Not reported	Not reported
Arizona	Not reported	Not reported
Arkansas	7.3%	Not reported
California SPP	Not reported	Not reported
California TK	Not reported	Not reported
Colorado	Not reported	Not reported
Connecticut CDCC	Not reported	Not reported
Connecticut SRP	Not reported	Not reported
Connecticut Smart Start	Not reported	Not reported
Delaware	Not reported	Not reported
District of Columbia	Not reported	Not reported
Florida	Not reported	Not reported
Georgia	Not reported	Not reported
Hawaii	Not reported	Not reported
Illinois	Not reported	Not reported
Indiana	Not reported	Not reported
Iowa Shared Visions	Not reported	Not reported
Iowa SWVPP	Not reported	Not reported
Kansas Preschool	Not reported	Not reported
Kansas State Pre-K	30%	40%
Kentucky	Not reported	Not reported
Louisiana 8(g)	Not reported	Not reported
Louisiana LA 4	Not reported	Not reported
Louisiana NSECD	Not reported	Not reported
Maine	Not reported	Not reported
Maryland	Not reported	Not reported
Massachusetts IPLE	Not reported	Not reported
Massachusetts UPK	Not reported	Not reported
Michigan	Not reported	Not reported
Minnesota	Not reported	Not reported
Mississippi	0%	0%
Missouri	Not reported	Not reported
Nebraska	Not reported	Not reported
Nevada	Not reported	Not reported
New Jersey Abbott	34%	43%
New Jersey ECPA	Not reported	Not reported
New Jersey ELLI	Not reported	Not reported
New Mexico	Not reported	Not reported
New York	Not reported	Not reported
North Carolina	Not reported	Not reported
Ohio	Not reported	Not reported
Oklahoma	Not reported	Not reported
Oregon	Not reported	Not reported
Pennsylvania RTL	Not reported	Not reported
Pennsylvania HSSAP	Not reported	Not reported
Pennsylvania K4 & SBPK	Not reported	Not reported
Pennsylvania Pre-K Counts	Not reported	Not reported
Rhode Island	Not reported	Not reported
South Carolina 4K/EIA	Not reported	Not reported
South Carolina CDEP	Not reported	Not reported
Tennessee	Not reported	Not reported
Texas	Not reported	Not reported
Vermont	Not reported	Not reported
Virginia	Not reported	Not reported
Washington	Not reported	Not reported
West Virginia	Not reported	Not reported
Wisconsin 4K	Not reported	Not reported
Wisconsin HdSt	Not reported	Not reported
Guam	50%	25%

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Teacher in-service professional development requirement	Assistant teacher in-service professional development requirement
Alabama	30 clock hours/year (public and nonpublic)	20 clock hours/year (public and nonpublic)
Alaska	6 credit hours/5 years (public and nonpublic)	None (public and nonpublic)
Arizona	18 clock hours/year (public and nonpublic)[18]	18 clock hours/year (public and nonpublic)[18]
Arkansas	30 clock hours/year (public and nonpublic)[19]	30 clock hours/year (public and nonpublic)[19]
California SPP	105 clock hours/5 years (public and nonpublic)	105 clock hours/5 years (public and nonpublic)
California TK	Determined locally (public)	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic)	None (public and nonpublic)
Connecticut CDCC	20 clock hours/year (nonpublic)[15]	20 clock hours/year (nonpublic)[15]
Connecticut SRP	9 clock hours/year (public and nonpublic)	None (public and nonpublic)
Connecticut Smart Start	Determined locally (public)[15]	Determined locally (public)
Delaware	90 clock hours/5 years (public); 18 clock hours/year (nonpublic)	15 clock hours/5 years (public); 18 clock hours/year (nonpublic)
District of Columbia	30 clock hours/year (DCPS and CBO); Determined locally (PCS)	30 clock hours/year (DCPS and CBO); Determined locally (PCS)
Florida	10 clock hours/year[13]	Not reported
Georgia	15 clock hours/school year (public and nonpublic)[16]	15 clock hours/school year (public and nonpublic)[16]
Hawaii	21 clock hours/year (public)[11]	None (public)
Illinois	120 clock hours/5 years (public and nonpublic)	None (public and nonpublic)[13]
Indiana	20 clock hours/year (public and nonpublic)	20 clock hours/year (public and nonpublic)
Iowa Shared Visions	6 credit hours/5 years (public); 6 clock hours/year (nonpublic)[18]	Determined locally (public); 6 clock hours/year (nonpublic)[18]
Iowa SWVPP	15 clock hours/year (public and nonpublic)[21]	Determined locally (public and nonpublic)[21]
Kansas Preschool	15 clock hours/year (public and nonpublic)	None (public and nonpublic)
Kansas State Pre-K	15 clock hours/year (public)	15 clock hours/year (public)
Kentucky	24 clock hours/year (public and nonpublic)	18 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)	18 clock hours/year (nonpublic)
Maine	6 credit hours/5 years (public and nonpublic)	None (public and nonpublic)
Maryland	6 credit hours/5 years (public and nonpublic)	24 clock hours/year (public and nonpublic)
Massachusetts IPLE	150 clock hours/5 years (public); 20 clock hours/year (nonpublic)[25]	None (public); 20 clock hours/year (nonpublic)[25]
Massachusetts UPK	150 clock hours/5 years (public); 20 clock hours/year (nonpublic)	None (public); 20 clock hours/year (nonpublic)
Michigan	16 clock hours/year (public and nonpublic)[17]	16 clock hours/year (public and nonpublic)
Minnesota	15 clock hours/year (public and nonpublic)[11]	15 clock hours/year (public and nonpublic)[11]
Mississippi	15 clock hours/year (public and nonpublic)	15 clock hours/year (public and nonpublic)
Missouri	22 clock hours/year (public and nonpublic)	22 clock hours/year (public and nonpublic)
Nebraska	12 clock hours/year (public and nonpublic)	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic)	6 credit hours/5 years (public and nonpublic)
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public)	100 clock hours/5 years (public)
New Mexico	40 clock hours/year (public); 28 clock hours/year (nonpublic)	28 clock hours/year (public and nonpublic)
New York	175 clock hours/5 years (public and nonpublic)	Determined locally (public and nonpublic)[12]
North Carolina	80 clock hours/5 years (public and nonpublic)[14]	6 credit hours/year (public and nonpublic assistant teachers working toward licensure only)[14]
Ohio	20 clock hours/2 years (public and nonpublic)[10]	20 clock hours/2 years (public and nonpublic)
Oklahoma	75 clock hours/5 years (public and nonpublic)	75 clock hours/5 years (public and nonpublic)
Oregon	15 clock hours/hours (public and nonpublic)	15 clock hours/year (public and nonpublic)
Pennsylvania RTL	180 clock hours/5 years (public and nonpublic)	None (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	180 clock hours/5 years (public, SBPK only); Determined locally (nonpublic)[10]	None (public and nonpublic)
Pennsylvania Pre-K Counts	180 clock hours/5 years (public and nonpublic)	None (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic)[12]	20 clock hours/year (public and nonpublic)[12]
South Carolina 4K/EIA	6 credit hours/5 years (public)	Determined locally (public)
South Carolina CDEP	15 clock hours/year (public and nonpublic)[11]	15 clock hours/year (public and nonpublic)[11]
Tennessee	18 clock hours/year (public and nonpublic)[6]	12 clock hours/year (public and nonpublic)[6]
Texas	150 clock hours/5 years (public and nonpublic)	None (public and nonpublic)
Vermont	9 credit hours/7 years (public); 15 clock hours/year (nonpublic)	15 clock hours/year (nonpublic)
Virginia	15 clock hours/school year (public and nonpublic)	Determined locally (public and nonpublic)
Washington	15 clock hours/year (public and nonpublic)[12]	None (public and nonpublic)
West Virginia	15 clock hours/year (public and nonpublic)[17]	15 clock hours/year (public and nonpublic)[17]
Wisconsin 4K	6 credit hours/5 years (public and nonpublic)[20]	None (public and nonpublic)[20]
Wisconsin HdSt	15 clock hours/year (nonpublic)[15]	15 clock hours/year (nonpublic)[15]
Guam	30 clock hours/year (public)	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Of the required in-service hours, how many are on topics related to health and/or safety?
Alabama	Unknown
Alaska	Unknown
Arizona	Unknown
Arkansas	At least 8 hours
California SPP	The State of California requires 15 hours annually of health and safety training
California TK	Unknown
Colorado	Unknown
Connecticut CDCC	Unknown[15]
Connecticut SRP	Unknown
Connecticut Smart Start	Determined locally
Delaware	Unknown
District of Columbia	Unknown[17]
Florida	Not reported
Georgia	None[16]
Hawaii	Varies
Illinois	Determined locally
Indiana	Not specified[18]
Iowa Shared Visions	1 clock hour per year[18]
Iowa SWVPP	Determined locally
Kansas Preschool	Unknown
Kansas State Pre-K	Unknown
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts IPLE	Unknown
Massachusetts UPK	Unknown
Michigan	2 clock hours per year can be CPR and first aid training to keep required child care licenses current
Minnesota	Follows federal Head Start requirements
Mississippi	Unknown
Missouri	Unknown
Nebraska	None
Nevada	Unknown
New Jersey Abbott	20 clock hours per 5 years
New Jersey ECPA	20 clock hours per 5 years
New Jersey ELLI	20 clock hours per 5 years
New Mexico	None[16]
New York	None
North Carolina	Per NC Child Care Rules[15]
Ohio	Unknown[10]
Oklahoma	7 hours per year
Oregon	Unknown
Pennsylvania RTL	None
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania Pre-K Counts	Not specified
Rhode Island	Varies based on need
South Carolina 4K/EIA	Unknown
South Carolina CDEP	5 hours per year in health and safety, guidance, or other related topics[12]
Tennessee	Not specified
Texas	Unknown
Vermont	Unknown
Virginia	Determined locally
Washington	Determined locally
West Virginia	Determined locally through county continuous quality improvement process[17]
Wisconsin 4K	Unknown
Wisconsin HdSt	Unknown[15]
Guam	5 hours per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	PERSONNEL Are teachers required to have written individualized annual professional development plans?	PERSONNEL Are assistant teachers required to have written individualized annual professional development plans?
Alabama	Yes (public and nonpublic)[13]	Yes (public and nonpublic)
Alaska	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Arizona	No (public and nonpublic)[19]	No (public and nonpublic)[19]
Arkansas	Yes (public and nonpublic)	Yes (public and nonpublic)
California SPP	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
California TK	Locally determined (public)	Locally determined (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SRP	Locally determined (public and nonpublic)[15]	Locally determined (public and nonpublic)
Connecticut Smart Start	Yes (public)[16]	Locally determined (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)	Yes (DCPS and CBO); No (PCS)
Florida	Yes (public and nonpublic)	Not reported
Georgia	Yes (public); No (nonpublic)	No (public and nonpublic)
Hawaii	Yes (public)	No (public)
Illinois	Yes (public and nonpublic)[14]	Yes (public and nonpublic)[14]
Indiana	Locally determined (public); No (nonpublic)	Locally determined (public); No (nonpublic)
Iowa Shared Visions	Yes (public and nonpublic)[19]	Yes (public and nonpublic)[19]
Iowa SWVPP	Yes (public and nonpublic)[20]	Yes (public and nonpublic)[20]
Kansas Preschool	Yes (public); No (nonpublic)	No (public and nonpublic)
Kansas State Pre-K	Locally determined (public)	Locally determined (public)
Kentucky	Yes (public); No (nonpublic)	No (public); No (nonpublic)
Louisiana 8(g)	Locally determined (public)	Locally determined (public)
Louisiana LA 4	Locally determined (public)	Locally determined (public)
Louisiana NSECD	Locally determined (nonpublic)	Locally determined (nonpublic)
Maine	Yes (public); Locally determined (nonpublic)[18]	Locally determined (public and nonpublic)
Maryland	Yes (public and nonpublic)	Yes (public and nonpublic)
Massachusetts IPLE	Yes (public); No (nonpublic)[25]	Locally determined (public); No (nonpublic)[25]
Massachusetts UPK	Yes (public and nonpublic)[17]	Yes (public and nonpublic)[17]
Michigan	No (public and nonpublic)	No (public and nonpublic)
Minnesota	Yes (public and nonpublic)	Yes (public and nonpublic)
Mississippi	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Missouri	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Nebraska	Yes (public and nonpublic)	Locally determined (public and nonpublic)
Nevada	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public)	Yes (public)
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public and nonpublic)	No (public and nonpublic)
Ohio	Yes (public and nonpublic)	Yes (public and nonpublic)
Oklahoma	No (public and nonpublic)[13]	No (public and nonpublic)
Oregon	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Pennsylvania RTL	Yes (public); Locally determined (nonpublic)[7]	Locally determined (public and nonpublic)
Pennsylvania HSSAP	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Pennsylvania K4 & SBPK	Locally determined (public and nonpublic)[11]	Locally determined (public and nonpublic)
Pennsylvania Pre-K Counts	Locally determined (public and nonpublic)[13]	Locally determined (public and nonpublic)
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina 4K/EIA	Locally determined (public)	Locally determined (public)
South Carolina CDEP	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Tennessee	No (public and nonpublic)	No (public and nonpublic)
Texas	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Vermont	Yes (public and nonpublic)[10]	Yes (public and nonpublic)
Virginia	Locally determined (public and nonpublic)	Locally determined (public and nonpublic)
Washington	Yes, some teachers	No (public and nonpublic)[13]
West Virginia	Yes (public and nonpublic)	Yes (public and nonpublic)
Wisconsin 4K	Locally determined (public and nonpublic)[20]	Locally determined (public and nonpublic)[20]
Wisconsin HdSt	No (nonpublic)[15]	No (nonpublic)[15]
Guam	No (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Does state policy require ongoing classroom-embedded support to be provided to teachers?	Does state policy require ongoing classroom-embedded support to be provided to assistant teachers?
Alabama	Yes, all teachers (public and nonpublic)	Yes, all assistant teachers (public and nonpublic)
Alaska	Yes, on a voluntary basis (public and nonpublic)[7]	Yes, on a voluntary basis (public and nonpublic)[7]
Arizona	No (public and nonpublic)[20]	No (public and nonpublic)[20]
Arkansas	No (public and nonpublic)[20]	No (public and nonpublic)[20]
California SPP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California TK	Determined locally (public)[15]	Determined locally (public)[15]
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SRP	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	No (public)	No (public)
Delaware	Yes, to programs within the Delaware Stars QRIS system (public and nonpublic)	Yes, to programs within the Delaware Stars QRIS system (public and nonpublic)
District of Columbia	Yes, all teachers (DCPS and CBO); No (PCS)	Yes, all teachers (DCPS and CBO); No (PCS)
Florida	Yes, all teachers (public and nonpublic)	Not reported
Georgia	Yes, to some teachers on the CLASS Instructional Support domain (public and nonpublic)[16]	No (public and nonpublic)
Hawaii	Yes, all teachers (public)[12]	No (public)[11]
Illinois	No (public and nonpublic)[15]	No (public and nonpublic)
Indiana	No (public and nonpublic)[19]	No (public and nonpublic)[19]
Iowa Shared Visions	Yes, all teachers (public); No (nonpublic)[20]	No (public and nonpublic)
Iowa SWVPP	Yes, all teachers (public); No (nonpublic)	Determined locally (public and nonpublic)
Kansas Preschool	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	Yes, new teachers (public)	Yes, some assistant teachers (public)
Kentucky	Yes, all teachers (public); No (nonpublic)	Determined locally (public and nonpublic)
Louisiana 8(g)	Yes, all teachers (public)	Yes, all teachers (public)
Louisiana LA 4	Yes, all teachers (public)	Yes, all assistant teachers (public)
Louisiana NSECD	Yes, all teachers (nonpublic)	Yes, all assistant teachers (nonpublic)
Maine	No (public and nonpublic)	No (public and nonpublic)
Maryland	No (public and nonpublic)	No (public and nonpublic)
Massachusetts IPLE	No (public and nonpublic)[26]	No (public and nonpublic)[26]
Massachusetts UPK	No (public and nonpublic)	No (public and nonpublic)
Michigan	Yes, all teachers (public and nonpublic)[18]	Yes, all assistant teachers (public and nonpublic)[18]
Minnesota	No (public and nonpublic)	No (public and nonpublic)
Mississippi	No (public and nonpublic)	No (public and nonpublic)
Missouri	Yes, all teachers (public and nonpublic)	Yes, all assistant teachers (public and nonpublic)
Nebraska	Yes, for classrooms participating in the state QRIS or implementing the Pyramid model[10]	No (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes, all teachers (public and nonpublic)	Yes, all assistant teachers (public and nonpublic)
New Jersey ECPA	Yes, all teachers (public and nonpublic)	Yes, all teachers (public and nonpublic)
New Jersey ELLI	Yes, all teachers (public)	Yes, all teachers (public)
New Mexico	Yes, all teachers (public and nonpublic)	Yes, all assistant teachers (public and nonpublic)
New York	No (public and nonpublic)[13]	No (public and nonpublic)[13]
North Carolina	Yes, all teachers (public and nonpublic)	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes, new teachers (public); No (nonpublic)[14]	No (public and nonpublic)
Oregon	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania RTL	Yes, new teaches (public); No (nonpublic)[7]	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, new teachers (public and nonpublic)[11]	No (public and nonpublic)
Pennsylvania Pre-K Counts	Yes, new teachers (public and nonpublic)[13]	No (public and nonpublic)
Rhode Island	Yes, all teachers (public and nonpublic)[13]	Yes, all assistant teachers (public and nonpublic)[13]
South Carolina 4K/EIA	No (public)	No (public)
South Carolina CDEP	Yes, some teachers (public and nonpublic)	No (public and nonpublic)
Tennessee	No (public and nonpublic)	No (public and nonpublic)
Texas	Yes, teachers in the grant covering 85% of children (public and nonpublic)[10]	No (public and nonpublic)
Vermont	No (public and nonpublic)[11]	No (public and nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	Yes, all teachers (public and nonpublic)[14]	No (public and nonpublic)
West Virginia	No (public and nonpublic)	No (public and nonpublic)
Wisconsin 4K	Yes, all teachers (public); No (nonpublic)[21]	No (public and nonpublic)
Wisconsin HdSt	No (nonpublic)[15]	No (nonpublic)[15]
Guam	No (public)[9]	No (public)[9]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How often do teachers receive coaching or mentoring?	How many teachers are assigned to each coach or mentor?
Alabama	Minimum of once per month, varies based on level of support needed	Full time coach up to 20 teachers; Part-time coach up to 12 teachers
Alaska	Not reported	Not reported
Arizona	NA	NA
Arkansas	NA	NA
California SPP	Determined locally	Determined locally
California TK	Determined locally	Determined locally
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SRP	NA	NA
Connecticut Smart Start	NA	NA
Delaware	Determined locally	Determined locally
District of Columbia	Not reported	Not reported
Florida	Not reported	Not reported
Georgia	Coaches observe each teacher monthly[16]	Approximately 3 to 8 teachers assigned to each coach[17]
Hawaii	Varies based on individual need	An average of 4 to 6 lead teachers
Illinois	NA	NA
Indiana	NA	NA
Iowa Shared Visions	Determined locally	Determined locally
Iowa SWVPP	Determined locally	Determined locally
Kansas Preschool	NA	NA
Kansas State Pre-K	Determined locally	Determined locally
Kentucky	Per the Danielson Framework[26]	Per the Danielson Framework[26]
Louisiana 8(g)	Determined locally	Determined locally
Louisiana LA 4	Not reported	Not reported
Louisiana NSECD	Not reported	Not reported
Maine	NA	NA
Maryland	NA	NA
Massachusetts IPLE	NA	NA
Massachusetts UPK	NA	NA
Michigan	Minimum 3 times per year[18]	One ECS for up to 15 classroom teaching teams
Minnesota	NA	NA
Mississippi	NA	NA
Missouri	Hours of coaching are based on need and years of experience	Caseload determined by the vendor
Nebraska	Differs based on individual program need, but approximately two times per month	Unknown
Nevada	NA	NA
New Jersey Abbott	At least twice per month[13]	20[13]
New Jersey ECPA	At least twice per month	20
New Jersey ELLI	At least twice per month	20
New Mexico	An average of 3 hours monthly	15 classrooms (average)
New York	NA	NA
North Carolina	Based on assessed needs[16]	15 to 30 teachers, depending on the teachers' BK licensure type
Ohio	NA	NA
Oklahoma	On a regular basis	New teachers would be assigned a mentor teacher who would provide support, guidance, coaching, and assistance
Oregon	NA	NA
Pennsylvania RTL	Determined locally (per induction plan)	Determined locally (per induction plan)
Pennsylvania HSSAP	NA	NA
Pennsylvania K4 & SBPK	Determined locally (per induction plan)	Determined locally (per induction plan)
Pennsylvania Pre-K Counts	Determined locally (per induction plan)	Determined locally (per induction plan)
Rhode Island	Bi-monthly group opportunities are available; on-site visits minimum once per month	Every program has a TA provider to work with the Pre-K staff
South Carolina 4K/EIA	NA	NA
South Carolina CDEP	Not reported	Not reported
Tennessee	NA	NA
Texas	15 hours per year[10]	Unknown
Vermont	NA	NA
Virginia	NA	NA
Washington	Determined locally	Determined locally
West Virginia	NA	NA
Wisconsin 4K	Not reported	Determined locally
Wisconsin HdSt	NA	NA
Guam	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Total 2015-2016 spending	How much of total spending came from…
Alabama	$82,452,560	State, $48,462,050; Federal, $17,500,000; Required local, $16,490,510
Alaska	$2,000,000	State, $2,000,000
Arizona	$18,477,063[21]	State, $18,477,063[21]
Arkansas	$159,805,560[21]	State, $105,000,000; Federal, $11,204,760; Required local, $43,600,800[21]
California SPP	$783,287,479[19]	State, $731,698,736; Federal, $49,935,802; Required local, $1,652,941[19]
California TK	$703,307,340[16]	State, $703,307,340[16]
Colorado	$86,002,476	State, $53,126,288; Required local, $32,876,188
Connecticut CDCC	$33,476,123[16]	State, $17,442,645; Federal, $16,033,478[16]
Connecticut SRP	$119,170,873[16]	State, $97,643,670; Federal, $2,264,000; Required local, $18,963,203; Non-required local, $300,000[16]
Connecticut Smart Start	$3,015,911	State, $3,015,911
Delaware	$6,149,300	State, $6,149,300
District of Columbia	$230,623,514	State, $216,902,863; Federal, $13,720,651
Florida	$397,685,494	State, $397,685,494
Georgia	$317,949,402[18]	State, $314,460,869; Federal, $3,488,533[18]
Hawaii	$2,800,000	State, $2,800,000
Illinois	$281,786,390	State, $246,729,910; Non-required local, $35,056,480
Indiana	$10,451,578	State, $9,542,255; Required local, $909,323
Iowa Shared Visions	$11,195,322	State, $7,699,988; Required local, $1,539,997; Non-required local, $1,955,337
Iowa SWVPP	$73,282,654	State, $73,282,654
Kansas Preschool	$4,800,000	State, $4,800,000
Kansas State Pre-K	$13,597,560	State, $13,597,560
Kentucky	$155,569,063	State, $92,677,908; Federal, $56,407,534; Non-required local, $6,483,621
Louisiana 8(g)	$9,142,013	State, $9,142,013
Louisiana LA 4	$76,302,800[15]	State, $7,019,587; Federal, $67,556,553; Required local, $1,726,660[15]
Louisiana NSECD	$6,256,280	State, $6,256,280
Maine	$45,552,708	State, $17,421,403; Federal, $5,742,578; Required local, $22,388,727
Maryland	$239,091,765[11]	State, $109,207,432; Federal, $14,250,000; Required local, $115,634,333[11]
Massachusetts IPLE	$12,684,747	State, $8,978,875; Federal, $3,705,872
Massachusetts UPK	$32,746,225	State, $6,300,000; Federal, $26,446,225
Michigan	$243,900,000[19]	State, $243,900,000[19]
Minnesota	$12,813,108	State, $12,813,108
Mississippi	$7,179,648[6]	State, $3,183,481; Required local, $3,183,481; Non-required local, $812,686[6]
Missouri	$11,753,285	State, $11,753,285
Nebraska	$72,058,880	State, $29,131,037; Federal, $37,269,935; Non-required local, $5,657,908[11]
Nevada	$7,065,484	State, $3,338,875; Federal, $3,726,609
New Jersey Abbott	$611,000,000	State, $611,000,000
New Jersey ECPA	$53,937,664	State, $42,329,000; Federal, $11,608,664
New Jersey ELLI	$3,345,721[11]	State, $2,280,300; Federal, $1,065,421[11]
New Mexico	$51,060,000	State, $33,960,000; Federal, $17,100,000
New York	$806,337,734	State, $781,337,734; Federal, $25,000,000
North Carolina	$210,920,929[17]	State, $126,163,890; Federal, $62,371,661; Non-required local, $22,385,378[17]
Ohio	$59,060,000	State, $59,060,000
Oklahoma	$308,460,011	State, $143,368,061; Federal, $35,639,916; Required local, $129,156,100; Non-required local, $295,934
Oregon	$69,999,910	State, $69,999,910
Pennsylvania RTL	$6,010,765	State, $6,010,765[1]
Pennsylvania HSSAP	$43,517,672	State, $43,517,672
Pennsylvania K4 & SBPK	$7,155,172	State, $7,155,172
Pennsylvania Pre-K Counts	$119,674,232	State, $119,674,232
Rhode Island	$6,240,840	State, $3,950,000; Federal, $2,290,840
South Carolina 4K/EIA	$15,513,846[7]	State: $15,513,846[7]
South Carolina CDEP	$63,735,127	State, $63,735,127
Tennessee	$127,483,226	State, $86,097,664; Federal, $17,500,000; Required local, $23,885,562
Texas	$910,608,431	State, $898,188,431; Federal, $12,420,000
Vermont	$57,723,239[12]	State, $54,629,329; Federal, $3,093,910[12]
Virginia	$109,476,000[11]	State, $68,651,478; Required local, $39,501,522 ; Federal, $1,323,000[11]
Washington	$97,093,974	State, $97,093,974
West Virginia	$149,586,657	State, $93,316,924; Federal, $54,913,395; Non-required local, $1,356,338
Wisconsin 4K	$293,700,000	State, $184,700,000; Required local, $109,000,000
Wisconsin HdSt	$4,842,429	State, $4,842,429
Guam	$877,330[10]	State, $877,330[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Dedicated revenue source for state funding of preschool
Alabama	Yes: Education Trust Fund line item for First Class Pre-K[14]
Alaska	No
Arizona	Yes: Voter initiative tobacco tax[22]
Arkansas	Yes: General state revenue: $103,500,000
California SPP	Yes: State General Fund
California TK	Yes: Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA) in the TK/K-3 gradespan[17]
Colorado	Yes: State Public School Fund (CF): State Education
Connecticut CDCC	Yes: General Fund line item[16]
Connecticut SRP	Yes: State School Readiness Funds ($97,242,154); Parent fee subsidies/Care4Kids ($18,963,203); PDG state supplement ($401,516)[16]
Connecticut Smart Start	Yes: Operations: Tobacco Settlement Funds (Up to $5 Million); Capital Improvements: Bond Funds
Delaware	Yes: State appropriation
District of Columbia	Yes: Locally appropriated funds
Florida	Yes: General Revenue
Georgia	Yes: State Lottery Dollars
Hawaii	No
Illinois	Yes: Early Childhood Block Grant[16]
Indiana	Yes: Legislated reverted state funds and a 10% match dollars for each grant awarded per county
Iowa Shared Visions	Yes: Annual state appropriation[21]
Iowa SWVPP	No
Kansas Preschool	Yes: Children's Initiative Fund - tobacco settlement
Kansas State Pre-K	Yes: State dollars
Kentucky	Yes: State legislature, line item in the biannual budget
Louisiana 8(g)	Yes: Kevin P. Reilly Sr. Louisiana Education Quality Support Fund - 8(g): $9,142,013
Louisiana LA 4	Yes: State General Funds: $7,019,587
Louisiana NSECD	Yes: State General Funds: $6,256,280
Maine	Yes: Essential Programs & Services (EPS)[19]
Maryland	Yes: PreK Expansion Act of 2014: $4.3 million[11, 12]
Massachusetts IPLE	No
Massachusetts UPK	Yes: Budget line item in the state budget for Universal Preschool
Michigan	Yes: State School Aid Act
Minnesota	Yes: State appropriation
Mississippi	Yes: State General Funds in the amount of $3,183,481
Missouri	Yes: General revenue and the Early Childhood Development, Education and Care fund, funded through the tobacco master settlement
Nebraska	Yes: Tax Equity and Educational Opportunities Support Act (state compensatory aid): $19,128,896; Lottery: $1,950,000; General Funds $6,142,788
Nevada	Yes: Funding is allocated each legislative session[15]
New Jersey Abbott	Yes: Fund 20: $12,788 per child (District); $7,943 per child (Head Start) $14,375 per child (Private Provider)
New Jersey ECPA	Yes: State aid formula[11]
New Jersey ELLI	Yes: State aid formula[11]
New Mexico	Yes: Legislative special appropriations
New York	Yes: Annual NYS legislative appropriation
North Carolina	Yes: General Fund: $47,911,780; Lottery: $78,252,110
Ohio	Yes: State General Revenue Funds: $59,060,000
Oklahoma	Yes: State aid funding formula[15]
Oregon	Yes: State general fund
Pennsylvania RTL	Yes: State general fund
Pennsylvania HSSAP	Yes: State general fund
Pennsylvania K4 & SBPK	Yes: State general fund
Pennsylvania Pre-K Counts	Yes: State general fund: $119,674,232
Rhode Island	No
South Carolina 4K/EIA	Yes: EIA funds
South Carolina CDEP	Yes: EIA funds; General Funds; Carry Forward
Tennessee	Yes: Primarily lottery monies
Texas	Yes: Foundation School Program
Vermont	Yes: State funding formula for education
Virginia	Yes: Lottery funds
Washington	Yes: Opportunity Pathways account (lottery funds): $40,000,000 per year
West Virginia	Yes: School aid funding
Wisconsin 4K	Yes: 4K is part of the overall state school funding formula[22]
Wisconsin HdSt	Yes: State General Purpose Revenue
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Federal funding sources and amounts	School funding or state aid formula?
Alabama	PDG: $17,500,000; IDEA, USDA CACFP, McKinney-Vento, Title I, Head Start, Title II, Title III: Amounts not reported	No
Alaska		No
Arizona		No
Arkansas	TANF: $7,500,000; PDG: $3,704,760; CCDF, IDEA, USDA CACFP: Amounts not reported[22]	No
California SPP	CCDF: $49,935,802[19]	No
California TK	Determined locally[17]	Yes[17]
Colorado		Yes[12]
Connecticut CDCC	PDG: $335,550; Social Services Block Grant: $15,697,928	No
Connecticut SRP	PDG: $2,264,000; USDA CACFP: Amount not reported[16]	Yes[17]
Connecticut Smart Start		No
Delaware		No
District of Columbia	Head Start: $13,720,651; TANF, CCDF: Amounts not reported	Yes[18]
Florida		Yes[15]
Georgia	CCDF: $3,488,533	No
Hawaii		No
Illinois	CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I: Amounts not reported	No
Indiana		No
Iowa Shared Visions	TANF, USDA CACFP, Head Start: Amounts not reported	No
Iowa SWVPP		Yes[22]
Kansas Preschool		No
Kansas State Pre-K		No
Kentucky	IDEA: $8,425,399; USDA CACFP: $1,460,900; Title I: $9,834,391; Head Start: $3,6304,262; Other federal sources (including Title II, Title IV, Race to the Top, U.S. Department of Education): $382,582	Yes[27]
Louisiana 8(g)		Yes[13]
Louisiana LA 4	TANF: $67,556,553	Yes[15]
Louisiana NSECD		No
Maine	PDG: $5,742,578	Yes[19]
Maryland	PDG: $14,250,000	Yes[13]
Massachusetts IPLE	IDEA: $3,705,872; Head Start: Amount not reported[27]	No
Massachusetts UPK	TANF/CCDF: $26,446,225	No
Michigan		Yes[19]
Minnesota		Yes[12]
Mississippi		Yes[7]
Missouri		No
Nebraska	IDEA: $28,863,914; Title I: $7,296,028; Head Start: $1,109,993; USDA CACFP: Amount not reported	Yes[12]
Nevada	PDG: $2,472,213; Title I: $1,254,396	No
New Jersey Abbott	TANF, CCDF, IDEA, McKinney-Vento, Title I, Head Start, Title II: Amounts not reported	Yes[14]
New Jersey ECPA	PDG: $11,608,664; TANF, IDEA, USDA CACFP, Title I, Head Start: Amounts not reported	Yes[11]
New Jersey ELLI	PDG: $1,065,421; TANF, IDEA, USDA CACFP, Title I, Head Start: Amounts not reported	Yes[11]
New Mexico	TANF: $17,100,000	No
New York	PDG: $25,000,000; CCDF, USDA CACFP: Amounts not reported[14]	Yes[15]
North Carolina	TANF: $16,184,462; CCDF: $14,400; IDEA: $9,536,113; USDA CACFP: $3,755,349; Title I: $14,372,759; Head Start: $18,508,578	No
Ohio		No[11]
Oklahoma	IDEA, Title I, Title II, Title III, Title IV, Title V, Title VI, Title VII, Federal Direct Fund, Federal Grants-In-Aid, Adult Education and Literacy: $35,639,916	Yes
Oregon	CCDF, USDA CACFP, Head Start: Amounts not reported	No
Pennsylvania RTL		Yes
Pennsylvania HSSAP		No
Pennsylvania K4 & SBPK		No
Pennsylvania Pre-K Counts		No
Rhode Island	PDG: $2,290,840	Yes[14]
South Carolina 4K/EIA		Yes[8]
South Carolina CDEP		No
Tennessee	PDG: $17,500,000[7]	Yes
Texas	Child Care Development Grant Funds: $12,420,000	Yes[11]
Vermont	PDG: $3,093,910[12]	Yes[13]
Virginia	PDG: $1,323,000	Yes[11]
Washington		No
West Virginia	TANF/CCDF: $4,490,738; IDEA: $4,668,758; Title I: $136,820; Head Start: $45,617,080; USDA CACFP, McKinney-Vento, Title II: Amounts not reported	Yes[18]
Wisconsin 4K	TANF, CCDF, IDEA, USDA CACFP, Title I: Amounts not reported	Yes[22]
Wisconsin HdSt		No
Guam		No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

RESOURCES

STATE	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Military Childcare, College/University, Community-based
Alaska	Public schools, Head Start
Arizona	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Arkansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Education Service Cooperatives, University Related Programs
California SPP	Public schools, Head Start, Private agencies, Faith-based centers
California TK	Public schools
Colorado	School Districts
Connecticut CDCC	Head Start, Private agencies, Faith-based centers[17]
Connecticut SRP	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers Human Service Agencies
Connecticut Smart Start	Public schools
Delaware	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Florida	Early Learning Coalitions
Georgia	Public schools, Head Start, Private agencies, Faith-based centers, University and Technical schools, Military Bases, Charter Schools
Hawaii	Public schools
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher Education Institutions, Regional Offices of Education
Indiana	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SWVPP	Public schools[23]
Kansas Preschool	Public schools, Head Start, Private agencies, Faith-based centers
Kansas State Pre-K	Public schools
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA 4	Public schools, Charter Schools, Tribal Schools
Louisiana NSECD	Private agencies, Faith-based centers, BESE-Approved Nonpublic Schools
Maine	Public schools
Maryland	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts IPLE	Public schools, Head Start, Private agencies
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other agencies
Michigan	Intermediate school districts
Minnesota	Head Start
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools
Nevada	Public schools, Head Start, Private agencies, Faith-based centers
New Jersey Abbott	Public schools, Head Start, Private agencies
New Jersey ECPA	Public schools, Head Start
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Universities, Colleges, Cities[17]
New York	Public schools, Non-profit organizations, Community-based organizations, Charter schools, Libraries, Museums
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers, Public-private partnerships (local Smart Start partnerships)
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies[9]
Pennsylvania RTL	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania Pre-K Counts	Public schools, Head Start, Private agencies, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina 4K/EIA	Public schools
South Carolina CDEP	Public schools, SC First Steps
Tennessee	Public schools
Texas	Public schools, Charter schools
Vermont	Public schools, Head Start, Private agencies, Family child care homes, Parent-child centers
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/Universities, Tribes, Educational service districts
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start
Guam	Public schools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Agencies with which subcontracting is permitted
Alabama	None
Alaska	Head Start
Arizona	None
Arkansas	Public schools
California SPP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
California TK	Public schools
Colorado	Public schools, Head Start, Private agencies, Public agencies such as city recreation centers, university and college lab school programs, charter schools
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers
Connecticut SRP	Public schools, Head Start, Private agencies, Faith-based centers, Regional Education Service Centers Human Service Agencies
Connecticut Smart Start	None
Delaware	None
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clubs, the YMCA[16]
Georgia	None
Hawaii	None
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Indiana	None
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SWVPP	Head Start, Private agencies, Faith-based centers, Family child care homes[23]
Kansas Preschool	Private agencies, Faith-based centers
Kansas State Pre-K	Public schools
Kentucky	Public schools, Head Start, Private agencies, Faith-based centers
Louisiana 8(g)	None
Louisiana LA 4	Head Start, Private agencies, Charter Schools
Louisiana NSECD	Head Start, Private agencies, Faith-based centers, Other agencies[16]
Maine	Head Start, Private agencies, Family child care homes
Maryland	Head Start, Private agencies, Faith-based centers
Massachusetts IPLE	Public schools, Head Start, Private agencies
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other agencies
Michigan	Public schools, Head Start, Private agencies, Faith-based centers, For-profit public or private agencies
Minnesota	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools, Head Start, Private agencies
Nevada	None
New Jersey Abbott	Public schools, Head Start, Private agencies, Faith-based centers[15]
New Jersey ECPA	Public schools, Head Start
New Jersey ELLI	Public schools, Head Start
New Mexico	None
New York	Head Start, Private agencies, Faith-based centers, Family child care homes, Libraries, Museums
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools, Head Start
Oregon	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies
Pennsylvania RTL	Public schools, Head Start, Private agencies
Pennsylvania HSSAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania K4 & SBPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania Pre-K Counts	Public schools, Head Start, Private agencies, Faith-based centers, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina 4K/EIA	None
South Carolina CDEP	Head Start, Private agencies, Faith-based centers
Tennessee	Head Start, Private agencies, Faith-based centers, Institutions of Higher Education, Housing Authorities, Adult Learning Centers
Texas	Head Start, Private agencies
Vermont	Head Start, Private agencies, Family child care homes
Virginia	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/Universities, Tribes, Educational service districts
West Virginia	Public schools, Head Start, Private agencies, Faith-based centers
Wisconsin 4K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Wisconsin HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Is there a required local match?
Alabama	Yes: 25% in-kind/cash match required
Alaska	No
Arizona	No
Arkansas	Yes: 40%
California SPP	No
California TK	No
Colorado	Yes[12]
Connecticut CDCC	No
Connecticut SRP	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Indiana	Yes: A minimum of 10% and maximum of 50% county match
Iowa Shared Visions	Yes: 20% of the awarded state dollars
Iowa SWVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No[15]
Louisiana NSECD	No
Maine	Yes[20]
Maryland	No
Massachusetts IPLE	No
Massachusetts UPK	No
Michigan	No
Minnesota	Yes
Mississippi	Yes[7]
Missouri	No
Nebraska	Yes[11]
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	Yes[11]
New Mexico	No
New York	No
North Carolina	Yes
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K/EIA	No
South Carolina CDEP	No
Tennessee	Yes
Texas	No
Vermont	No
Virginia	Yes[12]
Washington	No
West Virginia	No
Wisconsin 4K	Yes: 37.1% in 2015-2016
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Does the state collect the results of structured observations of classroom quality?	How often do classrooms receive structured observations of classroom quality?
Alabama	Yes, in all classrooms beginning in their second year[15]	More than once per year[15]
Alaska	No	NA
Arizona	Yes, in randomly selected classrooms	Every two to three years
Arkansas	Yes, in all classrooms	Less than once per year
California SPP	Yes, in all classrooms	More than once per year
California TK	No	NA
Colorado	No[13]	NA
Connecticut CDCC	Yes, in low performing classrooms; programs without NAEYC accreditation or Head Start approval[18]	Once per year[18]
Connecticut SRP	Yes, in low performing classrooms; programs without NAEYC accreditation or Head Start approval[18]	Once per year[18]
Connecticut Smart Start	Yes, in low performing classrooms; programs without NAEYC accreditation or Head Start approval[17]	Once per year[17]
Delaware	Yes, in randomly selected classrooms[14]	Less than once per year
District of Columbia	Yes, in all classrooms	Once per year
Florida	Yes, in all classrooms	Once per year
Georgia	Yes, in all classrooms	Less than once per year[19]
Hawaii	Yes, in all classrooms	More than once per year
Illinois	Yes, in randomly selected classrooms	Less than once per year
Indiana	Yes, in randomly selected classrooms	Once per year
Iowa Shared Visions	No	NA
Iowa SWVPP	Yes, in new classrooms (second year)[24]	Once per year[24]
Kansas Preschool	No	NA
Kansas State Pre-K	Yes, in all classrooms	Once per year
Kentucky	Yes, in all classrooms[28]	Once per year[28]
Louisiana 8(g)	Yes, in all classrooms[14]	More than once per year
Louisiana LA 4	Yes, in all classrooms[16]	More than once per year[16]
Louisiana NSECD	Yes, in all classrooms	More than once per year[17]
Maine	Yes, in all classrooms	Once per year
Maryland	Yes, in all classrooms	More than once per year
Massachusetts IPLE	Yes, for programs participating in the QRIS, at Level 3[28]	At least once per year
Massachusetts UPK	Yes, in all classrooms	At least once per year
Michigan	Yes, in all classrooms[20]	More than once per year[20]
Minnesota	No	NA
Mississippi	Yes, in all classrooms	Once per year
Missouri	Yes, in all classrooms[15]	Once per year
Nebraska	Yes, in new classrooms and some additional classrooms[13]	Less than once per year[13]
Nevada	Yes, in PDG-funded classrooms[16]	More than once per year
New Jersey Abbott	Yes, in all classrooms[16]	More than once per year
New Jersey ECPA	No	NA
New Jersey ELLI	No	NA
New Mexico	Yes, in all classrooms	Once per year
New York	Yes, two prekindergarten grant funding streams require annual site visits	Determined locally
North Carolina	Yes, in all classrooms	At least once per year
Ohio	Yes, in all classrooms	At least once per year
Oklahoma	No[16]	NA
Oregon	Yes, in all classrooms	At least once per year
Pennsylvania RTL	No	NA
Pennsylvania HSSAP	Yes, in new classrooms; in randomly selected classrooms	Once per year
Pennsylvania K4 & SBPK	No	NA
Pennsylvania Pre-K Counts	Yes, in randomly selected classrooms	Once per year
Rhode Island	Yes, in all classrooms	Once per year
South Carolina 4K/EIA	Yes, in low performing and randomly selected classrooms[9]	Less than once per year
South Carolina CDEP	Yes, in new classrooms	Less than once per year
Tennessee	Yes, in new classrooms	More than once per year
Texas	No	NA
Vermont	Yes, in all classrooms[14]	Once per year[14]
Virginia	No	NA
Washington	Yes, in all classrooms[15]	Less than one time per year
West Virginia	Yes, in all classrooms	More than once per year
Wisconsin 4K	No	NA
Wisconsin HdSt	No[16]	NA
Guam	Yes, in all classrooms	Once per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Required classroom observation instruments
Alabama	ERS/ECERS; CLASS
Alaska	NA
Arizona	ERS/ECERS; CLASS
Arkansas	ERS/ECERS
California SPP	ERS/ECERS
California TK	NA
Colorado	NA
Connecticut CDCC	ERS/ECERS
Connecticut SRP	ERS/ECERS
Connecticut Smart Start	ERS/ECERS
Delaware	ERS/ECERS
District of Columbia	CLASS
Florida	CLASS
Georgia	ERS/ECERS; CLASS
Hawaii	CLASS
Illinois	ERS/ECERS; CLASS
Indiana	CLASS; Paths to QUALITY[20]
Iowa Shared Visions	NA
Iowa SWVPP	Iowa Quality Preschool Program Standards and Criteria
Kansas Preschool	NA
Kansas State Pre-K	Classroom Practices Survey
Kentucky	ERS/ECERS; Danielson Framework
Louisiana 8(g)	CLASS
Louisiana LA 4	CLASS[16]
Louisiana NSECD	CLASS[17]
Maine	CLASS; Equipment and materials checklist (state developed)
Maryland	State developed tool which incorporates aspects of CLASS
Massachusetts IPLE	ERS/ECERS; CLASS; Arnett; Program Administration Scale (PAS); Strengthening Families Program Self-Assessment[29]
Massachusetts UPK	CLASS; Arnett; Program Administration Scale (PAS); Strengthening Families Program Self-Assessment[18]
Michigan	Program Quality Assessment (PQA) for Pre-K
Minnesota	NA
Mississippi	CLASS
Missouri	ERS/ECERS
Nebraska	ERS/ECERS; CLASS[13]
Nevada	ERS/ECERS; CLASS
New Jersey Abbott	ERS/ECERS[17]
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	ERS/ECERS
New York	ERS/ECERS; CLASS
North Carolina	ERS/ECERS; North Carolina Rubric for Evaluating Teachers[18]
Ohio	Ohio Classroom Observation Tool; ECERS-R
Oklahoma	NA
Oregon	CLASS
Pennsylvania RTL	NA
Pennsylvania HSSAP	ERS/ECERS; CLASS; Approved local tool
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	ERS/ECERS
Rhode Island	ERS/ECERS; CLASS
South Carolina 4K/EIA	ELLCO
South Carolina CDEP	ELLCO
Tennessee	ERS/ECERS; ELLCO
Texas	NA
Vermont	Not Reported
Virginia	NA
Washington	ERS/ECERS; CLASS[15]
West Virginia	West Virginia Universal Pre-K Health and Safety Checklist; Other observation tools are determined locally[19]
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	Prekindergarten Program Observation Form

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Who conducts structured observations of classroom quality?
Alabama	Staff of the oversight agency; Consultants employed by the state
Alaska	NA
Arizona	A local early childhood organization per a competitive grant
Arkansas	Consultants employed by the state
California SPP	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
California TK	NA
Colorado	NA
Connecticut CDCC	Programs must select and hire a reliable rater approved by the OEC
Connecticut SRP	Programs must select and hire a reliable rater approved by the OEC
Connecticut Smart Start	Programs must select and hire a reliable rater approved by the OEC
Delaware	Delaware Stars for Early Success Evaluators
District of Columbia	Consultants employed by the state
Florida	Early learning coalition and RCMA staff, Head Start/Early Head Start staff, OEL staff, training partners and early education provider association representatives
Georgia	Staff of the oversight agency
Hawaii	Staff of the oversight agency
Illinois	Consultants employed by the state
Indiana	Other individuals[21]
Iowa Shared Visions	NA
Iowa SWVPP	Staff of the oversight agency; Consultants employed by the state; Intermediate agency (Area Education Agencies in Iowa) early childhood consultants
Kansas Preschool	NA
Kansas State Pre-K	Teachers/coaches/mentors/principals/center directors/other local staff
Kentucky	Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
Louisiana 8(g)	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
Louisiana LA 4	Staff of the oversight agency; Teachers/coaches/mentors/principals/center directors/other local staff; Third-party observers contracted by the Louisiana Department of Education[16]
Louisiana NSECD	Staff of the oversight agency; Teachers/coaches/mentors/principals/center directors/other local staff; Third-party observers contracted by the Louisiana Department of Education[17]
Maine	Staff of the oversight agency
Maryland	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
Massachusetts IPLE	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
Massachusetts UPK	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
Michigan	The ECS for each site[21]
Minnesota	NA
Mississippi	Staff of the oversight agency; Consultants employed by the state
Missouri	Contracted assessors
Nebraska	Staff of the oversight agency; Consultants employed by the state
Nevada	QRIS
New Jersey Abbott	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	Teachers/coaches/mentors/principals/center directors/other local staff
New York	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
North Carolina	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff; DCDEE regulatory child care consultants[19]
Ohio	Staff of the oversight agency; Consultants employed by the state
Oklahoma	NA
Oregon	Teachers/coaches/mentors/principals/center directors/other local staff
Pennsylvania RTL	NA
Pennsylvania HSSAP	Staff of the oversight agency; Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Consultants employed by the state
Rhode Island	Consultants employed by the state
South Carolina 4K/EIA	Staff of the oversight agency; Literacy specialists
South Carolina CDEP	Staff of the oversight agency; Literacy specialists
Tennessee	Teachers/coaches/mentors/principals/center directors/other local staff
Texas	NA
Vermont	The Agency of Education and Department for Children and Families[14]
Virginia	NA
Washington	Consultants employed by the state (University of Washington)[15]
West Virginia	Staff of the oversight agency
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	Consultants employed by the state; Teachers/coaches/mentors/principals/center directors/other local staff

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State-level process to ensure validity and reliability of self-reported structured classroom observation data
Alabama	Staff must demonstrate reliability on any instruments used; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Alaska	NA
Arizona	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability[23]
Arkansas	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
California SPP	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
California TK	NA
Colorado	NA
Connecticut CDCC	None
Connecticut SRP	None
Connecticut Smart Start	None
Delaware	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
District of Columbia	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Florida	Process in place for reliability
Georgia	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Hawaii	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Illinois	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Indiana	Purdue University is responsible for the reliability of their staff conducting assessments; TCC Software Solutions is responsible for the reliability of the Paths to QUALITY raters
Iowa Shared Visions	NA
Iowa SWVPP	All who conduct classroom observations are trained verifiers for the Iowa Quality Preschool Program Standards and Criteria
Kansas Preschool	NA
Kansas State Pre-K	Staff must demonstrate reliability on any instruments used
Kentucky	Staff must demonstrate reliability on any instruments used
Louisiana 8(g)	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring
Louisiana LA 4	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring[16]
Louisiana NSECD	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring[17]
Maine	Staff must demonstrate reliability on any instruments used
Maryland	Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Massachusetts IPLE	Not reported
Massachusetts UPK	EEC's Program Quality Specialists are trained on all of the Environment Rating Scales[19]
Michigan	ECS must have current status as a reliable assessor[21]
Minnesota	NA
Mississippi	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Missouri	Vendor has all assessors reliable with the authors initially; Inter-rater reliability is conducted every 10 assessments with the anchor assessor and each of the assessors
Nebraska	Staff must demonstrate reliability on any instruments used
Nevada	Staff must demonstrate reliability on any instruments used
New Jersey Abbott	Staff must demonstrate reliability on any instruments used
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	None
New York	None
North Carolina	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	NA
Oregon	Staff must demonstrate reliability on any instruments used
Pennsylvania RTL	NA
Pennsylvania HSSAP	Staff must demonstrate reliability on any instruments used
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Self-reported observation data are not used
Rhode Island	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
South Carolina 4K/EIA	None
South Carolina CDEP	No self-reported data are used
Tennessee	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	State-level process to ensure validity and reliability of self-reported structured classroom observation data
Texas	NA
Vermont	Not Reported
Virginia	NA
Washington	Qualified non-classroom staff conduct periodic observational assessments to verify reliability[15]
West Virginia	None
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

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ACCOUNTABILITY

STATE	Information collected for monitoring purposes
Alabama	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (More than once a year); Review of program records (More than once a year); Program Memorandums of Understanding
Alaska	Documentation of children's learning and/or child outcomes (Quarterly); Review of facilities and safety requirements (Quarterly)
Arizona	Documentation of children's learning and/or child outcomes (Every 2 to 3 years); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (Every 2 to 3 years); Participation in a state quality rating system (Every 2 to 3 years)[24]
Arkansas	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
California SPP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Every 2 to 3 years)
California TK	Documentation of children's learning and/or child outcomes (Every 2 to 3 years); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (Every 2 to 3 years); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Every 2 to 3 years)[18]
Colorado	Documentation of children's learning and/or child outcomes (More than once a year); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
Connecticut CDCC	Review of facilities and safety requirements (Annually); Review of program records (More than once a year); Other monitoring[19]
Connecticut SRP	Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Every 3 years); Review of program records (Monthly); Other monitoring[19]
Connecticut Smart Start	None
Delaware	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Determined locally); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Annually)
District of Columbia	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually); Other monitoring(More than once a year)[19]
Florida	Documentation of children's learning and/or child outcomes (Pre- and Post-Assessments); Review of program facilities and safety requirements (Three times per year); Review of program records (Annually); Documentation of program-level outcomes (Annually)
Georgia	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Every 3 to 5 years); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Annually)
Hawaii	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Review of program records (More than once a year)
Illinois	Documentation of children's learning and/or child outcomes (Every 3 to 5 years); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Every 3 to 5 years); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Every 3 to 5 years); Other monitoring[17]
Indiana	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Annually); Review of program records (Annually)[21]
Iowa Shared Visions	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (Annually); Review of program records (More than once a year); Other monitoring (More than once a year)[22]
Iowa SWVPP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Annually); Other monitoring (Annually)[25]
Kansas Preschool	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Family Protective Factors Survey (Annually)
Kansas State Pre-K	None
Kentucky	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Every 3 to 5 years); Results of classroom quality self-assessments (Every 3 to 5 years); Review of program records (Every 3 to 5 years)
Louisiana 8(g)	Documentation of children's learning and/or child outcomes (More than once a year); Review of program records (Annually); Other monitoring (Annually)[15]
Louisiana LA 4	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Annually); Review of program records (More than once a year)[17]
Louisiana NSECD	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (More than once a year); Review of program records (Annually)[18]
Maine	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Every 2 to 3 years); Review of program records (Every 2 to 3 years)[21]
Maryland	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
Massachusetts IPLE	Other Monitoring[30]
Massachusetts UPK	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (Every 2 to 3 years); Participation in a state quality rating system (More than once a year); Review of program records (Every 2 to 3 years)
Michigan	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Annually); Other monitoring (Annually)[22]
Minnesota	Review of facilities and safety requirements (Every 3 to 5 years); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (More than once a year)[13]
Mississippi	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Review of program records (Annually)
Missouri	Documentation of children's learning and/or child outcomes (Collection of evidence occurs throughout the year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (Annually); Review of program records (Annually)[15]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Information collected for monitoring purposes
Nebraska	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Review of program records (Every 3 to 5 years)[13]
Nevada	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Annually)
New Jersey Abbott	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Annually)[18]
New Jersey ECPA	Review of program records (Annually)[12]
New Jersey ELLI	Review of program records (Annually)
New Mexico	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
New York	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
North Carolina	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually); Results of classroom quality ECERS-R assessments (Every 2 to 3 years)[20]
Ohio	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Every 2 to 3 years)[12]
Oklahoma	None
Oregon	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (More than once a year); Review of program records (More than once a year)
Pennsylvania RTL	Fiscal and enrollment information (Annually)
Pennsylvania HSSAP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (More than every 5 years); Review of program records (Annually)[7]
Pennsylvania K4 & SBPK	Enrollment information
Pennsylvania Pre-K Counts	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Review of program records (Annually)
Rhode Island	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Every 2 to 3 years); Participation in a state quality rating system (Annually); Review of program records (Annually)
South Carolina 4K/EIA	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than every 5 years)
South Carolina CDEP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Review of program records (Every 3 to 5 years)
Tennessee	Documentation of children's learning and/or child outcomes (At least annually); Review of facilities and safety requirements (Minimum of two times per year); Results of classroom quality self-assessments (When new classes or new teachers are added, and once every 5 years following the initial evaluation); Review of program records (As needed); Other monitoring (Throughout the year)[8]
Texas	None[12]
Vermont	Programmatic details; Program quality; Documentation of children's learning and/or child outcomes[14]
Virginia	Documentation of children's learning and/or child outcomes (More than once a year)[13]
Washington	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 3 to 5 years); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 3 years); Review of program records (More than once a year)
West Virginia	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Review of program records (Every 2 to 3 years)[20]
Wisconsin 4K	None[23]
Wisconsin HdSt	Other monitoring (Annually)[17]
Guam	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Monthly); Review of program records (Annually)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How is monitoring information collected by the state?
Alabama	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Review of program records: Site visits; Program Memorandums of Understanding: Submission of information by program or local entity
Alaska	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity
Arizona	Documentation of children's learning and/or child outcomes: Other method; Review of facilities and safety requirements: Other method; Results of classroom quality self-assessments: Other method; Participation in a state quality rating system: Other method[24]
Arkansas	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits
California SPP	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Site visits; Review of program records: Site visits
California TK	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits[18]
Colorado	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits
Connecticut CDCC	Review of facilities and safety requirements: Submission of information by program or local entity; Review of program records: Submission of information by program or local entity[17]
Connecticut SRP	Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Review of program records: Submission of information by program or local entity; Other monitoring: Submission of information by program or local entity, Site visits[19]
Connecticut Smart Start	NA
Delaware	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits
District of Columbia	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits; Other monitoring: Submission of information by program or local entity[19]
Florida	Site visits; Submission of information by program or local entity; DCF monitors all licensed programs at least three times per year and posts reports online
Georgia	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Site visits; Review of program records: Site visits
Hawaii	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity, Other method; Results of classroom quality self-assessments: Site visits; Review of program records: Submission of information by program or local entity
Illinois	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Other method; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits, Other method; Review of program records: Site visits; Other monitoring: Site visits[17]
Indiana	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Other method; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Other method; Participation in a state quality rating system: Site visits; Review of program records: Site visits
Iowa Shared Visions	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Other method; Results of classroom quality self-assessments: Submission of information by program or local entity; Review of program records: Submission of information by program or local entity; Other monitoring: Submission of information by program or local entity, Other method[22]
Iowa SWVPP	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Other method; Review of facilities and safety requirements: Other method; Participation in a state quality rating system: Other method; Review of program records: Site visits; Other monitoring: Submission of information by program or local entity[25]
Kansas Preschool	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity; Results of classroom quality self-assessments: Submission of information by program or local entity; Family Protective Factors Survey: Submission of information by program or local entity
Kansas State Pre-K	NA
Kentucky	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits
Louisiana 8(g)	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits; Other monitoring: Submission of information by program or local entity, Site visits[15]
Louisiana LA 4	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Other method; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records[17]
Louisiana NSECD	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Other method; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity[18]
Maine	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Review of program records: Site visits[21]
Maryland	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits
Massachusetts IPLE	Other method[30]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How is monitoring information collected by the state?
Massachusetts UPK	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Submission of information by program or local entity; Review of program records: Site visits
Michigan	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Other method; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits[22]
Minnesota	Review of facilities and safety requirements: Site visits; Participation in a state quality rating system: Other method; Review of program records: Other method[13]
Mississippi	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Review of program records: Site visits
Missouri	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Review of program records: Site visits
Nebraska	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of facilities and safety requirements: Submission of information by program or local entity; Review of program records: Site visits[13]
Nevada	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Site visits; Review of program records: Site visits
New Jersey Abbott	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits[18]
New Jersey ECPA	Review of program records: Submission of information by program or local entity; Site visits
New Jersey ELLI	Review of program records: Submission of information by program or local entity; Site visits
New Mexico	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Site visits; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Participation in a state quality rating system: Submission of information by program or local entity, Site visits; Review of program records: Submission of information by program or local entity, Site visits
New York	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Submission of information by program or local entity, Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Submission of information by program or local entity, Site visits
North Carolina	Documentation of children's learning and/or child outcomes: Site visits, Other method; Review of facilities and safety requirements: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits[20]
Ohio	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Site visits; Review of program records: Site visits[12]
Oklahoma	NA
Oregon	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits
Pennsylvania RTL	Fiscal and enrollment information: Submission of information by program or local entity
Pennsylvania HSSAP	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity, Site visits; Participation in a state quality rating system: Other method; Review of program records: Submission of information by program or local entity, Site visits[7]
Pennsylvania K4 & SBPK	Not reported
Pennsylvania Pre-K Counts	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Review of program records: Site visits
Rhode Island	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Submission of information by program or local entity; Review of program records: Submission of information by program or local entity
South Carolina 4K/EIA	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits
South Carolina CDEP	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Review of program records: Submission of information by program or local entity, Site visits
Tennessee	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Review of program records: Submission of information by program or local entity, Site visits; Other monitoring: Submission of information by program or local entity, Site visits[8]
Texas	NA
Vermont	Not Reported
Virginia	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity[13]
Washington	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity, Use of Teaching Strategies GOLD online (with DEL as administrator); Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Submission of information by program or local entity; Participation in a state quality rating system: Site visits; Review of program records: Site visits
West Virginia	Documentation of children's learning and/or child outcomes: Submission of information by program or local entity; Review of facilities and safety requirements: Submission of information by program or local entity; Results of classroom quality self-assessments: Other method; Review of program records: Other method[20]
Wisconsin 4K	NA
Wisconsin HdSt	Other monitoring: Other method[17]
Guam	Documentation of children's learning and/or child outcomes: Submitted to the Research, Planning & Evaluation Office; Review of facilities and safety requirements: Submitted to the Department's Central Office; Review of program records: Submitted to the Research, Planning & Evaluation Office

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How is monitoring information used at the state level for program improvement?
Alabama	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To provide feedback to parents
Alaska	Not reported
Arizona	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents[24]
Arkansas	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
California SPP	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
California TK	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts
Colorado	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 System; To report child progress for state legislature
Connecticut CDCC	To create a program improvement plan at the site level; 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
Connecticut SRP	To create a program improvement plan at the site level; 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
Connecticut Smart Start	To create a program improvement plan at the site level; 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
Delaware	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
District of Columbia	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
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; To create a program improvement plan[17]
Georgia	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
Hawaii	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the state level; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To target funding for quality improvement efforts
Illinois	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
Indiana	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
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 SWVPP	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
Kansas Preschool	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 provide data to the grantor
Kansas State Pre-K	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level
Kentucky	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; 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 support design and implementation of Kentucky's QRIS[29]
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How is monitoring information used at the state level for program improvement?
Louisiana LA 4	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
Maine	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To target funding for quality improvement efforts
Maryland	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
Massachusetts IPLE	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
Massachusetts UPK	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents; Information is used in other ways[20]
Michigan	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 System; To provide feedback to parents
Minnesota	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
Mississippi	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts
Missouri	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts
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 create a program improvement plan at the site level; 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
New Jersey Abbott	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 System; To provide feedback to parents
New Mexico	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
New York	To create a program improvement plan at the site level; To create a program improvement plan at the state level; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement System
North Carolina	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; Provide feedback to the public about the quality of services and teacher effectiveness[21]
Ohio	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; 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 System; To provide feedback to parents

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How is monitoring information used at the state level for program improvement?
Oklahoma	NA
Oregon	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System; To provide feedback to parents
Pennsylvania RTL	Monitoring information is not used at the state level for program improvement
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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
Pennsylvania K4 & SBPK	Monitoring information is not used at the state level for program improvement
Pennsylvania Pre-K Counts	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To provide feedback to parents
Rhode Island	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts; To measure program on a Quality Rating and Improvement System
South Carolina 4K/EIA	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To target funding for quality improvement efforts
South Carolina CDEP	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To create a program improvement plan at the state level; 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 target funding for quality improvement efforts
Tennessee	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Texas	NA
Vermont	For continuous quality improvement[14]
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 create a program improvement plan at the site level; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement System
West Virginia	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the state level; 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[20]
Wisconsin 4K	NA
Wisconsin HdSt	To verify eligibility for continued participation in the State Supplement[17]
Guam	To identify needs that will guide teacher training or professional development; To create a program improvement plan at the site level; To make adjustments to curricula

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Was there a formal evaluation measuring program quality and/or effectiveness?
Alabama	Yes, measuring both process quality and program impact/child outcomes
Alaska	In planning or piloting phase[8]
Arizona	No[25]
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California SPP	No
California TK	Yes, measuring both process quality and program impact[19]
Colorado	Yes, measuring process quality[14]
Connecticut CDCC	No
Connecticut SRP	Yes, measuring impact/child outcomes[20]
Connecticut Smart Start	No
Delaware	Yes, measuring both process quality and program impact/child outcomes
District of Columbia	Yes, measuring process quality
Florida	Yes, measuring impact/child outcome[18]
Georgia	Yes, measuring both process quality and program impact/child outcomes
Hawaii	No
Illinois	Yes, measuring both process quality and program impact/child outcomes
Indiana	In planning or piloting phase[22]
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes[23]
Iowa SWVPP	Yes, measuring impact/child outcomes
Kansas Preschool	Yes, measuring impact/child outcomes
Kansas State Pre-K	In planning or piloting phase
Kentucky	Yes, measuring process quality[30]
Louisiana 8(g)	Yes, measuring impact/child outcomes[16]
Louisiana LA 4	No[18]
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes
Maine	No
Maryland	In planning or piloting phase[14]
Massachusetts IPLE	No
Massachusetts UPK	Yes, measuring process quality
Michigan	Yes, measuring both process quality and program impact/child outcomes[23]
Minnesota	Yes, measuring impact/child outcomes
Mississippi	Yes, measuring process quality
Missouri	Yes, measuring both process quality and program impact/child outcomes
Nebraska	No
Nevada	Yes, measuring process quality[17]
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
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
Oklahoma	Yes, measuring impact/child outcomes[17]
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes, measuring both process quality and program impact/child outcomes; New evaluation in planning or piloting phase[15]
South Carolina 4K/EIA	No
South Carolina CDEP	Yes, measuring impact/child outcomes; In planning or piloting phase[13]
Tennessee	Yes, measuring both process quality and program impact/child outcomes
Texas	Yes, measuring impact/child outcomes
Vermont	In planning or piloting phase[15]
Virginia	Yes, measuring both process quality and program impact/child outcomes
Washington	Yes, measuring impact/child outcomes
West Virginia	Yes, measuring both process quality and program impact/child outcomes[21]
Wisconsin 4K	Yes, measuring process quality
Wisconsin HdSt	No
Guam	In planning or piloting phase[11]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Year of the most recent formal evaluation
Alabama	2016
Alaska	Currently planning/piloting[8]
Arizona	NA
Arkansas	ECERS: annually; Child outcomes: 2013
California SPP	NA
California TK	2015
Colorado	2015[14]
Connecticut CDCC	NA
Connecticut SRP	2016
Connecticut Smart Start	NA
Delaware	2007
District of Columbia	2015
Florida	Ongoing, Annually
Georgia	2015
Hawaii	NA
Illinois	2012
Indiana	Currently planning/piloting
Iowa Shared Visions	2008
Iowa SWVPP	2012-2013, 2013-2014, 2014-2015, and 2015-2016 (in process)
Kansas Preschool	2015
Kansas State Pre-K	Currently planning/piloting
Kentucky	2014
Louisiana 8(g)	2013
Louisiana LA 4	NA[18]
Louisiana NSECD	2015-2016
Maine	NA
Maryland	Currently planning/piloting
Massachusetts IPLE	NA
Massachusetts UPK	2012-2016 (QRIS validation study)
Michigan	Ongoing[23]
Minnesota	2015-2016
Mississippi	2016
Missouri	2003
Nebraska	NA
Nevada	2015
New Jersey Abbott	2016
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	2010
New York	NA
North Carolina	2014
Ohio	2016
Oklahoma	2015
Oregon	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	2011
South Carolina 4K/EIA	NA
South Carolina CDEP	2015
Tennessee	2015
Texas	Not reported
Vermont	Currently planning/piloting
Virginia	2011
Washington	2014
West Virginia	In progress, began in 2015
Wisconsin 4K	2003-2004
Wisconsin HdSt	NA
Guam	Currently planning/piloting

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Documentation of formal evaluation
Alabama	http://children.alabama.gov/uploadedFiles/File/AL_003.pdf
Alaska	NA
Arizona	NA
Arkansas	https://arc.arkansas.gov/arc_web/resources/publications/ABC_Shrinks_Gap.pdf
California SPP	NA
California TK	http://tkstudy.airprojects.org/
Colorado	http://www.cde.state.co.us/cpp/legreports.htm
Connecticut CDCC	NA
Connecticut SRP	http://www.ct.gov/oec/lib/oec/ec-rd_study_briefing_-_09_13_16.pdf
Connecticut Smart Start	NA
Delaware	https://hcrc.umn.edu/programs-and-program-evaluations/delaware
District of Columbia	https://osse.dc.gov/publication/2016-pre-k-report
Florida	http://www.oppaga.state.fl.us/summary.aspx?reportNum=12-06[18]
Georgia	https//www.decal.ga.gov/BFTS/Research.aspx
Hawaii	NA
Illinois	https://www.isbe.net/Documents/overview-fact-sheet.pdf#search=Preschool%20for%20All%20Evaluation
Indiana	NA
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2014/10/shared-visions-preschool-07-evaluation
Iowa SWVPP	https://www.educateiowa.gov/documents/annual-condition-education-report-pk-12/2016/09/annual-condition-education-report-2015
Kansas Preschool	Available by request only
Kansas State Pre-K	NA
Kentucky	http://kidsnow.ky.gov/Improving-Early-Care/Documents/Early%20Care%20and%20Education%20Evaluation%20Final%20Report%202012-2014.pdf
Louisiana 8(g)	Not available online
Louisiana LA 4	NA
Louisiana NSECD	Not available online
Maine	NA
Maryland	NA
Massachusetts IPLE	NA
Massachusetts UPK	Not available online
Michigan	www.michigan.gov/gsrp and www.highscope.org
Minnesota	http://www.mnheadstart.org/outcomes.html
Mississippi	Not available online
Missouri	https://dese.mo.gov/quality-schools/early-extended-learning/early-learning/missouri-preschool-project/hb-1519-early-childhood-project
Nebraska	NA
Nevada	http://www.doe.nv.gov/Early_Learning_Development/Reports_and_Summaries/
New Jersey Abbott	Available by request only
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy&cachefix=679
New York	NA
North Carolina	http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NC%20Pre-K%20Eval%202013-2014%20Report.pdf
Ohio	http://earlychildhoodohio.org/sutq/pdf/SUTQValidationStudy2017.pdf
Oklahoma	https://georgetown.app.box.com/s/xjobsl8q1ejbu20etgr9vinkg98rjc2q; https://georgetown.app.box.com/s/f0qfl91lcc1u91bprm0g4n607b2gw9h; http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2011.01648.x/full
Oregon	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Programs.aspx#13020-pre-k-programs
South Carolina 4K/EIA	NA
South Carolina CDEP	http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%201-19-16.pdf
Tennessee	http://peabody.vanderbilt.edu/research/pri/VPKthrough3rd_final_withcover.pdf; http://peabody.vanderbilt.edu/research/pri/
Texas	Not reported
Vermont	NA
Virginia	http://www.sciencedirect.com/science/article/pii/S088520061100024X
Washington	http://www.wsipp.wa.gov/ReportFile/1576/Wsipp_Outcome-Evaluation-of-Washington-States-Early-Childhood-Education-and-Assistance-Program_Report.pdf
West Virginia	Not available online
Wisconsin 4K	Not available online
Wisconsin HdSt	NA
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Was this evaluation mandated by the state?	ACCOUNTABILITY Was this evaluation done by an external evaluator?	Does state policy require this state-funded preschool program to assess children's learning and development during preschool?
Alabama	Yes	Yes: Willow Tree	Yes
Alaska	No	No	Yes
Arizona	NA	NA	Yes
Arkansas	Yes	Yes: AR Research Center	Yes
California SPP	NA	NA	Yes
California TK	No	Yes: American Institutes for Research[19]	Determined locally
Colorado	Yes[14]	No[14]	Yes
Connecticut CDCC	NA	NA	No
Connecticut SRP	Yes[20]	Yes: CT Academy of Science and Engineering[20]	Yes
Connecticut Smart Start	NA	NA	No
Delaware	No	Yes: Human Capital Research Collaborative at the University of Minnesota	Yes
District of Columbia	Yes	Yes: School Readiness Consulting	Yes
Florida	Yes[18]	No	Yes
Georgia	Yes	Yes: Frank Porter Graham Child Development Institute	Yes
Hawaii	NA	NA	Yes
Illinois	No	Yes: Erikson Institute	Yes
Indiana	Yes	Yes: Purdue University	Yes
Iowa Shared Visions	Yes	Yes: University of Northern Iowa and Iowa State University	Yes
Iowa SWVPP	Yes	Yes: AIR (2013); Bureau of Information and Analysis at the Iowa Department of Education (2014, 2015, 2016)	Yes
Kansas Preschool	Yes	No	Yes
Kansas State Pre-K	No	No	No
Kentucky	No	Yes: University of Kentucky	Yes
Louisiana 8(g)	No	Yes: Cecil J. Picard Center for Child Development and Lifelong Learning	Yes
Louisiana LA 4	NA	NA[18]	Yes
Louisiana NSECD	No	No	Yes
Maine	NA	NA	Yes
Maryland	No	Yes: University of Maryland	Yes
Massachusetts IPLE	NA	NA	No
Massachusetts UPK	Yes	Yes: ABT Associates for the earlier studies; University of Massachusetts Donahue Institute and Wellesley Centers for Women for the QRIS Validation Study	Yes
Michigan	Yes[23]	Yes: HighScope	Yes
Minnesota	No	Yes: The University of Tulsa	Yes
Mississippi	Yes	Yes: The Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER)	Yes
Missouri	Yes	Yes: University of Missouri-Columbia, University of Missouri-Kansas City	Yes
Nebraska	NA	NA	Yes
Nevada	Yes	Yes: Pacific Research Associates	Yes
New Jersey Abbott	Yes	Yes: NIEER	Yes
New Jersey ECPA	NA	NA	Yes
New Jersey ELLI	NA	NA	Yes
New Mexico	Yes	Yes: NIEER	Yes
New York	NA	NA	Yes
North Carolina	Yes	Yes: Frank Porter Graham Child Development Institute	Yes
Ohio	No	Yes: COMPASS	Yes[8]
Oklahoma	No	Yes: Georgetown University, Center for Research on Children in the U.S.	No
Oregon	NA	NA	Yes
Pennsylvania RTL	NA	NA	No
Pennsylvania HSSAP	NA	NA	Yes
Pennsylvania K4 & SBPK	NA	NA	No
Pennsylvania Pre-K Counts	NA	NA	Yes
Rhode Island	No	Yes: NIEER (completed); Child Trends (in progress)	Yes
South Carolina 4K/EIA	NA	NA	Yes
South Carolina CDEP	Yes	Yes: Education Oversight Committee	Yes
Tennessee	No	Yes: Vanderbilt Peabody Research Institute	Yes
Texas	Not reported	Not reported	No
Vermont	Yes	Not reported	Yes
Virginia	No	Yes: The Curry School of Education at the University of Virginia	Yes
Washington	Yes	Yes: Washington State Institute for Public Policy	Yes
West Virginia	Yes	Yes: NIEER and Marshall University	Yes
Wisconsin 4K	No	Yes: Frank Porter Graham	Yes[24]
Wisconsin HdSt	NA	NA	Yes
Guam	Yes	No[11]	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Child development domains required to be covered by preschool child assessments
Alabama	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Alaska	Language/Literacy; Math; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Arizona	Social and emotional development; Physical/Motor development; General cognitive development
Arkansas	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
California SPP	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development[20]
California TK	NA[20]
Colorado	Language/Literacy; Math; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development[15]
Connecticut CDCC	NA
Connecticut SRP	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Connecticut Smart Start	NA
Delaware	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
District of Columbia	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development[20]
Florida	Language/Literacy; Math; Other developmental domains
Georgia	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Hawaii	Language/Literacy; Math; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Illinois	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Indiana	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development; English/Language Arts; Social Studies; Creative Arts
Iowa Shared Visions	Language/Literacy; Math; Social and emotional development; Physical/Motor development; General cognitive development[24]
Iowa SWVPP	Language/Literacy; Math; Social and emotional development; Physical/Motor development; General cognitive development[26]
Kansas Preschool	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Kansas State Pre-K	NA
Kentucky	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Louisiana 8(g)	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development; Social Studies; The Arts; English Language Acquisition
Louisiana LA 4	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development; Social Studies; The Arts; English Language Acquisition
Louisiana NSECD	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development; Social Studies; The Arts; English Language Acquisition
Maine	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Maryland	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Massachusetts IPLE	NA
Massachusetts UPK	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Michigan	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development[24]
Minnesota	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Mississippi	Language/Literacy; Math
Missouri	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development; History-Social; Science; Visual and Performing Arts
Nebraska	Language/Literacy; Math; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Nevada	Language/Literacy
New Jersey Abbott	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
New Jersey ECPA	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
New Jersey ELLI	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
New Mexico	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
New York	Language/Literacy; Social and emotional development; General cognitive development[16]
North Carolina	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development[22]
Ohio	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development[8]
Oklahoma	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Child development domains required to be covered by preschool child assessments
Oregon	Language/Literacy; Math; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Pennsylvania RTL	NA
Pennsylvania HSSAP	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Rhode Island	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
South Carolina 4K/EIA	Language/Literacy
South Carolina CDEP	Language/Literacy
Tennessee	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development
Texas	NA
Vermont	Not reported
Virginia	Language/Literacy[14]
Washington	Language/Literacy; Math; Social and emotional development; Physical/Motor development; General cognitive development[16]
West Virginia	Language/Literacy; Math; Science; Social and emotional development; Approaches toward learning; Physical/Motor development; General cognitive development; The Arts[22]
Wisconsin 4K	Language/Literacy; Comprehensive approaches[24]
Wisconsin HdSt	As per federal Head Start performance standards
Guam	Language/Literacy; Math; Science; Social and emotional development; Physical/Motor development; General cognitive development

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Required preschool assessment tools
Alabama	Teaching Strategies GOLD
Alaska	Teaching Strategies GOLD
Arizona	Determined locally[13]
Arkansas	Work Sampling System
California SPP	Desired Results Developmental Profile (DRDP)[21]
California TK	NA
Colorado	Teaching Strategies GOLD[16]
Connecticut CDCC	NA
Connecticut SRP	Any curriculum and assessment that is aligned with the CT Early Learning and Development Standards
Connecticut Smart Start	NA
Delaware	Teaching Strategies GOLD
District of Columbia	Determined locally[20]
Florida	Florida Kindergarten Readiness Screener; Teaching Strategies GOLD
Georgia	Work Sampling System
Hawaii	Teaching Strategies GOLD
Illinois	Determined locally[18]
Indiana	State developed assessment: Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness[23]
Iowa Shared Visions	Teaching Strategies GOLD
Iowa SWVPP	Teaching Strategies GOLD
Kansas Preschool	KELI-4; MyIGDIS
Kansas State Pre-K	NA
Kentucky	Teaching Strategies GOLD; Work Sampling System; HighScope COR; the AEPS; Carolina Curriculum[31]
Louisiana 8(g)	Teaching Strategies GOLD; Other locally determined assessments and portfolios
Louisiana LA 4	Teaching Strategies GOLD[19]
Louisiana NSECD	Teaching Strategies GOLD[19]
Maine	Determined locally: Research-based and aligned with Maine's ELDS
Maryland	Creative Curriculum Developmental Continuum; State developed assessment[15]
Massachusetts IPLE	NA
Massachusetts UPK	Teaching Strategies GOLD; Work Sampling System; HighScope COR; Creative Curriculum Developmental Continuum[21]
Michigan	Teaching Strategies GOLD; Work Sampling System; HighScope COR; Creative Curriculum Developmental Continuum[24]
Minnesota	Teaching Strategies GOLD; Work Sampling System; Desired Results Developmental Profile (DRDP); HighScope COR; Creative Curriculum Developmental Continuum[14]
Mississippi	Mississippi State Kindergarten Readiness Assessment; Other assessments that are aligned with state standards[8]
Missouri	Desired Results Developmental Profile (DRDP)
Nebraska	Teaching Strategies GOLD
Nevada	EOWPVT; WIDA; Other locally determined assessments[18]
New Jersey Abbott	Teaching Strategies GOLD; Work Sampling System; Early Learning Scale (ELS); HighScope COR
New Jersey ECPA	Teaching Strategies GOLD; Work Sampling System; Early Learning Scale (ELS); HighScope COR
New Jersey ELLI	Teaching Strategies GOLD; Work Sampling System; Early Learning Scale (ELS); HighScope COR
New Mexico	State developed assessment: New Mexico Preschool Observational Assessment
New York	Determined locally: Must cover language, cognitive and social skills[16]
North Carolina	Determined locally[22]
Ohio	State developed assessment[8]
Oklahoma	NA
Oregon	Teaching Strategies GOLD
Pennsylvania RTL	NA
Pennsylvania HSSAP	Providers choose from a list of approved assessment tools
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Work Sampling System; Early Learning Scale (ELS); HighScope COR; ATI: Galileo
Rhode Island	Teaching Strategies GOLD
South Carolina 4K/EIA	Teaching Strategies GOLD; Phonological Awareness Literacy Screening (PALS); myIGDIs[10]
South Carolina CDEP	Teaching Strategies GOLD; Phonological Awareness Literacy Screening (PALS); myIGDIs[14]
Tennessee	None required[9]
Texas	NA
Vermont	Teaching Strategies GOLD
Virginia	Phonological Awareness Literacy Screening (PALS)[14]
Washington	Teaching Strategies GOLD[16]
West Virginia	Early Learning Scale (ELS)[22]
Wisconsin 4K	Determined locally[24]
Wisconsin HdSt	As per federal Head Start performance standards
Guam	The Preschool Brigance Assessment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Frequency of preschool assessments
Alabama	Continually throughout the year
Alaska	Multiple times during the year
Arizona	Continually throughout the year
Arkansas	Continually throughout the year
California SPP	At the beginning and end of the year
California TK	NA
Colorado	Multiple times during the year
Connecticut CDCC	NA
Connecticut SRP	Determined locally
Connecticut Smart Start	NA
Delaware	Multiple times during the year
District of Columbia	Multiple times during the year
Florida	At the beginning and end of the year
Georgia	Continually throughout the year
Hawaii	Multiple times during the year
Illinois	Continually throughout the year
Indiana	Within 6 weeks of child beginning and ending program; As needed throughout the year[23]
Iowa Shared Visions	Continually throughout the year
Iowa SWVPP	Multiple times during the year
Kansas Preschool	Multiple times during the year[5]
Kansas State Pre-K	NA
Kentucky	Once in the fall (August 1 to October 1) and once in the spring (March 1 to May 1)[32]
Louisiana 8(g)	Multiple times during the year
Louisiana LA 4	Continually throughout the year[19]
Louisiana NSECD	Continually throughout the year[19]
Maine	Continually throughout the year
Maryland	Multiple times during the year
Massachusetts IPLE	NA
Massachusetts UPK	Continually throughout the year
Michigan	Continually throughout the year
Minnesota	Continually throughout the year
Mississippi	Multiple times during the year[8]
Missouri	Within the first 60 days of attendance and six months later
Nebraska	Multiple times during the year
Nevada	At the beginning and end of the year
New Jersey Abbott	Multiple times during the year
New Jersey ECPA	Multiple times during the year
New Jersey ELLI	Multiple times during the year
New Mexico	Twice annually for programs funded for 450 hours; three times annually for programs funded for 900 hours
New York	Multiple times during the year
North Carolina	Continually throughout the year[22]
Ohio	Multiple times during the year
Oklahoma	NA
Oregon	Multiple times during the year
Pennsylvania RTL	NA
Pennsylvania HSSAP	Assessment is ongoing; Outcomes are reported twice per year
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	For formative use: Determined by the assessment tool; For outcomes reporting: Twice annually
Rhode Island	Continually throughout the year
South Carolina 4K/EIA	At the beginning and end of the year
South Carolina CDEP	At the beginning and end of the year
Tennessee	At the beginning and end of the year
Texas	NA
Vermont	At the beginning of the year
Virginia	At the beginning and end of the year
Washington	Multiple times during the year (3 times per year for school year models; 4 times per year for year-round model)[16]
West Virginia	Multiple times during the year
Wisconsin 4K	Frequency varies by assessment type and/or assessment results
Wisconsin HdSt	As determined by federal Head Start performance standards
Guam	At the beginning and end of the year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How are preschool child assessments used by the state agency?
Alabama	To guide teacher training, professional development, or technical assistance; 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
Alaska	To guide teacher training, professional development, or technical assistance; 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
Arizona	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula
Arkansas	To guide teacher training, professional development, or technical assistance; 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 provide a measure of kindergarten readiness
California SPP	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; To rate programs on the QRIS[22]
California TK	NA
Colorado	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; 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
Connecticut CDCC	NA
Connecticut SRP	Child-level assessment information is not collected or used by the state; Assessments information may be used in these ways at the local level[21]
Connecticut Smart Start	NA
Delaware	To guide teacher training, professional development, or technical assistance; 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
District of Columbia	To guide teacher training, professional development, or technical assistance; To track child and program level outcomes over time
Florida	To identify needs that will guide teacher training or professional development; To make adjustments to the curricula; To track child and program level outcomes over time
Georgia	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Hawaii	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Illinois	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To make changes to state policies regarding the preschool program
Indiana	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[23]
Iowa Shared Visions	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Iowa SWVPP	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Kansas Preschool	To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Kansas State Pre-K	NA
Kentucky	To guide teacher training, professional development, or technical assistance; 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; To meet OSEP requirements
Louisiana 8(g)	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Louisiana LA 4	To guide teacher training, professional development, or technical assistance; To track child and program level outcomes over time
Louisiana NSECD	To guide teacher training, professional development, or technical assistance; To track child and program level outcomes over time
Maine	Data from preschool child assessments are not used by the state agency
Maryland	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Massachusetts IPLE	NA
Massachusetts UPK	To guide teacher training, professional development, or technical assistance; To provide a measure of kindergarten readiness; To determine meeting the UPK program requirements[22]
Michigan	Data from assessments are used by grantees and their subcontractors; data are not used at the state level
Minnesota	To guide teacher training, professional development, or technical assistance; 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[14]
Mississippi	To guide teacher training, professional development, or technical assistance; 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 provide a measure of kindergarten readiness
Missouri	Data from preschool child assessments are not used by the state agency
Nebraska	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Nevada	To guide teacher training, professional development, or technical assistance; 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; To report outcome indicators to the legislature
New Jersey Abbott	To guide teacher training, professional development, or technical assistance; 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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	How are preschool child assessments used by the state agency?
New Jersey ECPA	To guide teacher training, professional development, or technical assistance; 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
New Jersey ELLI	To guide teacher training, professional development, or technical assistance; 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
New Mexico	To guide teacher training, professional development, or technical assistance; 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
New York	Data from preschool child assessments are not used by the state agency
North Carolina	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To evaluate teacher performance[22]
Ohio	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Oklahoma	NA
Oregon	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Pennsylvania RTL	NA
Pennsylvania HSSAP	To guide teacher training, professional development, or technical assistance; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	To guide teacher training, professional development, or technical assistance; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Rhode Island	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make adjustments to curricula; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
South Carolina 4K/EIA	To guide teacher training, professional development, or technical assistance; 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
South Carolina CDEP	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness[15]
Tennessee	To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make changes to state policies regarding the preschool program; To evaluate teacher performance[9]
Texas	NA
Vermont	Not reported
Virginia	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Washington	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness; To individualize instruction and supports for each child (done at the local level)
West Virginia	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; 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
Wisconsin 4K	Data are used at the local level
Wisconsin HdSt	As determined by federal Head Start performance standards
Guam	To make decisions regarding a child's enrollment in kindergarten; To provide a measure of kindergarten readiness

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Are statewide classroom observation data available for the 2014-2015 or 2015-2016 school years?
Alabama	Yes, on a random sample of classrooms: CLASS in 169 randomly selected classrooms
Alaska	No
Arizona	Yes, on a random sample of classrooms: ERS, CLASS, and Quality First Points Scale
Arkansas	Yes, on a random sample of classrooms: ECERS-R in 383 classrooms (Average score: 5.32)
California SPP	No
California TK	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	Yes, on all classrooms: CLASS in 802 classrooms (Average scores: 5.83 on Emotional Support, 5.62 on Classroom Organization, 2.62 on Instructional Support)
Florida	Not reported
Georgia	Yes, on a random sample of classrooms: 2015-2016: CLASS in 99 randomly selected classrooms (Average scores: 5.79 on Emotional Support, 5.62 on Classroom Organization, 2.26 on Instructional Support)
Hawaii	No
Illinois	Yes, on a random sample of classrooms: 2015-2016: ECERS-R in 546 classrooms (Average scores: 4.05 on Space and Furnishing, 4.94 on Language and Reasoning, 4.90 on Activities, 5.11 on Interaction, 4.96 on Program Structure)
Indiana	No
Iowa Shared Visions	No
Iowa SWVPP	Yes, on a non-random sample of classrooms: Iowa Quality Preschool Program Standards and Criteria[27]
Kansas Preschool	Yes, on all classrooms: Classroom Practices Survey
Kansas State Pre-K	Yes, on a random sample of classrooms: Classroom Practices Survey
Kentucky	Yes, on a random sample of classrooms: ECERS-R; on all classrooms: Danielson Framework
Louisiana 8(g)	Yes, on all classrooms: CLASS in 5,744 publicly-funded classrooms (2% of sites were rated Excellent, 61% Proficient, 37% Approaching Proficient, and 1% Unsatisfactory)[17]
Louisiana LA 4	Yes, on all classrooms: CLASS in 5,744 publicly-funded classrooms (2% of sites were rated Excellent, 61% Proficient, 37% Approaching Proficient, and 1% Unsatisfactory)[20]
Louisiana NSECD	Yes, on all classrooms: CLASS in 5,744 publicly-funded classrooms (2% of sites were rated Excellent, 61% Proficient, 37% Approaching Proficient, and 1% Unsatisfactory)[20]
Maine	Yes, on a non-random sample of classrooms: 2015-2016 data on new and expanded classrooms
Maryland	No
Massachusetts IPLE	No
Massachusetts UPK	Yes, on a non-random sample of classrooms: ERS on programs at a QRIS Level 3
Michigan	Yes, on all classrooms: PQA aggregate score of 4.3 out of 5.0 based on 1,675 classrooms
Minnesota	Yes, on a random sample of classrooms
Mississippi	Yes, on all classrooms: 2015-2016: CLASS in 102 classrooms (Average overall score was 4.76)
Missouri	No
Nebraska	Yes, on a non-random sample of classrooms: ECERS-R
Nevada	Yes, on all classrooms: ECERS (2014-2015 average: 4.22); ELLCO (2014-2015 average score: 3.41)
New Jersey Abbott	Yes, on a random sample of classrooms: 2015-2016: ECERS-3 in 293 classrooms (Average score: 4.61)
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina	Yes, on a random sample of classrooms: NC Pre-K State Evaluation 2014-2015: ECERS-3, CLASS, ELLCO, CIS
Ohio	No
Oklahoma	No
Oregon	Yes, on all classrooms
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes, on a random sample of classrooms: ECERS-R
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	Yes, on a random sample of classrooms: ECERS-R
Rhode Island	Yes, on all classrooms: ERS and CLASS in 12 classrooms
South Carolina 4K/EIA	No
South Carolina CDEP	Yes, on a non-random sample of classrooms: ELLCO
Tennessee	No
Texas	No
Vermont	Not reported
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	Yes, on all classrooms: Prekindergarten Program Observation Form

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Are statewide child outcome data available for the 2014-2015 or 2015-2015 school years?
Alabama	Yes, on all children in the state-funded preschool program: Teaching Strategies GOLD[16]
Alaska	Yes, on a random sample of children: Teaching Strategies GOLD
Arizona	No
Arkansas	Yes, on all children in the state-funded preschool program: Work Sampling (Average Scores: Personal/Social - 81.9%; Language/Literacy - 77.3%; Mathematical/Thinking - 73.5%; Scientific Thinking - 77.3%; Social Studies - 77.6%; The Arts - 85.1%; Physical Development - 88%)
California SPP	Yes, 18,000 children on the Desired Results Developmental Profile (DRDP)
California TK	No
Colorado	Yes, on all children in the state-funded preschool program[17]
Connecticut CDCC	No
Connecticut SRP	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	Yes, on a non-random sample of children in the state-funded preschool program: Early Development Instrument (EDI) on 4,423 children (73% of PK-4 children were "ready" for school)[21]
Florida	Not reported
Georgia	Yes, on all children in the state-funded preschool program: Work Sampling System
Hawaii	No
Illinois	
Indiana	No
Iowa Shared Visions	Yes, on a random sample of children in the state-funded preschool program: Teaching Strategies GOLD on 350 children
Iowa SWVPP	Yes, on all children in the state-funded preschool program: Teaching Strategies GOLD online on 19,969 children
Kansas Preschool	Yes, on all children in the state-funded preschool program: Assessments used are determined locally (Pearson Work Sampling, myIGDIs (literacy and numeracy), Teaching Strategies Gold, ASQ-3, ASQSE-2, KELI 4, Brigance)
Kansas State Pre-K	Yes, on a random sample of children in the state-funded preschool program: KELI-4
Kentucky	Yes, on all children in the state-funded preschool program: AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR Advantage (High/Scope), Work Sampling System
Louisiana 8(g)	Yes, on all children in the state-funded preschool program: Teaching Strategies Gold
Louisiana LA 4	Yes, on all children in the state-funded preschool program: Teaching Strategies GOLD on over 20,000 4-years-olds
Louisiana NSECD	Yes, on all children in the state-funded preschool program: Teaching Strategies GOLD on over 20,000 4-years-olds
Maine	Yes, on a non-random sample of children in the state-funded preschool program: 2015-2016 in new and expanded classrooms
Maryland	No
Massachusetts IPLE	No[31]
Massachusetts UPK	Yes, on a non-random sample of children in the state-funded preschool program[23]
Michigan	No
Minnesota	Yes, on a non-random sample of children in the state-funded preschool program[15]
Mississippi	Yes, on all children in the state-funded preschool program: 2015-2016: Mississippi Kindergarten Readiness Assessment on 1,407 children in Early Learning Collaboratives (71.78% scored at or above 498, indicating mastery of 70% of assessment items)
Missouri	No
Nebraska	Yes, on all children in the state-funded preschool program: Teaching Strategies GOLD
Nevada	Yes, on all children in the state-funded preschool program: PPVT: pre-89.4, post-100.4 (average gain: 11.0); EOWPVT: pre-93.0, post-105.3 (average gain: 12.3); WIDA: speaking pre-3.5, post-8.5 (average gain: 5.0); listening: pre-1.5, post-3.1 (average gain: 1.6)
New Jersey Abbott	Yes, on all children in the state-funded preschool program: COR, Teaching Strategies GOLD, Work Sampling System
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, on all children in the state-funded preschool program: New Mexico Preschool Observational Assessment[18]
New York	
North Carolina	Yes, on a random sample of children in the state-funded preschool program: NC Pre-K State Evaluation: ROWPVT-4/ROWPVT-SBE, EOWPVT-4/EOWPVT-SBE, WJ III/Bat III Tests of Achievement The Counting Task WJIII/Bat III Applied Problems, Social Awareness Task, SSIS, preLAS 2000
Ohio	No
Oklahoma	No
Oregon	Yes, on all children in the state-funded preschool program: Teaching Strategy GOLD
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes, on all children in the state-funded preschool program
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	Yes, on all children in the state-funded preschool program
Rhode Island	Yes, on all children in the state-funded preschool program: Teaching Strategies GOLD
South Carolina 4K/EIA	Yes, on all children in the state-funded preschool program: PALS, Teaching Strategies GOLD, or myIGDIs
South Carolina CDEP	No[15]
Tennessee	No
Texas	No
Vermont	Not reported
Virginia	No
Washington	Yes, on all children in the state-funded preschool program: 2015-2016: Teaching Strategies GOLD on more than 7,500 ECEAP children in both fall and spring[17]
West Virginia	Yes, on all children in the state-funded preschool program[23]
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	Yes, on all children in the state-funded preschool program: Preschool Brigance Assessments at the beginning and end of the school year for 72 children

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Does state policy require kindergarten programs to assess children's learning and development?
Alabama	Yes, to assess children's learning and development during the kindergarten year
Alaska	Yes, at kindergarten entry
Arizona	No
Arkansas	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year
California SPP	Determined locally
California TK	Determined locally[21]
Colorado	Yes, at kindergarten entry and ongoing[18]
Connecticut CDCC	Yes, at kindergarten entry
Connecticut SRP	Yes, at kindergarten entry
Connecticut Smart Start	Yes, at kindergarten entry
Delaware	Yes, at kindergarten entry
District of Columbia	No
Florida	Yes, at kindergarten entry
Georgia	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year
Hawaii	No
Illinois	The Kindergarten Individual Development Survey (KIDS) will be required for all kindergarten students in the school year 2017-2018
Indiana	No
Iowa Shared Visions	Yes, at kindergarten entry[25]
Iowa SWVPP	Yes, at kindergarten entry[26]
Kansas Preschool	Yes, to assess children's learning and development during the kindergarten year
Kansas State Pre-K	Determined locally
Kentucky	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year[33]
Louisiana 8(g)	Yes, at kindergarten entry
Louisiana LA 4	Yes, at kindergarten entry
Louisiana NSECD	Yes, at kindergarten entry
Maine	Determined locally
Maryland	Yes, at kindergarten entry
Massachusetts IPLE	Yes, to assess children's learning and development during the kindergarten year[32]
Massachusetts UPK	Yes, to assess children's learning and development during the kindergarten year[24]
Michigan	Yes, to assess children's learning and development during the kindergarten year[25]
Minnesota	Determined locally[16]
Mississippi	Yes, at kindergarten entry[8]
Missouri	No
Nebraska	No
Nevada	No[19]
New Jersey Abbott	Yes, at kindergarten entry
New Jersey ECPA	Yes, at kindergarten entry
New Jersey ELLI	Yes, at kindergarten entry
New Mexico	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year[19]
New York	Yes, at kindergarten entry
North Carolina	Yes, to assess children's learning and development during the kindergarten year
Ohio	Yes, at kindergarten entry
Oklahoma	No
Oregon	Yes, at kindergarten entry
Pennsylvania RTL	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania HSSAP	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania K4 & SBPK	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania Pre-K Counts	Focus and priority schools are required to implement the PA KEI at K entry
Rhode Island	No[16]
South Carolina 4K/EIA	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year
South Carolina CDEP	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year
Tennessee	No
Texas	Yes, to assess children's learning and development during the kindergarten year[13]
Vermont	Yes, at kindergarten entry
Virginia	No
Washington	Yes, at kindergarten entry
West Virginia	Yes, at kindergarten entry and to assess children's learning and development during the kindergarten year[24]
Wisconsin 4K	Yes, Literacy screening[24]
Wisconsin HdSt	Yes, Literacy screening
Guam	Yes, at kindergarten entry

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

STATE	Required kindergarten assessment tools
Alabama	Any formative assessment, for example global assessment, Star Early Literacy
Alaska	Alaska Developmental Profile
Arizona	NA
Arkansas	Determined locally[23]
California SPP	Determined locally
California TK	Determined locally
Colorado	Determined locally[18]
Connecticut CDCC	State developed assessment: The Connecticut Kindergarten Entrance Inventory[20]
Connecticut SRP	State developed assessment: The Connecticut Kindergarten Entrance Inventory[22]
Connecticut Smart Start	State developed assessment: The Connecticut Kindergarten Entrance Inventory[18]
Delaware	Teaching Strategies GOLD; Other locally determined assessments
District of Columbia	NA
Florida	Florida Kindergarten Readiness Screener[18]
Georgia	State developed assessment: Georgia Kindergarten Inventory of Developing Skills; Other locally determined assessments
Hawaii	NA
Illinois	Kindergarten Individual Development Survey[19]
Indiana	NA
Iowa Shared Visions	Formative Assessment System for Teachers; Other assessments[25]
Iowa SWVPP	Formative Assessment System for Teachers; Other assessments[26]
Kansas Preschool	Determined locally
Kansas State Pre-K	Determined locally
Kentucky	BRIGANCE K; Other locally determined assessments[33]
Louisiana 8(g)	Developing Skills Checklist[18]
Louisiana LA 4	Developing Skills Checklist; K-3 Literacy Screening Assessments[21]
Louisiana NSECD	Developing Skills Checklist
Maine	Determined locally
Maryland	State developed assessment: Maryland Kindergarten Readiness Assessment
Massachusetts IPLE	Teaching Strategies GOLD; Work Sampling System; Other locally determined assessments[32]
Massachusetts UPK	Teaching Strategies GOLD; Work Sampling System; Other locally determined assessments[24]
Michigan	Teaching Strategies GOLD[25]
Minnesota	Teaching Strategies GOLD; Work Sampling System; Formative Assessment System for Teachers; DRDP[17]
Mississippi	Mississippi Kindergarten Readiness Assessment[8]
Missouri	NA
Nebraska	NA
Nevada	NA
New Jersey Abbott	Teaching Strategies GOLD
New Jersey ECPA	Teaching Strategies GOLD
New Jersey ELLI	Teaching Strategies GOLD
New Mexico	DIBLES; State developed assessment[19]
New York	Determined locally
North Carolina	Other assessments[23]
Ohio	State developed assessment: Kindergarten Readiness Assessment[8]
Oklahoma	NA
Oregon	State developed assessment: State Kindergarten Entry Assessment
Pennsylvania RTL	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania HSSAP	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania K4 & SBPK	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania Pre-K Counts	Focus and priority schools are required to implement the PA KEI at K entry
Rhode Island	NA[16]
South Carolina 4K/EIA	DRA2 (Diagnostic Reading Assessment)
South Carolina CDEP	DRA2 (Diagnostic Reading Assessment)
Tennessee	NA
Texas	Determined locally[13]
Vermont	Teaching Strategies GOLD
Virginia	NA
Washington	Teaching Strategies GOLD
West Virginia	State developed assessment: West Virginia Early Learning Reporting System: Kindergarten (ELRS:K)[24]
Wisconsin 4K	Determined locally[24]
Wisconsin HdSt	Determined locally[18]
Guam	BRIGANCE K

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '15-'16 school year, except Florida where most data are for the '13-'14 school year.

APPENDIX A: STATE SURVEY DATA 2015-2016

ALABAMA - First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program

[1] The 562 children listed as "Other Races" are Latino/Hispanic.

[2] Extended day programs are locally determined and are not part of the 6.5-hour state-funded Pre-K day.

[3] For First Class Pre-K, a child has to be 4 years old and a resident of the state of Alabama; other locally determined school system boundaries may be applicable.

[4] All classrooms have a 1:9 staff to child ratio and a maximum enrollment of 18 students with the exception of Head Start, which is allowed to have a 1:10 staff to child ratio and maximum of 20 students.

[5] Classrooms must provide at least one mealtime per day. Additional snacks and/or meals are optional but suggested.

[6] Screenings are to be provided on site at no cost by a medical professional. The Office of School Readiness has partnered with Alabama Partnership for Children to offer 2-1-1 Help Me Grow referrals to parents as needed.

[7] All nonpublic school programs are encouraged to participate in the food subsidy program.

[8] Alabama has partnered with the University of Alabama Birmingham to participate in a Dual Language Learner (DLL) Professional Development grant that will offer DLL language and literacy supports to teachers who choose to participate.

[9] The state uses Teaching Strategies GOLD and it has been aligned with the Alabama Developmental Standards for Preschool Children.

[10] Each classroom is assigned a coach who works directly with teachers on best practices and self-reflection, including incorporation of the developmental standards into daily planning and reviewing assessment practices.

[11] The state does not endorse any one particular curriculum, but a curriculum must promote appropriate instructional practice and enhance learning and development while being consistent with the intent of the Office of School Readiness First Class Framework. It should also align with the state required assessment tool, Teaching Strategies GOLD.

[12] A salary parity plan was put in place in 2015-2016 to ensure lead teachers were paid at least the minimum starting salary for a public school teacher. Incremental yearly step raises have been put in place to help elevate teacher pay.

[13] Alabama's Pre-K program uses a tiered model of coaching so the teacher is continuously setting goals and self-reflecting throughout the year.

[14] There are three types of grants: Excellence ($45,000), Tiered (range from $80,100-$92,800), and Plus (new grants for start-up funds, $120,000-$150,000). The Tiered grants and the Plus grants require the use of the sliding scale based on family income and percentage of poverty and cannot charge fees that exceed the amount allowed in the sliding scale. Classrooms that receive Excellence grants may charge parents the normal cost of child care that is common in the local community, unless they receive federal funds.

[15] First year teachers are not CLASS trained until their second year and at that time would receive structured observations. All teachers receive CLASS observations after their first year and all classrooms are coached and monitored a minimum of once per month.

[16] Teaching Strategies GOLD performance data are available at http://children.alabama.gov/uploadedFiles/File/First_Class_PreK_Gold_Performance.pdf

ALASKA - Alaska Pre-Elementary

[1] The exact number of special education students is unknown, but it is estimated at 10% of enrollment.

[2] Hours per day and operating schedule are locally designed to fit district needs. Programs may partner with child care or other services to provide wraparound care, but, by state definition, state-funded pre-K cannot operate more than five hours a day.

[3] Exceptions to age requirements may be made for children with IEPs. If parents and members of the IEP team determine that pre-K is the least restrictive environment for the child, the child could receive services through pre-K even if he or she did not meet the age requirements.

[4] This is a local decision and may vary.

[5] 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.

[6] 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, an AA in ECE, or specialized training in Early Education or a related field.

[7] Coaching and mentoring services are being piloted to some lead and assistant teachers on a voluntary basis. Alaska uses the My Teaching Partner Coaching System and currently has 27 teachers enrolled.

[8] Alaska is working with REL Northwest to develop a preschool evaluation tool. The evaluation tool is expected to be complete by Fall 2017.

ARIZONA - Quality First Scholarships

[1] First Things First was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded are made by 28 regional partnership councils composed of community volunteers. More information about the Regional Partnership Councils can be found here: http://www.azftf.gov/pages/yourregionalcouncil.aspx2

[2] Quality First Scholarships served a total of 7,632 children. In addition to serving 5,365 preschool children in center-based care, an additional 207 preschool children were served in regulated family child care homes. A total of 1,865 children under 3 were also served in center-based care, and an additional 195 children under 3 were served in regulated family child care homes. In previous years, enrollment totals have included children age 0 to 5.

[3] In addition to the 80 preschool-aged children served in center-based programs, there are 15 children under age 3, and four children served in regulated family child care homes with an IEP/IFSP.

[4] A minimum of three days per week and a minimum of three hours per day is required. A full-time slot is defined as 28 hours per week or more, and a part-time slot is defined as 12 hours per week.

[5] The state preschool program can be blended with other funding to support a full-day or extended-day, or to support additional children who are on a wait list and unable to be served with the program's current funding.

[6] All children must be at or below 200% FPL.

[7] Some early care and education programs charge a co-payment to the family in addition to the funding that the state provides, but this is a local decision.

[8] Eligibility is re-determined each fiscal year based on child's age and family's income. Children who are deemed ineligible are disenrolled from the program.

[9] Group size and teacher-child ratio are based on the age of the youngest child in attendance.

[10] 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 a meal.

[11] There is a requirement that programs participating in the state-funded preschool program have a written procedure for screening. Programs may provide screening themselves or refer families to receive screening from other organizations.

[12] Programs are assessed on their provision of transition to kindergarten activities, parent conferences and/or home visits, and screening/referral policy every 24 to 27 months.

[13] No specific child assessment tools are required nor are they required to be aligned with the ELDS. However, the tools used by a program must include the domains of social development, emotional development, cognitive development, and physical development. In addition, the evidence required for the assessment must include a variety of methods such as anecdotal record, photograph, family input, and work samples.

14 All programs participating in the state preschool program receive on-site coaching that can support the implementation of the ELDS.

15 The minimum requirement is that 25% of lead teachers and administrators must have 12 college credit hours in early childhood or related fields or a Certificate of Completion in ECE or Child Development, or a CDA. However, all programs must have a minimum star rating to participate in the state-funded preschool.

16 Fifty percent of Quality First Scholarships assistant teachers must have a minimum of six months of experience working in an early care and education program. However, all programs must have a minimum star rating to participate in the state-funded preschool.

17 For Quality First Scholarships, there is no salary parity or benefit parity requirement. However, there is a requirement in some Local Education Agencies (LEAs) for salary and benefit parity for pre-K teachers and assistant teachers. Salary and benefit parity is a requirement of the Preschool Development Grant.

18 Quality First Scholarships requirements for ongoing professional development are aligned with the State Licensing standards.

19 Those who participate in professional development on the implementation of curricula and assessments have an individual professional development plan.

20 Coaching is provided to all programs participating in Quality First Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators. While the coaching is required, the audience receiving the coaching is not dictated by the state.

21 In 2015-2016, Arizona spent an additional $11,178,526 for children birth to age 3 for Quality First Scholarships, not included in the total.

22 First Things First is funded through a voter initiative tobacco tax. Part of this funding is used for Quality First Scholarships.

23 Each assessor must achieve initial reliability on any tool that they are using for structured classroom observations. Additionally, every 10th assessment, a reliability check with another reliable observer occurs to check for drift. In addition, CLASS assessors are reassessed through Teachstone annually and ERS lead assessors participate in annual drift testing through ERSI.

24 All programs participating in Quality First Scholarships must also participate in Quality First, Arizona's Quality Improvement and Rating System. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms at the site using the ERS (ITERS, ECERS, FCCERS), the CLASS (Toddler, Pre-K), and the Quality First Points Scale that includes reviewing curriculum, child assessment, ratios and group sizes, staff qualifications, staff turnover, and policies for kindergarten transition and screening/referral. The assessments are used to determine if the program is eligible to participate in the state-funded preschool program, Quality First Scholarships, and to support the program in improving or maintaining quality.

25 The Quality First Validation study is currently underway. Results from Phase I of the study will be available in June 2017. Phase I is reviewing the theoretical framework, the data system, and the validity of the rating scale. The next phase will include review of the components (coaching, assessment, quality improvement plan, financial incentives, etc.), followed by child outcomes.

ARKANSAS - Arkansas Better Chance/Arkansas Better Chance for School Success

1 State funding is provided through the Arkansas Department of Education (ADE). The ADE has an agreement with the Division of Child Care and Early Childhood Education (DCCECE) to have the administrative oversight of the ABC Programs to ensure compliance with the state law and regulations. The ADE Board of Education must be informed of and/or approve grant awards, program standards/regulations and the impact of these services as it relates to school readiness.

2 School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to establish an ABC/ABCSS pre-K program. Funding goes to either the school district or a community provider in the identified locations.

3 The 54 children enrolled in pre-K who were age-eligible for kindergarten had to submit a waiver and obtain approval prior to this occurring. The waivers approved indicated that the child had disabilities resulting in a need of time for maturation. The enrollment total does not include children who received ABC home-visiting services only during the 2015-2016 program year. Children who are dually served in center-based care and home visiting are included in the enrollment total.

4 There are additional children receiving services via private contracts but are not a part of IDEA or Part C or B. These data only reflect those children who are a part of IDEA.

5 Home language is missing for 389 children.

6 Totals include only 3- and 4-year-olds.

7 All state-funded preschool services are expected to operate for a minimum of seven hours per day. All children are served in a school-day program with the day being a minimum of seven hours per day for a total of 178 days per year. This is considered the regular school day and not an extended day.

8 Programs may apply for Child Care Development Funds (CCDF) to assist with before- and after-school care, provided the children meet the requirements of eligibility for CCDF. CCDF will also fund ABC summer school to provide an extended year for those programs interested in providing these services. Funding for before- and after-school care and the summer program has been reduced due to limited funding.

9 The $10 Million (Arkansas Better Chance) uses other individual child or family characteristics to determine eligibility and can serve children beginning at birth. Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200% 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; a parent who has a history of abuse or neglect, or who is a victim of abuse or neglect; meets the state's homeless criteria; in foster care; or has an incarcerated parent. The $101 Million (Arkansas Better Chance for School Success) uses income eligibility and targets children ages 3- and 4-years-old or those children who are not eligible for kindergarten without an approved waiver. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200% FPL and be age-eligible. A sliding fee scale applies to families with incomes between 200 and 250% FPL.

10 Translators or bilingual staff are available if some children do not speak English.

11 Current ELDS are in alignment with the State K-3 Standards and link to the kindergarten entry assessment (KEA).

12 The state strongly supports the ELDS and has approved these standards via the Early Childhood Commission which is an advisory group. Funding is being provided to contractors to disseminate training statewide to EC Providers.

13 Funding is provided to programs that may be used for TA to support curriculum implementation. The use of the TA funding is a decision made at the local level. Professional Development is available via state support that will support enhancements to any curriculum.

14 There are state-developed curricula, Adventures in Learning Curriculum and Adventures for Toddlers, that correlate with the State Framework.

15 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 BA 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 AA 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 obtain minimum credentialing.

16 Some teachers are close to completing their degree. When there is another degreed person on staff, the individual must submit a request for a staff qualification plan for approval by the state and remain under the guidance of the certified or credentialed staff.

17 The Birth to Pre K Credential, AA Degree in ECE/CD, and Technical Certificate in ECE/CD are also options for the state-funded preschool program.

18 Salary parity has been highly recommended and was initially expected but because the program has been flat-funded with only a minimal increase, the salary schedule may vary. Many districts do pay their teachers on a comparable pay scale as other teachers in K-3 depending on their educational level and credentials.

19 The professional development requirements were changed in 2015 to require no less than six days of professional development per year. Beginning with the 2015-2016 school year, educators are required to obtain a minimum of 30 hours per year of professional development for licensure renewal and contractual agreement.

20 Classroom-embedded support is not required by state policy but is encouraged at the local level. There is TA available for the environmental rating scale and for the state assessment in recording anecdotal recording and observation.

21 All programs must provide a 40% match based on the amount provided by the state. The local match may be in-kind and not necessarily currency. In 2015-2016, the state received a one time $1.5 million Cost-of-Living adjustment from the Governor's budget that was prorated per child.

22 The USDA/CACFP and NSLP do provide support for the ABC Program but the dollar amount being utilized is not known. ABC programs are in some Head Start Programs

and Head Start also coordinate services with the ABC programs, which is not financially tracked other than the funding provided through DCCECE. The same is true of IDEA in that the ABC children may receive additional services from IDEA but the dollar amount is not tracked separately.

23 QUALLS Early Learning Inventory is the State Kindergarten Entry Assessment for "K." Each LEA can choose a tool for the ongoing assessment of children's learning and development. This will be changing in the upcoming year.

CALIFORNIA - California State Preschool Program

1 Enrollment is from one point in time in October 2015. Cumulative enrollment during the 2015-2016 program year was 179,297.

2 Home language is missing for 504 children.

3 Data is only available on enrollment by agency with administrative and/or fiscal responsibility: There were 361 LEAs (public schools) that served 92,652 children; 26 other public agencies that served 3,293 children; and 257 private agencies that served 38,564 children. A total of 525 children are counted twice.

4 The part-day program is funded to operate at least three hours per day for a minimum of 175 days per year, unless the contract specifies a lower minimum of days of operation. The full-day program is funded to operate at least six hours per day for a minimum of 246 days per year unless the contract specifies a lower minimum days of operation.

5 A total of 207 children are included in both the part- and school-day counts.

6 California regulation allows Head Start to braid and blend funding. Partnerships with Head Start are determined locally.

7 Preschool age eligibility definitions for enrollment and reporting of children and families in a California State Preschool Program (CSPP) are: "Three-year-old children" are children who will have their third birthday on or before September 1 of the fiscal year they are being served. "Four-year-old children" are children who will have their fourth birthday on or before September 1 of the fiscal year they are being served. Children whose fifth birthday are on or between September 2 and December 2 of the fiscal year they are being served, are eligible for transitional kindergarten.

8 Family eligibility is established by one of the following: current aid recipient, income eligible, homeless, or has children who are recipients of protective services, or whose children have been identified as being abused, neglected, or exploited, or at-risk of being abused, neglected or exploited. A family is income-eligible when the family's adjusted monthly income is at or below 70% of the state median income, adjusted for family size, and adjusted annually. For part-day services children whose family's income is no more than 15% above the income eligibility threshold may be enrolled only after all eligible children are enrolled. No more than 10% of the children enrolled may be filled with families that are above this income eligibility threshold for part-day services.

9 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.

10 Part-day CSPP services only require families to establish eligibility at time of enrollment. A family that enrolls in full-day care must continue to meet the family income criteria and need for care for school day programs to remain in the full-day program. However, if a family no longer meets the need criteria for full-day services they may remain in part-day services for the remainder of the school year based on the eligibility at enrollment.

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

12 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 meal and two snacks or two meals and one snack are required, depending on hours of operation.

13 Other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.

14 English Language Development is one of the domains of learning listed in our California Preschool Learning Foundations and Preschool Curriculum Framework. The California Preschool Program Guidelines also include a chapter dedicated to research-based practices to support dual language learners. Recruitment and enrollment materials are provided in the home language if 10% or more of the local population speaks a specific language other than English. Effective September 2013, the primary language in the home is reported by the parent at the time of eligibility determination. This information is collected by the California Department of Education (CDE). Children whose home language is not English are identified as a part of the child assessment system, Desired Results Developmental Profile (DRDP).

15 California does not recommend specific curricula or keep a list of recommended curricula. However, the three volumes of the California Preschool Curriculum Framework give guidance on best practices to implement whatever chosen curriculum a program uses.

16 The California Preschool Curriculum Framework, while not a curriculum, does provide guidance for implementing subject specific curricula in the areas of Social-Emotional Development, Language & Literacy, English Language Learners, Mathematics, Visual and Performing Arts, Physical Development, Health, History-Social Science, and Science.

17 The California Child Development Associate Teacher Permit is the minimum requirement for a teacher in a California State Preschool Program (CSPP) classroom 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.

18 Assistant teachers in CSPP (both public and non-public employees) are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD. The permit is issued for five years and is renewable for successive five-year periods upon completion of 105 hours of professional growth.

19 Funding totals represent unaudited expenditures as of October 2016. The fiscal year 2015-2016 budget provided a five percent increase and a one percent increase to the part-day rate to expand professional development activities for teachers and increase training for parents. Funding was also shifted so that all programs operated by LEAs are funded by only Proposition 98 education funding, resulting in a decrease in federal funding for the program.

20 Optional domains include Visual and performing arts (VPA), History, and Social Science.

21 While DRDP is the only required tool, locally many programs use several other assessments in addition to DRDP.

22 Although the General CSPP funding is not determined by the DRDP results, those programs who are participating in the CSPP QRIS block grants may receive additional points when they are rated and this may lead to additional funding at the local level.

CALIFORNIA - California Transitional Kindergarten (TK)

1 Transitional Kindergarten (TK) is administered by California Education Code 48000(c).

2 When calculating the number of children eligible for Free and/or Reduced-Price Lunch, the California Department of Education (CDE) includes a socioeconomically disadvantaged filter which allows for a slightly broader number because it includes parent education level – parents who did not graduate from high school.

3 TK programs operated by a district must be of equal length to any kindergarten programs operated by the same school site and/or district, unless there is an approved State Board of Education waiver on file.

4 It is locally determined whether students who turn 5-years-old during the school year and after December 2 may be admitted to TK at the beginning of the school year or at another point during the school year.

5 Local educational agencies (LEAs) are required to make available, free or at a reduced price, one nutritionally adequate meal to each needy student who qualifies according to specified family size and income standards every school day. California public LEAs are enrolled in the National School Lunch Program which assists schools and other agencies in providing nutritious lunches to children at reasonable prices.

6 The California Department of Health Care Services regulations allow for the health examination to be completed up to 18 months prior to entry into first grade or within 90 days thereafter. The screenings indicated are based on the first grade requirement, with the exception of the immunizations which are required before TK entry. The first grade screening also includes a nutritional assessment; blood, urine, and blood lead tests.

7 Some policies to support DLL/ELLs in TK (or kindergarten) programs are locally determined. The following instruction or programs are permitted or available with an approved waiver: Bilingual instruction in child's home language, dual language immersion programs, transitional bilingual programs.

8. CDE provides many statewide, in-person trainings, certifications, online modules, and engaging professional web sites for early childhood professionals. CDE professional resources are aligned to CA ELDS.

9. CA provides the following resource and training: TK Implementation Guide: http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf#search=Tk%20implementation%20guide&view=FitH&pagemode=none

10. The California Preschool Curriculum Framework and the TK Implementation Guide are used as guides for the California Learning Foundations. It is the intent that TK curricula are aligned with the California Preschool Learning Foundations.

11. A school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following: (1) At least 24 units in early childhood education, or childhood development, or both; (2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or (3) A child development teacher permit issued by the Commission on Teacher Credentialing. Teachers hired prior to July 1, 2015 are required to have a teaching credential.

12. Title I paraprofessionals whose duties include instructional support must have: (1) High school diploma or the equivalent, and (2) Two years of college (48 units), or (3) AA degree (or higher), or (4) Pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.

13. TK teachers and assistant teachers are on the same pay scale as public K-12 teachers and assistant teachers, respectively, which is locally determined. TK teachers work the same number of hours as K-3 teachers.

14. This data comes from the National Education Association (NEA) Research, Rankings and Estimates 2013, 2014, and 2015. It reflects the average salary for TK and K teachers who are on the same salary scale.

15. The need for ongoing classroom-embedded support is locally determined. The General Education Induction Consortium is an approved induction program to assist TK-12 beginning teachers, experienced teachers, and school site administrators to ensure beginning teacher success and retention through at least one hour per week of support and/or mentoring.

16. Total state funding for TK is an estimate.

17. TK is funded through the Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA) in the TK/K-3 grade span. The ADA in this grade span does not distinguish between ADA in grades TK/Kindergarten, 1, 2 or 3. Furthermore, the funds apportioned on the basis of ADA in the TK/K-3 grade span are not "dedicated" to serving TK students; they are general purpose funds apportioned to LEAs as part of their LCFF entitlement. LEAs can blend and braid federal sources to support TK.

18. The California Basic Educational Data System (CBEDS) is an annual data collection administered in October and reported through an Online Reporting Application to collect data about schools and districts, as well as some aggregate data on students and staff. LEAs may be selected for an on-site or online monitoring every two years. Several factors, including compliance history, academic achievement, program size, and fiscal analysis are considered in identifying LEAs for reviews. Using these established selection criteria, approximately 120 LEAs are selected each school year for on-site or online monitoring.

19. The American Institutes for Research (AIR) studied the impact of TK in CA on children's academic and social-emotional skills in kindergarten, and how these impacts are related to program quality characteristics. This study, however, did not measure child outcomes.

20. It is the intent of the CA Legislature that the TK curriculum be aligned to the California Preschool Learning Foundations developed by the CDE.

21. State policy does not require kindergarten programs to assess children's learning and development but the use of the Desired Results Developmental Profile (DRDP) is encouraged by the State department.

COLORADO - Colorado Preschool Program

1. School districts can contract with community preschool sites in their district, as well as provide services in district classrooms. Colorado has 178 traditional school districts and 1 Charter School Institute, making a total of 179 school districts in the state.

2. District advisory councils are encouraged to blend Colorado Preschool Program (CPP) funding with other sources, such as Head Start, so that children can participate in full-day programs.

3. Enrollment by race does not equal the total enrollment because there is some overlap between the Biracial and Hispanic/Latino numbers.

4. The program is funded for five days per week, although the statute requires children attend four 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 ten hours per week. These opportunities are determined locally and based on the needs of children and families. While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs, enrollment by schedule is not collected. Half-day CPP funding requires 360 hours per year at a minimum and full-day CPP funding requires 720 hours per year at a minimum.

5. Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. In 2015-2016, 363 children under age 3 participated 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.

6. 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 200-225% of 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.

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

8. Although not required, of the 175 districts serving CPP, 165 have hearing and vision screenings during their enrollment process.

9. CPP must meet the Colorado Department of Education Quality Standards for Early Childhood Services. This includes providing information in lay terms, in the family's native language, and through a variety of communication methods.

10. The Professional Development Information System (PDIS) is the statewide web-based system supporting professional development for Colorado's early childhood workforce. There is a training course on the Early Learning and Development Guidelines in PDIS.

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. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share varies widely by school district.

13. District Advisory Councils use Colorado Quality Standards two times per year. Although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations.

14. Each year, participating programs submit an annual report that is reviewed in depth. State staff use a rubric for review and feedback about these annual applications and reports. Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades K-12, graduation rates, retention rates, and placement in special education in grades K-12. Programs are required to conduct self-assessments through Colorado Quality Standards or NAEYC Accreditation, but the state does not collect this data. Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and based on performance-based assessments, parent surveys, K-12 assessment data and retention rates, and program quality ratings. State policy required the use of an approved assessment system to measure child outcomes. In 2015-2016, all programs chose to use Teaching Strategies GOLD®.

15. Approaches Toward Learning is assessed through objectives embedded in other developmental domains in state-approved assessment tools.

[16] While only one tool is currently approved, other tools are reviewed periodically and must meet certain requirements including online infrastructure, assessment of whole-child domains of learning and development, automated federal reporting, and well-defined objective progressions of development.

[17] Additional information can be found in the CPP legislative report: http://www.cde.state.co.us/cpp/legreports.htm

[18] One state law requires school readiness assessment at kindergarten entry only. Another law requires ongoing assessment of literacy skills for children identified with a significant reading deficiency. State policy requires the use of an approved assessment tool to measure school readiness at kindergarten entry. Approved kindergarten school readiness assessments include: GOLD® by Teaching Strategies, Riverside Early Assessment of Learning (REAL), and Desired Results Developmental Profile for Kindergarten (DRDP-K). In addition, state policy requires interim assessment for all kindergarteners in the area of literacy. Approved interim reading assessments include: Aimsweb; i-Ready; DIBELS Next; IDEL; FAST; ISIP ER Istation (English and Spanish); PALS (English and Spanish); and STAR. Approved diagnostic assessments include: i-Ready, PALS Marketplace Phonological Awareness (English and Spanish), STAR Early Literacy Assessment, NWEA-CPAA, PPVT, TVIP, VRMT-III, DIBELS Deep, Amplify Burst Reading Assessments, and Woodcock-Munoz LS. Approved optional summative assessments include i-Ready, NWEA-MPG, and Terra Nova.

CONNECTICUT - Connecticut Child Day Care Contracts

[1] Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies or nonprofit corporations. However, information about the location of Child Day Care Services is available by town. No towns are required to offer these services and the funds are currently distributed through purchase of service contracts.

[2] There is no cut-off date for enrollment in CDCC. Enrollment numbers reflect the average enrollment for the months of October, November, and December 2015. A breakdown by age is not available for this program.

[3] There are a total of 712 Preschool Development Grant spaces in Connecticut: there are 433 expansion spaces which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 279 are improved spaces, with 244 included in the School Readiness enrollment total and 35 included in the CDCC enrollment total.

[4] All CDCC enrollment is in nonpublic schools, which may be Head Start, publicly operated programs or private programs.

[5] CDCC programs are required to be in operation for 10 hours per day; however, individuals do not necessarily attend for the full amount of time. For those enrolled in part-day and wrap-around services, the total hours provided through both programs must total 10 hours.

[6] Programs generally operate for 52 weeks a year; however, they are allowed up to 22 days of closure per year. Funding for this program is a combination of state and federal (SSBG) funds, with differing income thresholds for the two funding sources; therefore, it is not possible to break down how many hours per year were funded with state funds.

[7] Children may enroll in preschool spaces funded by CDCC at any point of the year, however they must be at least 2 years, 9 months of age as required by licensing.

[8] All children enrolled in CDCC must be below 75% SMI. Children funded by the federal Social Service Block Grant funds supporting this program must be from families at or below 200% FPL.

[9] Programs are required to participate in CACFP, but can apply for a waiver due to financial hardships or lack of a facility.

[10] Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework is in progress.

[11] An assessment aligned to the CT ELDS is under development. This tool is being designed to facilitate a formative assessment process and to summarize child progress. This assessment will replace the one currently being used in CDCC. Currently, CDCC programs are required to meet NAEYC accreditation standards related to assessment practices.

[12] On-going technical assistance is provided on a limited basis. Currently CDCC programs are required to meet NAEYC accreditation standards related to curricular practices.

[13] The minimum requirement for lead teachers is a CDA plus 12 credits in early childhood, per licensing. In addition, CDCC programs are required to be Head Start approved or accredited by NAEYC and therefore need to meet the requirements for lead teachers defined in their accreditation/approval system.

[14] Seventeen CDCC teachers have ECE teaching endorsements.

[15] CDCC programs are required to be licensed, which requires professional development (PD) for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, early childhood education and child development, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. The programs are required to develop, implement, and maintain a written PD plan and to document and maintain the PD plan for each program staff member and make it available for review.

[16] In state funds, $18,786,146 was allocated for FY 2016; however, only $17,387,750 of this funding was expended. An additional $54,895 of state funds is dedicated to support children enrolled in Child Day Care PDG spaces who did not meet the federal enrollment guidelines.

[17] State statute specifies that contractors may be municipalities, human resource development agencies or nonprofit corporations.

[18] Any programs that are not yet NAEYC accredited or Head Start approved, or who have lost their accreditation or approval status, are required to have an ECERS completed annually.

[19] Review of facilities and safety requirements (licensing) occurs annually and documentation of this status must be provided. CDCC programs submit monthly reports detailing children and families served. Documentation of program-level outcomes (NAEYC accreditation or Head Start approval) is required.

[20] The CT Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

CONNECTICUT - Connecticut School Readiness

[1] Of the 67 communities, 20 are priority districts and 47 are competitive municipalities as defined by legislation. The 20 priority school districts are not required to participate in the School Readiness Program, but funds are available to all eligible districts.

[2] There is no cut-off date for enrollment in the School Readiness Program. Enrollment numbers reflect the enrollment for the month of May 2016, and an age breakdown is not available.

[3] There are a total of 712 Preschool Development Grant spaces in Connecticut: there are 433 expansion spaces which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 279 are improved spaces, with 244 included in the School Readiness enrollment total and 35 included in the CDCC enrollment total.

[4] The hours of operation are locally determined. Program options include: 6-hour pre-K funded school-day with before and after care provided by individual grantees; 6-hour pre-K funded school-day with before and after care provided but paid for by families; School Readiness/Head Start blend; Wraparound; or Home-based.

[5] Operating schedules are locally determined and hours vary by program. Extended-day programs operate 10 hours per day, 50 weeks per year, while school-day programs operate 6 hours per day, 180 days per year. Part-day programs operate 2.5 hours per day, 180 days per year. Funding from another source can be used to extend programs.

[6] As defined by legislation, communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5% of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child will not enter kindergarten.

[7] All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities. However, 60% of the children enrolled in each municipality must meet the income requirement of being at or below 75% of state median income.

[8] All children remain eligible for the program but the fee is reassessed annually and residency is verified (although a School Readiness Council does have the local option whether to accept non-residents). Parent fees can change depending on a change of income and/or family size. Programs work with families to keep children enrolled.

[9] 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 school 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.

[10] Programs are not required to conduct screenings, but they are required to refer children who may need to be screened. This includes: vision, hearing, height/weight/BMI, blood pressure, immunizations, psychosocial/behavioral, dental, developmental, full physical exam.

[11] Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework is in progress.

[12] An assessment aligned to the CT ELDS is under development. This tool is being designed to facilitate a formative assessment process and to summarize child progress.

[13] Ongoing technical assistance is provided on a limited basis.

[14] Programs must meet either NAEYC or Head Start requirements for assistant teachers.

[15] Public school lead teachers that are certified by the Department of Education are required to have annual PD plans. For those who are not certified, it is a local decision.

[16] Individual sites may receive federal USDA CACFP funding but specific information is not collected.

[17] The funding level is based on previous year's space capacity and local requests for proposals addressing ability to increase capacity.

[18] Programs not yet NAEYC accredited or Head Start approved are required to have an ECERS completed annually for up to three years until accreditation is achieved.

[19] Licensed programs are required to have health and a safety inspection annually. School Readiness programs are required to be observed quarterly by the School Readiness Liaison. Programs are required to submit monthly reports regarding utilization revenue, income, health and special education services.

[20] All programs that are not accredited by NAEYC or Head Start approved are required to be evaluated using the CT School Readiness Preschool Program Evaluation System (CSRPPES) which is completed collaboratively by the School Readiness Liaison, the program director, and a School Readiness Parent.

[21] There is no policy regarding how the pre-K assessment data is used. Communities have been known to use this data to guide teacher training and professional development, make decisions about kindergarten enrollment, to adjust curricula and track child and program outcomes over time.

[22] The Connecticut Kindergarten Entrance Inventory requires teachers to provide a global rating of children in each of four areas of development.

CONNECTICUT - Connecticut Smart Start

[1] Only local or regional boards of education are eligible to apply for Smart Start program funds.

[2] There is no cut-off date for enrollment in the Smart Start Program. The enrollment total is based upon an average of enrollment for the months of October, November and December 2015. Aggregate enrollment information is collected and not separated by 3- and 4-year olds.

[3] The percentage of children with an IEP in a Smart Start classroom must meet or exceed the percentage of K-12 students enrolled in special education in the district in order for it to receive Smart Start funding. A local or regional board of education must treat children with and without IEPs equally with regard to enrollment in Smart Start. Data cannot be disaggregated into 3- and 4-year-olds.

[4] Sites are required to report information on either eligibility for free and reduced-price lunch or if a family is below 75% SMI, and some report both. Smart Start averaged 39% enrollment of children eligible for Free and Reduced Lunch and 53% at or below 75% SMI, these are unduplicated percentages.

[5] Smart Start programs must operate the same number of days as the rest of the school system, which is a minimum of 180 days/year.

[6] Regarding the minimum age for preschool eligibility, children age 2 years and 9 months may attend, but it is locally determined if they can start prior to their 3rd birthday.

[7] Districts may prioritize enrollment based on local need.

[8] It is a local decision whether to charge tuition, however if the district chooses to charge tuition, they must use the Office of Early Childhood (OEC) Sliding Fee Scale.

[9] Smart Start does not require comprehensive services, but local School Districts provide a variety of services unique to their communities.

[10] Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework is in progress.

[11] An assessment aligned to the CT ELDS is under development. This tool is being designed to facilitate a formative assessment process and to summarize child progress.

[12] Ongoing technical assistance is provided on a limited basis.

[13] The State Department of Education certification, which must include pre-K or early childhood specialization, is required for all Smart Start teachers.

[14] Thirty-nine lead teachers have ECE teaching endorsements.

[15] Based on local bargaining decisions, Smart Start teachers are paid the same as K-12 teachers in the LEA by which they are employed.

[16] Professional development is locally determined. Lead Teachers are certified by the State Department of Education (SDE) and must meet SDE professional learning requirements and professional learning plans.

[17] Any programs that are not yet NAEYC accredited or Head Start approved are required to have an ECERS completed annually.

[18] The Connecticut Kindergarten Entrance Inventory requires teachers to provide a global rating of children in each of four areas of development.

DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

[1] The Office of Early Learning and the Early Development and Learning Resources Workgroup merged in 2015 into one branch within the Department of Education called the Office of Early Learning.

[2] ECAP serves all three of Delaware's counties: New Castle County, Kent County, and Sussex County.

[3] ECAPs can apply for a waiver to meet the 10% enrollment of children with disabilities requirement per the federal Head Start Program Performance Standards.

[4] Programs are required to provide a minimum of 3.5 hours of services per day. Schedule requirements are indicated by the Head Start Program Performance Standards and Delaware's QRIS requirements. Programs that operate longer than 3.5 hours per day have funding from multiple sources to support the additional service hours. Some ECAP programs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children. Programs operate for at least 9 months but do not necessarily follow the school district calendar. The program year for state-funded ECAPs extends from July 1 to June 30th of the following year; programs determine operating schedules within this program year. Schedule requirements are indicated by the Head Start performance standards.

[5] There is no state policy on exceptions to the age requirement for kindergarten entry, this is a local school district decision

[6] ECAP children must meet the federal Head Start Program Performance Standards eligibility guidelines. Ten percent of available slots must be provided for children with disabilities; programs can apply for waivers to this requirement. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL.

[7] As per the federal Head Start Program Performance Standards, each program establishes selection criteria annually based on community needs identified in its community needs assessment.

[8] ECAPs follow the requirements for screenings per the federal Head Start Program Performance Standards. All screenings are conducted within the first 45 calendar days of the program year. Screening procedures are locally determined.

[9] ECAPs follow the federal Head Start Program Performance Standards for serving DLL children. Some of the ECAP sites are participating in the WIDA projects for DLL.

[10] Curriculum decision-making and implementation is guided by Delaware Stars for Early Success, Delaware's Quality Rating and Improvement System. All ECAPs are a Star 4 or 5, and thus follow curricula guidelines for a Stars Level 4 or 5 center.

[11] ECAPs' approved curriculum list also includes Core Knowledge, DLM Early Learning Express, Family Child Care, Funshine Express, Investigators Club, Mother Goose

Time, and Scholastic.

[12] For a nonpublic school lead teacher, federal Head Start Program Performance Standards require at least an associate degree in early childhood education or in a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children.

[13] Assistant teachers in public schools are most likely paraprofessionals, which requires an associate degree, high school diploma or equivalent, or a qualifying score on the Para Pro assessment. For nonpublic school assistant teachers, federal Head Start Program Performance Standards require that he or she must have at least a CDA, be enrolled in a program leading to an associate or baccalaureate degree, or be enrolled in a CDA program to be completed within 2 years.

[14] ECAPs participate in Delaware Stars for Early Success, the state QRIS system. Structured observations of classroom quality are done in accordance with the QRIS.

DISTRICT OF COLUMBIA - D.C. Public Pre-K

[1] An additional 22 pre-K programs are run out of community-based organizations (CBO).

[2] All elementary schools in the District of Columbia Public Schools (DCPS) and Public Charter School 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. D.C. 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] Head Start programs are offered in public schools and private child care centers. These schools and centers serve children who are funded by Head Start, as well as children not funded by Head Start. In order to provide unduplicated counts, children are not listed as being served in Head Start.

[4] All DCPS Title I-eligible Pre-K classrooms incorporate Head Start services through a "blended" classroom model, where federal Head Start and local pre-K funding is combined to offer a more comprehensive education for at-risk children.

[5] A small number of LEAs may use later cutoff dates.

[6] All students in D.C. Public Pre-K must be residents of the District of Columbia.

[7] Ratios and group size requirements are only applicable to DCPS and CBOs.

[8] As a result of D.C.'s Healthy Tots Act, all DC Public Pre-K programs are required to follow CACFP dietary guidelines as identified by the USDA.

[9] Psychosocial/behavioral and developmental screenings are required within 45 days of enrollment for CBOs and DCPS Title I schools with public pre-K. Health exams are provided directly in some, but not all, programs. All students must have a completed DC Universal Health Certificate, completed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations.

[10] If children are screened positive for developmental delays, CBOs and DCPS (along with some charter schools) make referrals to the Early Stages DC program.

[11] CBOs and DCPS Title I schools with pre-K programs are required to provide comprehensive services.

[12] All D.C. Public Pre-K students are assessed using DC's ELL assessment, ACCESS for ELLs 2.0, except those in CBOs (policy is not applicable to CBOs).

[13] Child assessments are required to align with approved pre-K curriculum models in DCPS and the CBO sector. These curriculum models, in turn, are aligned with ELDS.

[14] Frog Street, Core Knowledge and Houghton Mifflin Pre-K are also pre-approved by the Office of the State Superintendent of Education (OSSE) for use by pre-K programs in the CBO sector.

[15] D.C. provides pre-K programming through three sectors: D.C. Public Schools (DCPS), Public Charter Schools (PCS), and in community-based organizations (CBO). Each sector has different teacher requirements. In DCPS and CBOs, lead teachers must have a Bachelor's degree. The District gives Public Charter Schools the authority to establish their own requirements for teacher education and credentials.

[16] Assistant teachers in DCPS and CBOs are required to have at least an associate degree. OSSE does not mandate specific credentials for assistant teachers at PCS schools.

[17] While there are health and safety training requirements for CBOs that participate in the Pre-K Enhancement Program, they are not in terms of credit or clock hours.

[18] D.C.'s Uniform Per-Student Spending Formula (UPSFF) links program funding to student enrollment. Each year, the District sets a "foundation level" of funding for each student. To the foundation are added various amounts (called "weightings") for students at certain grade levels, or with certain characteristics.

[19] The District requires that children enrolled in a CBO pre-K program be assessed using a curriculum-aligned tool at least three times during the program year. These programs provide assessment results for each child to OSSE. Pre-K programs from all three sectors (DCPS, PCS and CBO) are assessed on an annual basis using the CLASS Pre-K tool. Only CBO programs participate in D.C.'s QRIS. Likewise, only CBO programs receive site visits from child care licensing specialists and monitors for D.C.'s child care subsidy program.

[20] For pre-K CBOs, child assessment tools are required to be aligned with the curriculum selected by pre-K programs. These curricula include all of the child development domains mentioned (e.g. literacy, math, science, etc.). Programs are required to conduct a developmental screening within 45 days of enrollment that includes assessments of social and emotional development.

[21] In School Year 2015-2016, D.C. administered the Early Development Instrument (EDI) in Pre-K-4 classrooms across the city. A total of 4,423 4-year-olds were assessed using the EDI. Across D.C.'s neighborhoods, 73% of Pre-K-4 children were "ready" for school -- in other words, they did not show vulnerability in any of the five developmental domains measured by the EDI (physical health and well-being; social competence; emotional maturity; communication skills and general knowledge; cognitive and language development).

FLORIDA - Florida Voluntary Prekindergarten Program

[1] These state agencies shared responsibility for the implementation of the program in the 2013-2014 program year. Each agency was assigned responsibilities that align with their statutory functions.

[2] All school districts are required to offer the 300-hour VPK program during the summer.

[3] Participation in the VPK program is projected to follow Florida's 4-year-old population rate, anticipating a 1% growth in future years.

[4] In Florida, faith-based centers are a subset of private child care centers. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment. The Florida Office of Early Learning exercises administrative rules that allow re-enrollment for certain hardships that may allow a child who had attended some portion of the school year program to enroll for summer in some circumstances.

[5] Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school-year or summer VPK program and is used in lieu of attending a traditional VPK program. The school-year program cannot start earlier than two weeks before Labor Day, or before the first day of school according to the local school district calendar, and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.

[6] Children must be 4 years old on or before September 1 to attend VPK. If a child's birthday falls between February 2 and September 1, parents can decide to postpone their child's enrollment in VPK until the following year.

[7] State policy permits exceptions to the age requirement for kindergarten only. A student who transfers from an out-of-state nonpublic school and does not meet regular age requirements for admission to Florida public school, may be admitted if he or she meets the age requirements for the public schools in the state from which he/she is transferring. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to kindergarten or first grade when certain data are presented, based on each district's pupil progression plan.

[8] Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times the children are in care. Meals and snacks are required for extended-day programs.

[9] All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required.

10. The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which may include children with disabilities and English language learners. To be eligible for a Good Cause Exemption, the provider must demonstrate learning gains, adherence to an improvement plan, and high health and safety standards.

11. The standards are aligned to the kindergarten Florida Standards.

12. These curricula are approved for VPK programs on probation.

13. Lead teachers in the summer program must have a Bachelor's degree or higher in: Early Childhood Education, prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area. Lead teachers in the school-year program are required to have a CDA or equivalent, plus specified training about performance standards and emergent literacy training. VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Training in specified performance standards and emergent literacy is also required for school year teachers. Lead teachers in the summer program must have a Bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.

14. 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.

15. Funding is appropriated using estimated population counts and the base student allocations.

16. Other community programs that may help implement the parent outreach component of 4K and approved licensed or certified professionals who provide specialized instructional services for children with disabilities can also be subcontracted with.

17. Early Learning Coalitions monitor staff credentials and provide guidance to coalitions on elements for program monitoring. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the onsite monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis.

18. The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHOS assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process using the Florida Voluntary Prekindergarten (VPK) Assessment.

GEORGIA - Georgia's Pre-K Program

1. Georgia has a separate state agency governing services for children birth to age five and their families. Bright from the Start: Georgia Department of Early Care and Learning (DECAL) administers Georgia's Pre-K Program.

2. Children must be 4-years-old by September 1st of the school year they are attending Georgia's Pre-K program. 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 is unknown; however, eligible 5-year-olds served are included in the enrollment total.

3. Georgia's Pre-K Program does not collect data on how many children qualify for free and/or reduced lunch. There were 42,839 children who qualified for Category One child eligibility. This is defined as the child's and/or family's participation in one of the following programs: SNAP, SSI, Medicaid, TANF, CAPS (child care subsidy).

4. DECAL offers a Rising Kindergarten Summer Transition Program. This program is offered through a competitive grant process. The grant funds a six-week program which supports children's early literacy skills throughout the last few months prior to kindergarten. The program is targeted for low-income families. To be eligible, children must be age eligible for kindergarten and did not attend either Georgia's Pre-K Program or Head Start during the prior school year. During the 2015-2016 school year DECAL served 2,048 students in 128 classrooms. The staff to child ratio for the Rising Kindergarten program is 1:8.

5. DECAL partners with child care centers and Head Start programs to offer before- and after-care services. DECAL also partners with Childcare and Parent Services (CAPS) to provide funding to families who need before- and after-care.

6. The 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 at least until the 2016-2017 school year.

7. All programs are required to serve lunch, but if a program participates in the Child and Adult Care Food Program (CACFP) then the program is required to also serve a snack during the pre-K day.

8. Blended Georgia Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All of 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 full physical exam. Georgia's Pre-K Program providers work with families regarding follow up on any areas of concern related to screenings.

9. Additional comprehensive services are offered in the Summer Transition Program (STP). Each STP site is funded for a Transition Coach to work with families.

10. DECAL offers a Rising Pre-K (RPK) Summer Transition Program which is targeted to low-income families whose children must be age eligible for Georgia's Pre-K Program in the upcoming school year. The RPK program is focused on children whose home language is Spanish. The instruction in these classrooms is taught in both English and Spanish. Classrooms are staffed with bilingual staff. During the 2015-2016 summer, DECAL served 588 children in 42 classrooms. The staff to child ratio for the RPK is 1:7.

11. DECAL provides a website (www.gelds.decal.ga.gov) which includes resources for families, teachers, and providers on the ELD. PEACH is a newly developed interactive website (www.peach.decal.ga.gov) that provides ELD aligned activities for teachers to use.

12. DECAL completes a full curriculum review every three to five years to identify curriculum models that best support Georgia's Pre-K Program. DECAL's approved curriculum list also includes: Alpha Skills Pre-K, Beyond Centers and Circle Time, Big Day for Pre-K, CORE Knowledge, DIG, Frog Street, Galileo, Investigator Club, We Can, and Wings.

13. Lead teachers must have a minimum of a Bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). Lead teachers who were approved in the 2009-2010 school year with an ECE Associate Degree will be considered approved as long as they continue employment as a pre-K lead teacher with the same company. Many teachers have an advanced degree beyond a BA; 124 teachers have their Specialist and 8 teachers have their Doctorate.

14. A CDA is the minimum requirement for assistant teachers in Georgia's Pre-K Program, though public school systems may require a higher credential.

15. Pre-K teachers in both public and private settings have the same starting salary as K-3 teachers if they hold the state certification. DECAL provides two types of salaries for lead teachers. The starting salary for a certified lead teacher is $34,740. The starting salary for a lead teacher with a four-year degree is $24,740.

16. DECAL offers a minimum of 15 clock hours of training each year to all Georgia's Pre-K lead and assistant teachers. Training is customized for the participants based on their lead or assistant teacher role. Orientation training for all new employees in a child care center includes six hours of health and safety training. This is in addition to their required pre-K training for the year. DECAL also provides coaching to a group of teachers on the Instructional Support Domain of the CLASS observational tool. Teachers receive pre- and post-CLASS observations and training is provided in between.

17. Coaches observe each teacher monthly. They conference with the teacher on the same day to identify and discuss the effective interactions from the Instructional Support domain of the CLASS observational tool. The number of teachers assigned to a coach can vary depending on the type of coaching model being implemented.

18. Georgia's Pre-K Program is supported by the state lottery dollars; the total amount for 2015-2016 is $313,062,469. The Summer Transition Program is supported by state and federal dollars. The total amount for 2015-2016 is $4,886,933 of which $1,398,400 is state dollars and $3,488,533 is federal dollars.

19. How often a classroom is observed is impacted by the professional development model in which the class/teacher is participating.

HAWAII - Hawaii Executive Office on Early Learning Public Prekindergarten Program

1. The Executive Office on Early Learning (EOEL) is administratively attached to the Hawaii Department of Education (DOE).

[2] Hawaii is unique in that it is comprised of one school district.

[3] Enrollment numbers are from the spring of 2016 as they better represent enrollment for 2015-2016 than fall 2015 counts.

[4] Although there is no minimum requirement specifically stated in statute, the understanding is that the publicly funded pre-K program will run on the same calendar and schedule as the DOE public elementary school in which the classrooms are housed. This is the equivalent of 30.5 hours per week.

[5] Priority is given to families meeting the income requirement. However, if a school offering an EOEL Prekindergarten is unable to fill all spaces, the income requirement may be waived and the spaces can be offered to families who do not meet the income requirements.

[6] Breakfast is offered before the start of the school day for a fee (unless the student qualifies for free or reduced-price meals).

[7] In order for a child to register and enroll in the EOEL Prekindergarten Program, which is offered on DOE public school campuses, he/she must have completed a physical exam which includes vision, hearing screening, height/weight, blood pressure, required immunizations, and a TB test.

[8] Parent conferences are offered to all families who have children in DOE schools, which includes pre-K. While transition to kindergarten activities is not a requirement, most DOE schools offer support (determined by individual schools) to students entering kindergarten across the state. Home visits are not required and are done on a voluntary basis by teachers who choose to implement this practice.

[9] Teaching Strategies Gold is aligned with the Hawaii Early Learning and Development Standards.

[10] This does not meet the NIEER quality standard benchmark because the AA is not required to be in ECE or a related field.

[11] Although there is no state requirement, the union contract requires 21 hours of teacher in-service professional development. All teachers are required to be in the union. The union contract is negotiated with the state. For EOEL Prekindergarten teachers, at least 60 hours of professional development in Early Childhood Education are offered to teachers per year in addition to the required 21 hours.

[12] The frequency of coaching and mentoring is dependent upon the skill of the individual teacher and assistant teacher based on self-reporting as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring 1-2 times a month while those needing more support may receive coaching/mentoring 1-2 times per week.

ILLINOIS - Illinois Preschool for All

[1] Children from all counties participate. However, funding does not allow for services to be provided to all children whose parents want them to attend.

[2] There is not a formal partnership but child care centers are eligible recipients of Preschool for All (PFA) funding and provide wraparound services for the children in PFA who are also in their centers.

[3] A child must be 3 years old to enroll in preschool. If a child turns 3 after September 1, he/she may enroll in PFA after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.

[4] Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community determined by those exhibiting the most at-risk factors.

[5] Vision and hearing screenings must be conducted annually for preschool-age children by technicians or nurses trained and certified by the Illinois Department of Public Health. Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations but there is no state requirement to report on dental examinations until kindergarten.

[6] Additional information regarding policies to support DLLs/ELLs can be found at: http://www.isbe.net/bilingual/pdfs/preschool_faq.pdf and http://www.isbe.net/earlychi/preschool/preschool_ell.htm.

[7] ExceleRate Illinois, the Quality Recognition and Improvement System, provides additional information about child assessment and a list of assessments that are aligned with the Illinois Early Learning and Development Standards (IELDS). Additional information can be found at: http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=51. The Illinois Early Learning Project provides resources, tip sheets, benchmark videos, etc.: (http://www.illinoisearlylearning.org/).

[8] Ninety-six percent of the PFA programs are using Creative Curriculum. ExceleRate Illinois provides additional information about curriculum and a list of curricula that are aligned with the IELDS (http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=48%20).

[9] Lead teachers are required to have a professional Educator License with early childhood endorsement. The lead teacher may also need a special education endorsement and/or bilingual/English as a second language endorsement depending on the children in the classroom.

[10] These numbers are not mutually exclusive.

[11] The teacher assistant in the classroom must hold an Educator License with stipulations endorsed for paraprofessional educator. To be eligible, an individual must be at least 20 years of age and hold a high school diploma or its recognized equivalent (GED) and meet one of the following requirements: (a) Holds an associate degree (or higher) from a regionally accredited institution of higher education, (b) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (c) Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (d) Presents evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).

[12] Salaries for teachers in a public school are generally determined by a union contract. There are no state or district policies requiring salary, benefit, or paid planning or professional development time for lead or assistant teachers. However, 98.8% of school districts have union contracts. Therefore, most preschool teachers in public school settings in practice do have salary parity with other public school teachers.

[13] Assistant teachers must work under the direct supervision of a licensed teacher.

[14] Each program must have staff development assessment procedures and ongoing professional development activities that demonstrate how the results of the assessment were used to inform the program's staff development.

[15] Coaching is provided to teachers in PFA classrooms based on the monitoring report for that PFA program. However, coaching is not required by state policy.

[16] Preschool for All is funded through the Early Childhood Block Grant, which constitutes the state funding for PFA. The total allocation for the Early Childhood Block Grant was $314,238,100 and PFA funding was $246,729,910. Other Early Childhood Block Grant funding included: Prevention Initiative for Birth to Age 3 Years ($62,664,138) and Infrastructure/Administration ($4,844,052).

[17] Additional monitoring includes annual health, life, safety inspection of school buildings. Child care centers must meet licensing requirements. All PFA programs are required to participate in ExceleRate Illinois, the state's Quality Recognition and Improvement System. All programs have a rating that is renewed after each monitoring visit. In addition to the ECERS or CLASS, assessors use a compliance checklist. 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.

[18] Sixty-one percent of PFA programs use Teaching Strategies GOLD and 28% use Work Sampling. The state does not require a specific assessment tool and pre-K assessment tools are determined locally. Each program must use a research-based authentic assessment system that aligns with the curriculum and documents children's progress over time with measurable outcomes. 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 2017-2018 school year. The Desired Results Developmental Profile-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for the Illinois Kindergarten Individual Development Survey (KIDS).

[19] KIDS was adapted from the DRDP-SR. It has been piloted, field tested, and calibrated. Fourteen measures have been identified for state reports. In school year 2017-2018, all schools must report to the state on those 14 measures for all kindergarten students.

INDIANA - On My Way Pre-K

[1] Statute requires Indiana Department of Education involvement in the administration of On My Way Pre-K. Additionally, prior to implementation, the State Board of Education must review and comment on the provision of the program.

[2] Indiana code limited the program to include eligible providers in not more than five counties. Allen, Jackson, Lake, Marion and Vanderburgh counties were selected out

of a total of 18 who completed an assessment based on county readiness and need.

3 On My Way Pre-K eligibility, set by Indiana code, limits enrollment to children at least four years of age and less than five years of age on August 1 of the state fiscal year for which the grant is sought. One of the pilot counties, Marion, has also created the Indy Preschool Scholarship Program (PSP) by an Indianapolis City Council ordinance. Indy PSP provides funding to serve additional Marion County children predominantly at age 3 but also some additional children at age 4 whose families earn less than 127% FPL. Indy PSP also provides the required matching funds for Marion County. FSSA, United Way of Central Indiana, and the Indianapolis Mayor's Office worked closely together to streamline services for children, families and providers by creating alignment across the eligibility requirements for providers and families, use of a shared data system, shared Intake Agents, joint family/provider applications and collaborative efforts for family outreach and capacity building. Those children are not included in the enrollment totals.

4 Some children enrolled in On My Way Pre-K receive special education services while enrolled in the program but this data is not collected.

5 Head Start programs participate in On My Way Pre-K and 113 children were dually enrolled in Head Start and the state preschool program. However, it is unknown if Head Start dollars are used to support these children. Programs may decide how to blend funds or provide half-day Head Start and half-day On My Way Pre-K to support the individual family's needs, with total reimbursement not to exceed the cost of providing such services.

6 The sum of enrollment by race exceeds the total number of children enrolled because some report more than one race.

7 Public schools must meet eligibility requirements according to Indiana code by meeting requirements of Level 3 or Level 4 in Paths to QUALITY, Indiana's QRIS.

8 Families have a choice of full-day or part-day, as well as calendar-year or school-year. Programs can set their schedules individually and may choose to operate on either a school- or calendar-year schedule, as long as the total operating hours and days reaches the minimum required amount. On My Way does not have a minimum number of hours per day requirement; however, the program requires a minimum number of program hours per year (450) and a minimum number of days per year (114) in order to determine program reimbursement. For a program to meet the minimum requirements for both hours and days per year, the program would need to run at least four hours per day. Programs are reimbursed based on the total hours of pre-k services offered. Children may be counted multiple times in the enrollment by operating schedule numbers if they attend a provider whose schedule is of varying hours of length throughout the week.

9 A formal partnership is not in place; however, many programs in public schools, CCDF, and Head Start are layering funding to provide full-day, full-year services as appropriate, with total reimbursement not to exceed the cost of providing such services.

10 Indiana Code limits an eligible child to an individual who is at least 4 years of age and less than 5 years of age on August 1 of the state fiscal year for which a grant is sought. A child that does not meet the August 1 deadline and will attend kindergarten the following year may be allowed to enroll in pre-K if signed documentation on school letterhead is received stating that the child will be allowed to enroll in kindergarten the following year. This is sometimes allowed for children whose birthday falls within the first week of August.

11 Age-eligible children must reside in one of the approved pilot counties to be eligible to receive a grant and be a member of a household with an annual income that does not exceed 127% FPL. Eligibility was also determined by a randomized, computerized lottery as family applications exceeded the funds made available for grants.

12 Programs must provide nutritious meals and snacks at appropriate times. Part-day programs are required to provide a snack. Full-day programs provide meals according to licensing requirements.

13 Programs are required to have immunization records and current physicals on file for all children. However, no screenings are required.

14 Programs may choose their classroom options. There are no state requirements concerning DLL/ELL within the state funded pre-K program.

15 Indiana's Early Learning Guidelines are in alignment with the K-12 standards. The required assessment for On My Way Pre-K, Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR), is aligned with the ELDS. ISTAR-KR is aligned to the Indiana Standards for kindergarten in the areas of English/Language Arts and Mathematics and includes three functional areas: physical, personal care, and social-emotional skills. Programs receive technical support and coaching from the QRIS coaches to support ELDS

16 Targeted assistance grants were awarded to 41 programs in 2015-2016 to provide curriculum and implementation of a curriculum. The state did not provide support in decision making of choice of curriculum.

17 Educational requirements are based on requirements of the QRIS – Paths to QUALITY™. Program eligibility is Level 3 or 4. Requirements for Level 3 are that 50% of staff has a CDA, equivalent, or higher. Level 4 requires accreditation and programs must meet an approved accrediting body's education or degree requirements. QRIS standards may be found at http://childcareindiana.org.

18 There is not a requirement for a specific number of hours in health and safety for 2015-2016 but hours should be continuing education approved by the division and related to the age appropriate educational development, care, and safety of children. Also, to meet the requirements of the federal Child Care and Development Block Grant Act of 2014, health and safety pre-service or orientation training for lead teachers and assistant teachers in this state-funded preschool program is required.

19 Coaches are available to all enrolled Paths to QUALITY™ programs on an as-needed basis. State Licensing Consultants are also available to programs to provide assistance. Programs are assigned to coaches, not individual teachers and there are not state requirements as to the number of programs assigned a coach. Coaches are employees of entities under contract with the state and caseloads are addressed within that scope of work.

20 Programs are assessed with a state-developed assessment as part of QRIS, Paths to QUALITY™.

21 Purdue University has been selected to evaluate classroom quality and the improvement of school readiness and academic outcomes through 3rd grade of children receiving a grant. Structured observations are also completed by the Paths to QUALITY™ raters yearly.

22 Program evaluation is ongoing. Programs must be highly rated on Paths to QUALITY™. The Office of Early Childhood and Out of School Learning (OECOSL) of the Indiana Family and Social Services Administration contracted with Purdue University to conduct an evaluation of Indiana's On My Way Pre-K. This evaluation is designed to inform stakeholders on program quality and growth of children's skills, as well as address the effectiveness of the pre-K program in improving children's school readiness, children's early school performance, and parents' school engagement. Evaluators will also examine the impact of part-day vs. full-day and part-year vs. full-year programming on children's learning outcomes.

23 The purpose of ISTAR-KR is to measure skills in children from infancy to kindergarten. This web-based instrument is rated by teachers based on their ongoing observations of children engaged in typical daily routines and activities. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine which skills a child has mastered and to identify the skills a student needs to learn next. This assessment is required to be administered within six weeks of beginning and ending the program, but encouraged as needed throughout the year to inform practice.

IOWA - Iowa Shared Visions

1 There are 32 grants held within these 22 school districts. Additionally, there are 16 other organizations (including Head Start programs and licensed non-profit child care centers) which provide services through a total of 35 grants/locations.

2 The total enrollment numbers reflect children supported by the Shared Visions Preschool grant dollars and enrolled as of the third Friday in September of the grant year.

3 Of the 223 children in Shared Visions receiving special education services, 84 children were identified after enrollment in the program.

4 There were 510 children enrolled in a Shared Visions program where the awarded grantee was a Head Start program. It is unknown how many additional children attended a part-day Shared Visions program and spent the remainder of the day in a Head Start program. Additional children enrolled in Shared Visions are also enrolled in Head Start but the number is unknown. Program designs include dually enrolled, part-day of each program, and state preschool with Head Start as wrap-around.

5 All program operating schedules are determined locally and are to be based on community need in the application process. There is no minimum number of hours required for the Shared Visions program.

6 In the 2015-2016 school year, some Shared Visions programs blended with the Statewide Voluntary Preschool Program (SWVPP) and/or Head Start programs to increase hours in order to meet the needs of children and families. SWVPP funds may be used to provide school- or extended-day services to children if the program meets NAEYC standards and adds at least 10 hours of instruction per week by an early childhood endorsed teacher. The daily and annual operating schedules are described as part of the competitive grant application process and address identified needs within the community.

7 Kindergarten-age eligible children who meet these other criteria may only enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors.

8 A minimum of 80% of funded slots must be filled by children whose families are at or below 130% FPL. No more than 20% of funded slots may be filled by children who

are over income but meet certain other risk factors.

9   There must be at least one risk factor present for eligibility. Children who are not eligible based on income may enroll provided they are served on a sliding-fee schedule determined at the local level and are eligible according to one or more of the other eligibility criteria. Additional locally determined risk factors also considered include: parent is incarcerated, parent is illiterate, parent is chronically mentally ill, and other special circumstances which may be interpreted by the local program. Teen parent is defined as under the age of 18.

10 In accordance with NAEYC Standards and Accreditation Criteria, mixed-age classrooms with 3- and 4-year-olds must not exceed a maximum group size of 18.

11 The specific meals offered depend on the hours of operation but are required by NAEYC criteria. Programs must serve a meal and ensure a second meal is served if children are still in attendance at least two hours later but no more than three hours later. Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered.

12 Dental screenings are locally determined, but required as part of the full physical exam for 3-year-old children per routine screening schedule from American Academy of Pediatrics (AAP). Shared Visions program standards require following the AAP schedule. Screenings are typically conducted prior to enrollment but children may enroll if not yet conducted as long as proof of appointment can be provided. Full physical exams include routine screenings as outlined by AAP.

13 Title III does not apply to pre-K. If state policy is silent on supports for DLLs, it does not restrict a district from providing these services or engaging in these practices, and therefore these policies are locally determined. Data is not collected by the state in order to determine which locally determined services and practices are in place. Program standards state that assessments and some program/classroom practices are to be sensitive to and informed by children's home languages. The home language survey is sent home at the beginning of the school year in public schools and Head Start, but is a local decision for other public, non-profit agencies.

14 During 2015-2016, materials were made available to districts, including the preschool grade-level, to support instruction at the universal tier level. Additionally, detailed guidance related to assessment is provided, a state-sponsored training was conducted in 2015-2016, and information was offered on assessment and curriculum.

15 All teachers employed by nonpublic schools must have a minimum of an AA or equivalent, and at least 75% of teachers must also have a minimum of a BA in ECE, CD, Elementary Education, or Early Childhood Special Education, and this training must include the development and learning of children birth through kindergarten. Lead teachers in nonpublic settings follow NAEYC standards, which increased in 2015 to require a minimum of an AA in ECE or CD. If there is only one classroom, the lead teacher must have a minimum of an AA and be working towards a BA. When there is more than one classroom, some teachers will be required to have a BA and some may have an AA. Lead teachers in Shared Visions classrooms that are blended with SWVPP are required to have an early childhood endorsement as part of their teaching license and meet the SWVPP requirements.

16 All programs must follow NAEYC requirements to have assistant teachers with a minimum of a high school diploma. At least 50% of assistant teachers must have a CDA or equivalent and 100% of those without the CDA or equivalent must be working toward that qualification. An equivalent to the CDA is defined as a minimum of 12 college credits (semester hours) in ECE, CD, Elementary Education, or Early Childhood Special Education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.

17 There are explicit salary requirements for state funded pre-K teachers in public schools. School districts determine the salary schedule for percent increases based on experience. There are no salary requirements for teachers in nonpublic settings.

18 Per program standards, initial orientation and training of staff members must include health, safety and emergency procedures. All program staff must receive professional development (PD) in curriculum, assessment, working with diverse families, child development, and working with children with special needs per requirements of program standards. Staff members (regardless of location) with a teaching license must renew their license every five years, including six credit hours of PD. Program standards also require each staff member to have an individualized annual staff development plan but the number of hours is not specified in these requirements. Nonpublic settings must be licensed by the Department of Human Services and require 6 clock hours of PD annually.

19 Program standards require that all teaching staff: evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers and families; add to their knowledge and increase their ability to put knowledge into practice; and develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.

20 Program standards state that mentoring, coaching, and professional development must be included in a program's professional development plan, but it is locally developed.

21 There is an annual state appropriation which funds programming for at-risk populations. Part of this appropriation is dedicated to the Shared Visions preschool program. The state source amount reported is the portion of the annual appropriation for preschool. The total appropriation is $12,606,196.

22 Review of facilities and safety requirements occurs through licensing site visits by DHS every two years (in nonpublic settings and licensed public settings) as well as every five years through NAEYC site visits. Review of program records occurs at the beginning and end of the year. A survey was sent out to collect information about professional development plans and further needs within programs.

23 The state is currently contracting with the University of Iowa to conduct a program evaluation to be completed by the end of this grant year. The purpose of the planned evaluation is to collect baseline data for years 1 and 2 of the grant cycle (2015-2016 and some of 2016-2017). This data will be used for program improvement in years 3-5 of the grant cycle. Additionally, information on professional development and support needs of teaching staff and information on the utilization of the required state assessment will be collected. A staff survey will be conducted and data from various sources will be utilized (annual reports, applications, assessment data, etc.).

24 Teaching Strategies GOLD is required, Individual Growth and Developmental Indicators (IGDIs) is optional. Documentation for science and technology, social studies, and the arts objectives in GOLD is not required based on guidance in Iowa GOLD Procedures.

25 State law requires an approved literacy screening assessment by October 1 for kindergartners so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. Most districts use FAST (Formative Assessment System for Teachers); however, districts may use any screener that is state approved for this grade level.

IOWA - Iowa Statewide Voluntary Preschool Program

1   School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners.

2   The total enrollment is an unduplicated count for the children enrolled in the Statewide Voluntary Preschool Program (SWVPP). Not all of these children receive the 0.5 funding for SWVPP as some children are supported with state special education funds or other sources of funding.

3   A total of 282 four-year-olds had support-only IEPs and were eligible for the 0.5 funding for SWVPP. There were 976 children with instructional IEPs who were supported by state special education funding.

4   Children in the SWVPP may participate in both state-funded preschool and Head Start (dually enrolled); however, information about the ages and numbers of children dually enrolled is not collected systematically. The information provided was collected from Head Start directors of Iowa grantees and it should be considered an estimate based on interview.

5   Community partners often do not request that families apply for free and/or reduced-price lunch. This information is also often not available from districts as families sometimes refuse to provide this information if children do not attend SWVPP during meal times. Therefore, these numbers may underestimate the number of children enrolled in SWVPP who qualify for free and/or reduced- price lunch.

6   Data totals for ethnicity and race do not include 5-year-old children (eligible for K) who are served in the SWVPP.

7   All programs are under the auspices of the school district. Community partners such as Head Start, state-accredited nonpublic schools, licensed child care/preschools, and community-based preschool/child care also serve children. The number of children enrolled by location is based on preliminary data from Fall 2015 and should be considered estimates, particularly for Head Start locations.

8   Programs operate a minimum of 10 hours per week; the average is about 14 hours per week. Almost all programs operate at least three days per week; most operate four to five days per week. Although there is not a formal state partnership to provide extended-day services, partnerships with Head Start may exist at the local level to provide school-day programming.

9   State funding is not provided based on a minimum number of hours annually. State funding is provided based on meeting SWVPP assurances which include providing

a minimum of 10 instructional hours weekly. An estimate is provided for minimum number of hours per year that may be offered based on a 180-day calendar year, accounting for five days to complete required home visits. Many programs offer more than the minimum required weekly hours.

[10] Children who are age-eligible for kindergarten may enroll in the pre-K program if space and funding are available. Pre-k funding may not be used to support participation of children who are age-eligible for kindergarten. Kindergarten age-eligible students may generate the full 1.0 funding if they are provided additional hours comparable with part-time kindergarten and are working on the Iowa Core in the pre-K classrooms.

[11] All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence.

[12] Programs are only 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.

[13] Record of physical exam within six weeks of enrollment is required based on program standards and criteria. The Iowa Department of Public Health Administrative Code requires that immunizations be current prior to enrollment. Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.

[14] Title III does not apply to pre-K. If state policy is silent on supports for DLLs it does not restrict a district from providing these services or engaging in these practices, and therefore these policies are locally determined. Data is not collected by the state in order to determine which locally determined services and practices are in place. Program standards state that assessments are to be sensitive to and informed by children's home languages. A home language survey is required.

[15] Training for curricula adopted by programs is determined locally, but may occur by the local program, intermediate agencies (e.g., Area Education Agencies--AEAs-- in Iowa), and/or vendors. Existing funds may be used to support professional development of SWVPP staff in the area of curriculum; additional funds are not provided specifically for this purpose.

[16] During 2015-2016, materials were made available to districts, including the preschool grade-level, to support instruction at the universal tier level.

[17] All teachers in the SWVPP have a BA, an Iowa teaching license, and the early childhood endorsement. Appropriate endorsements in Iowa include prekindergarten through grade three, including special education; prekindergarten through kindergarten; and prekindergarten through grade three. All lead teachers must hold one of these endorsements. A teacher who holds only an early childhood special education license is not appropriately licensed/endorsed.

[18] Requirements depend on the overseeing agency. Some classrooms follow Iowa program standards, others NAEYC, and others Head Start. For Iowa standards, classroom assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. A paraeducator certificate is required in Title I schools. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest 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.

[19] There are explicit salary requirements for state-funded pre-K teachers in public schools. There is a minimum starting salary of $33,500 for lead teachers in public settings. School districts determine the salary schedule for percent increases based on experience. There are no salary requirements for SWVPP teachers in Head Start or other community-based settings. Assistant teacher salary and benefit information is determined locally.

[20] Districts make available to any SWVPP teacher who is not employed by the district staff professional development that the district offers to the district's personnel to maintain the skills appropriate to the teacher's role. Career development for school district preschool teachers shall be addressed in the school district's career development plan implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in early childhood education.

[21] State policy requires professional development but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of professional development each year. State policy and guidance does not specify a number of hours of professional development annually required for teacher assistants but does require that teacher assistants receive appropriate professional development in early childhood education. Each staff member should have an individualized professional development plan that is used to inform continuous professional development.

[22] Total state funding was $73,282,654 plus additional special education funding. Pre-K students who are 4 years old by September 15 are funded at 50% of the K-12 student aid. The preschool budget enrollment is equal to 50% of the actual enrollment of eligible students participating in the program. Preschool foundation aid is calculated by multiplying the district cost per pupil for the base year times the district's preschool budget enrollment.

[23] Iowa flows funding directly to public schools. Public schools may subcontract 95% of the per-child allocation to Head Start, private preschool/child care centers and/or accredited nonpublic schools. The state does not support religious instruction during the 10 hours per week.

[24] Classrooms in districts (and their community partners) that are newly implementing the SWVPP are visited in their second year of implementation. In addition, districts or community partners that are newly implementing the Iowa Quality Preschool Program Standards receive site visits in their second year of implementation. Programs also receive visits at least each year by AEA staff.

[25] Iowa Code requires all district sponsored classrooms and SWVPP community partner classrooms to use Teaching Strategies GOLD online. Review of facilities and safety requirements are included in onsite monitoring and AEA visits; facilities that are DHS licensed would also be monitored by DHS licensing consultants. QRIS levels are currently reviewed every 2 years; however, QRIS participation is voluntary. For those programs receiving onsite visits, review of program records is included. All districts are required to report compliance information which the Department of Education cross checked with student reporting and teacher licensure.

[26] Teaching Strategies GOLD is required, Individual Growth and Developmental Indicators (IGDIs) is optional. Documentation for science and technology, social studies, and the arts objectives in Teaching Strategies GOLD is not required based on guidance in Iowa Teaching Strategies GOLD Procedures.

[27] Classroom observations use the Iowa Quality Preschool Program Standards and Criteria. There are 172 criteria within 10 Program Standards. Data presented reflect the percent of criteria met within each program standard for the nine school districts and their community partners that were visited during the 2015-2016 school year. Program Standard 1: Relationships, 91%; Program Standard 2: Curriculum, 90%; Program Standard 3: Teaching, 87%; Program Standard 4: Assessment of Child Progress, 78%; Program Standard 5: Health, 89%; Program Standard 6: Teachers, 76%; Program Standard 7: Families, 99%; Program Standard 8: Community Relationships, 100%; Program Standard 9: Physical Environment, 87%; Program Standard 10: Leadership and Management, 89%.

[28] State law requires an approved literacy screening assessment by October 1 for kindergartners so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. Most districts use FAST (Formative Assessment System for Teachers); however, districts may use any screener that is state approved for this grade level.

KANSAS - Kansas Preschool Program

[1] Programs must provide 465 hours per year of education. The actual schedule is determined at the local level, with most programs operating approximately three hours per day, five days per week, but some programs operate four days per week.

[2] At least 50% of children enrolled 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% of children is based on the local program's discretion.

[3] Other screenings may be conducted, but these are locally determined.

[4] Selection of curriculum is a local decision, but the State Education Agency (SEA) does provide support for aligning curriculum according to the standards.

[5] KELI-4 is administered two times per year. MyIGDI is administered three times per year.

KANSAS - Kansas State Pre-Kindergarten Program

[1] A total of 181 districts were selected to participate in this program. The districts remained the same for the 2015-2016 school year.

[2] Three-year-olds are enrolled in Pre-K, but they cannot be disaggregated as part of State Pre-Kindergarten Program (At-Risk Pre-K) versus other types of Pre-K programs.

[1] For classes with 21 to 25 students, a third teacher must be added. This additional teacher can be an assistant teacher.

[4] The Early Childhood Special Education program has a curriculum list, and many Pre-K programs are blended and use the same tools.

KENTUCKY - Kentucky Preschool Program

1. Children with disabilities are eligible for preschool services on or after their 3rd birthday.

2. Home language is reported by district and is currently not broken out by age. Next to Spanish the other most frequently spoken languages are Arabic, Burmese, and Bosnian.

3. Income eligibility, which only applies to 4-year-olds, is based on 160% FPL.

4. Race and ethnicity enrollment breakdowns do not match the total enrollment because the data were extracted from the system at different times. In addition, when there are fewer than 10 children in a grouping, those numbers are not reported to protect the privacy of those children.

5. Kentucky's database system does not specify if classrooms are physically located in a public school building or Head Start facility. A total of 46 out of 173 districts are fully blended with Head Start and the children could be served in a public school or in a Head Start building. Another 24 districts partially blend with Head Start, meaning that some of the classrooms could have both preschool and Head Start children.

6. The Kentucky Preschool Program (KPP) is required to serve children for at least 2.5 hours per day plus a meal which usually totals at least three hours. There are 1,033 part-day programs and 506 full-day programs.

7. Standard program operation is four to five days per week. Other schedules 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 providing comprehensive preschool services.

8. The preschool program is required to follow the school year. However, because of the comprehensive nature of the program, school districts are permitted to have the children begin later and end the school year earlier than the other children in the district so that the teachers can complete the family components such as home visits and screenings.

9. Some IEPs for kindergarten children with severe disabilities specify that they may attend the preschool program under certain circumstances. The Admissions and Release Committee (ARC) decides the best placement for children with special needs. If the best placement for a 5-year-old child with disabilities is the preschool program and there is space available, the child is placed there but still coded as a first-year primary student (kindergarten). No preschool funds may be used to support this child.

10. Four-year-old children whose family income is up to 160% FPL are eligible to attend the preschool program. Children who have an identified disability may enroll on their third birthday or whenever they are identified. Eligibility based on homelessness and foster care applies to 4-year-olds. Homeless children are categorically eligible as free-lunch eligible.

11. If space is available, districts may charge tuition to non-eligible children. Some districts offer a sliding scale payment which is based on annual gross income and family size. Tuition children are not counted in enrollment figures as they are ineligible for KPP funding.

12. The school districts are required to serve breakfast or lunch for a half-day program. Full-day programs serve both breakfast and lunch.

13. A vision exam is required by January 1 of the year of enrollment by a qualified specialist. Districts are required to contact parents/legal guardians if any screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources.

14. Two home visits are required each year. Also, the preschool program has access to Family Resource Centers (FRCs) for support services and referrals. For districts that blend with Head Start, additional services may be available to state-funded students.

15. The preschool program does not have direct access to Title III funds and English Language services begin in kindergarten. However, schools may have access to the Title III coordinator or staff in the district for support and resources. According to the preschool regulation, there must be staff and program resources reflecting the racial and ethnic population of the children in the program and child assessments used are expected to consider the cultural background of the children.

16. KDE provides a list of assessments that are aligned with the ELDS. In addition, the Kentucky's common kindergarten entry screener must be aligned with the state's definition of school readiness and the state's early childhood standards

17. The Early Learning Leadership Networks (ELLNs) provided leadership, service and support to school districts with implementation of assessments and standards, focusing on math, English Language Arts, and science standards.

18. Technical Assistance includes the use of higher education faculty who were provided stipends for their time.

19. Curriculum decisions are made locally by school districts. However, curriculums must be developmentally appropriate, relevant and reflective of students needs, and integrate a variety of skills into activities that are targeted toward the interests of children. Support for making decisions about curriculum is provided to districts by the Kentucky Department of Education (KDE) and Regional Training Centers (RTCs).

20. The Interdisciplinary Early Childhood Education (IECE) certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers.

21. Out of a total of 991 lead teachers, 754 (76%) had the IECE certification, 132 (13%) were exempted from holding this certification (hired with a bachelor's degree prior to 2004, or probationary or emergency certified) and another 105 (11%) were exempt (hired prior to 2014) and hold an associate's degree or Child Development Associate.

22. In Title I schools, assistant teachers must complete two years of higher education, hold an associate's degree or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). Kentucky is still reviewing the possibility of recognizing the CDA as equivalent to the KPA for Title I qualification. All preschool assistant teachers are required to have 18 clock hours of training each year.

23. Teacher salary parity requirements went into effect in 2004 after the certification requirements for preschool teachers went into effect.

24. The pay scale of assistant teachers is a locally controlled decision made by school districts and nonpublic schools.

25. Lead teachers who are employed by public schools receive paid planning time and are required to have four days of professional development each year, the same as the other certified teachers (K-12). Assistant teachers employed by public schools are required to have professional development, but not paid planning time, which is a decision left to the district.

26. Kentucky follows the Danielson Framework in promoting teacher professional growth and development, for more information about Kentucky's Professional Growth and Effectiveness System (PGES): http://education.ky.gov/TEACHERS/PGES/Pages/PGES.aspx; and the Preschool PGES guidance: http://education.ky.gov/teachers/PGES/TPGES/Documents/TPGES%20Guidance%20for%20Preschool.pdf.

27. State funds are appropriated to school districts through a non-competitive allotment system approved by the Kentucky Board of Education. This typically represents the highest portion of funding districts spend on preschool. However, most districts use local funds to support the program. In 2015-2016, the state legislature allocated $90 million, but the programs spent $92.6 million. The state-funded preschool formula is an average number of eligible children served on December 1 and March 1 of the prior academic year. The final award amount is achieved by multiplying the per-child rates for each eligibility category (e.g., at-risk, speech, developmental delay, severe) by the average number of students per category. There is a standard rate for the at-risk, speech, and developmental delay categories. There is a weighted rate for 3- and 4-year-old children with severe disabilities.

28. The KPP evaluates local program quality through the Preschool Program Review (P2R) process. Every district receives a visit from a KDE site visit team once every five years, or a visit from the Regional Training Center (contractor with KDE) to conduct an ECERS-R observation. Additionally, 14 school districts are randomly selected to participate in a Consolidated Monitoring (CM) site visit. During this CM process each district receives a site visit from a KDE team that includes one or more preschool team members. After the CM visit, the district receives individual program reports (preschool, Title I, etc.), a consolidated monitoring report, and follow up technical assistance. The CM report includes collective strengths and concerns noted by individual program reviewers across the entire school district. Districts participating in the CM process are not exempt from the five year P2R schedule of ECERS-R site visits. In addition to using the ECERS-R, all pre-K classroom teachers are observed annually using the Danielson Framework. Data from the observation is used to create an improvement plan.

29. Preschool programs migrated into Kentucky All STARS, the state's QRIS, with a level 3 rating in July 2016.

30. The preschool program was included in a third-party evaluation conducted by the University of Kentucky entitled the Early Care and Education Final Report 2012-2014. One finding of the study suggests that students attending preschool demonstrated higher gains in language and literacy by end of kindergarten than children who did not attend preschool.

31. Districts may choose one of five approved assessment tools for preschool: the AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR Advantage (High/Scope), and WSS. See: http://www.kedsonline.org/preschoolhome.aspx

32. A winter assessment is limited to students enrolling mid-term or whose assessment data were not available.

[33] Schools must administer the Brigance K to all students at kindergarten entry. Schools must assess K-3 students formatively in reading and math, but assessment choices are locally determined.

LOUISIANA - Louisiana 8(g) Student Enhancement Block Grant

[1] Districts receive an allocation and they determine whether to use the funds for the pre-K focus area.

[2] Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

[3] Primarily, priority is given to students who qualify for free or reduced-price lunch. However, if all income-eligible children are otherwise served, additional students may also be served if they are screened and deemed "developmentally unprepared." After this, a decision could be made locally to serve a student with one of the aforementioned risk factors.

[4] All meals and snacks must meet USDA/CACFP guidelines.

[5] This program strongly encourages vision and hearing screenings.

[6] School programs with large ELL populations perform screenings and assessment on a local level and address each child's needs individually.

[7] The Board of Elementary and Secondary Education (BESE) approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; full implementation occurred in the 2013-2014 school year.

[8] Programs must assess students using Teaching Strategies GOLD or another state-approved assessment tool.

[9] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and ELDS utilization.

[10] In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions.

[11] Effective June 1, 2002, Louisiana issued a Pre-K–3 license, instead of standalone Nursery School and Kindergarten licenses. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.

[12] All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: Meet the definition of "highly qualified," which may include passing the ParaPro test, achievement of a CDA or AA credential, possess a high school diploma or equivalent, have extended experience of assuming responsibility and care for a group of preschool-age children (children younger than 5 years of age), possess proficient oral and written communication skills, or meet all other district requirements for employment.

[13] Public agencies blend and braid 8(g) funds with other state and federal funding to provide programs. The Board allocated $11,349,476 to local education agencies for the FY 2015-2016 8(g) Student Enhancement Block Grant Program. A total of $9,142,013 was allocated to high-quality early childhood programs. Districts received a base amount of $55,000 and $8.92 per pupil amount. In addition, funds were allocated to the Louisiana Department of Education to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program.

[14] Coordinated observation is the local process by which each community network ensures that every classroom in a publicly funded site in the community network receives two CLASS observations each school year. All observers must be reliable, and maintain inter-rater reliability and fidelity. The community network must conduct inter-rater reliability observation checks for 10% of all classrooms observed.

[15] 8(g) maintains a regular monitoring cycle of site visits/evaluation. These visits were conducted by independent program evaluators employed by the oversight agency. BESE compliance officers conduct monitoring visits to make sure agencies are complying with state auditing practices and both fiscal and programmatic procedures relating to the project. Site visits, desk evaluations, and technical assistance is conducted by 8(g) staff on a regular basis. Since 8(g) students are likely intermixed in LA 4 classrooms, the LA 4 program monitoring covered the majority of the 8(g)-funded pre-K classes/sites during 2015-2016.

[16] Evaluations are conducted annually for districts by independent evaluators to measure the impact on student outcomes. In June 2013, the Cecil J. Picard Center for Child Development and Lifelong Learning conducted a longitudinal report entitled, Longitudinal Study: Longitudinal Impacts on Academic Achievement for Participants in Louisiana's LA 4, NSECD, and 8(g) Early Childhood Programs.

[17] A total of 5,744 publicly funded classrooms statewide (98%) including classrooms in both school and diverse delivery settings were observed using the CLASS tool. Based on the approved scale, 2% of sites were rated Excellent, 61% Proficient, 37% Approaching Proficient, and 1% Unsatisfactory.

[18] Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

LOUISIANA - Cecil J. Picard LA 4 Early Childhood Program

[1] A total of 64 out of 70 geographic school districts, 24 charter schools, and one tribal school received allocations for the LA 4 program during the 2015-2016 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own district. This results in a total of 89 LA 4 participating districts.

[2] Districts are not required to offer the program and, due to limited funds, programs must apply for funding. Priority is given to programs with previous history in the program.

[3] The total enrollment figure does not include 563 tuition-paying students and an additional 3,654 students with braided funding from other sources for a total of 20,400 children. The enrollment data are based on October 2015 reports.

[4] All children in the LA 4 program are in public settings, other than those in diverse delivery settings. These are not considered nonpublic schools as the allocation is still made directly to the district. These settings are required to meet the same qualifications as public school settings.

[5] Many schools may offer before and after school care, but the state does not track or subsidize this activity.

[6] Tuition may be charged for any child who does not meet eligibility requirements (at or below 185% FPL). Such children may be charged for all or part of the LA 4 class, in an amount not to exceed that necessary for the system to provide the LA 4 class to the child. Tuition will be no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

[7] Schools are required to report annually who conducts screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.

[8] School programs with large ELL populations perform screenings and assessments on a local level and address each child's needs individually.

[9] The Board of Elementary and Secondary Education (BESE) approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; full implementation occurred in the 2013-2014 school year.

[10] Programs must assess students using Teaching Strategies GOLD or another state-approved assessment tool.

[11] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and ELDS utilization.

[12] In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions.

[13] For mixed-delivery LA 4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses.

[14] All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (a) meet the definition of "highly qualified," which may include passing of the ParaPro test or achievement of a CDA or AA credential, (b) possess a high school diploma or equivalent, (c) have extended experiences of assuming responsibility and care for a group of preschool age children (children younger than five years of age), or (d) possess proficient oral and written communication skills.

[15] LDE 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. Districts must agree to maintain in each

year of participation in LA 4 the same total level of funding from any source for programs or classes of early childhood education or child care provided in the year prior to participation in LA4, therefore the local amount is an average as it varies from district to district.

[16] Coordinated observation is the local process by which each community network ensures that every classroom in a publicly funded site in the community network receives two CLASS observations each school year. All observers must be reliable, and maintain inter-rater reliability and fidelity. The community network must conduct inter-rater reliability observation checks for 10% of all classrooms observed.

[17] All programs are monitored annually and required to provide documentation of program-level outcomes through compliance with program guidelines on an annual basis. Sites must meet all safety and sanitation requirements for BESE-approval and/or child care licensing. All classes are monitored to ensure appropriate teacher credentialing and entry of assessment information. Children's learning and/or child outcomes are assessed using the DSC annually, portfolios, and/or Teaching Strategies GOLD. Teacher self-assessments are also conducted during site visits. Monthly, quarterly, and semi-annual reports are conducted and reviewed. Monitoring of reports includes enrollment in a six-hour program, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.

[18] Informal evaluations were conducted to report child outcomes (DSC/Teaching Strategies GOLD) and program quality (CLASS). The last formal evaluation was conducted in 2012-2013 by the Picard Center at University of Louisiana at Lafayette.

[19] Publicly funded sites ensure all publicly funded children receive completed assessments in October, February, and May. Publicly funded sites must obtain approval from the department prior to using child assessment tools different from Teaching Strategies GOLD.

[20] A total of 5,744 publicly funded classrooms statewide (98%), which includes classrooms in both school and diverse delivery settings, were observed using the CLASS tool. Based on the approved scale, two percent of sites were rated excellent, 61% proficient, 37% approaching proficient, and one percent unsatisfactory.

[21] K-3 Literacy Screening Assessments are also used. These are district selected and LDOE approved.

LOUISIANA - Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)

[1] Seats are awarded to programs through the Early Childhood Community Network Coordinated Funding Request. Inclusion in this request for the NSECD Program is open to all state-approved nonpublic schools and quality-rated child care centers statewide. Due to funding limitations, the Department prioritizes slot allocation to schools and centers located in parishes found to be in greatest need based upon the Early Childhood Risk and Reach Report, the most recent copy of which can be found here: http://www.lsutuearlychildhood.org/EarlyChildhoodRiskLA_Fall2012.pdf. In addition, not all parishes have representation in the application process.

[2] The reported enrollment figure represents funded slots.

[3] Many schools may offer before- and after-school programs, but the state does not track or subsidize this activity.

[4] Nonpublic schools determine their own tuition rates.

[5] Screenings that are not required are strongly encouraged and determined at the local level.

[6] School programs with large ELL populations perform screenings and assessments on a local level and address each child's needs individually.

[7] The Board of Elementary and Secondary Education (BESE) approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; full implementation occurred in the 2013-2014 school year.

[8] Programs must assess students using Teaching Strategies GOLD or another state-approved assessment tool. In 2015-2016, all NSECD Programs used the GOLD assessment tool.

[9] Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and ELDS utilization.

[10] In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions.

[11] In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions. The following are considered Tier I curricula: Abrams Learning Trends - DIG Develop. Inspire. Grow. ECE Ages 3-4; Frog Street Press - Frog Street Pre-K, ECE Ages 3-4; Pearson Education, Inc. - Opening the World of Learning OWL, ECE Ages 3-4; Teaching Strategies, LLC - The Creative Curriculum for Preschool, ECE Ages 3-4; Voyager Sopris Learning, Inc. - We Can Early Learning Curriculum, ECE 3-4.

[12] Incumbent and new NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K–3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers 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 18 months of their hire dates.

[13] Of 90 Lead Teachers, 60 were Early Childhood certified (67%) and seven were Elementary grade certified. Sixty teachers have a Bachelor's degree only (67%), 31 have a Master's or Master's plus 30 (28%), and two have a PhD/EdD.

[14] New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA program or Early Childhood associate's degree program, be continually enrolled, and complete the certification within three years of hire dates.

[15] Providers shall appropriately compensate staff for time spent attending required NSECD or LDE sponsored-events prior to the beginning of the school year, as well as travel expenses incurred. During the academic year, providers are responsible for travel expenses such as mileage, meals or hotel accommodations related to ongoing continuing education. Reimbursement for registration fees is determined at the discretion of the provider.

[16] 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.

[17] Coordinated observation is the local process by which each community network ensures that every classroom in a publicly funded site in the community network receives two CLASS observations each school year. All observers must be reliable, and maintain inter-rater reliability and fidelity. The community network must conduct inter-rater reliability observation checks for 10% of all classrooms observed.

[18] Providers are required to use the Teaching Strategies Gold assessment tool (ongoing). They may choose to use the DSC or other age-appropriate tool, though this is not required. Sites must meet all safety and sanitation requirements for BESE-approval and/or child care licensing. Providers receiving public funds are required to participate in Community Networks. Information regarding performance is reported each academic year for each publicly funded site and Community Network composed of the site or Community Network's performance rating and informational metrics. Programs are audited annually by the NSECD Program Manager. In addition, NSECD End of the Year Reporting is collected annually.

[19] Publicly funded sites ensure all publicly funded children receive completed assessments in October, February, and May. Publicly-funded sites must obtain approval from the department prior to using child assessment tools different from Teaching Strategies GOLD.

[20] A total of 5,744 publicly funded classrooms statewide (98%), which includes classrooms in both school and diverse delivery settings, were observed using the CLASS tool. Based on the approved scale, two percent of sites were rated excellent, 61% proficient, 37% approaching proficient, and one percent unsatisfactory.

MAINE - Maine Public Preschool Program

[1] School administrative units have the following governance structures: cities or towns with individual supervision, regional school units, regional school units doing business as school administrative districts and school administrative districts, community school districts, alternative organizational structures, unions of towns, Maine Indian education, Technology Center, Technology Region, and Education in the Unorganized Territory. Although there are 256 school administrative units in Maine, only 191 have kindergarten.

[2] Children must be 4 years old by October 15. It is a local district's decision as to whether a School Administrative Units (SAUs) will continue to serve children who are not age-eligible in a public preschool program. If a child attended kindergarten in another state with a different age-eligibility requirement, this will be honored. Allowances

are made for children with IEPs who turn 5 between July 15 and October 15. The district receives the same level of subsidy for children pre-K through 2nd grade.

3 Maine's Part B 619 is overseen by an Individual Educational Unit-Child Development Services. Children who receive special education services may attend state pre-K classrooms. A break out of which children were in public preschool programs is not available.

4 School administrative units and Head Start programs blend funds but the way funds are blended varies across the state. Thirty-five percent of public preschool programs are in partnership with Head Start.

5 Other languages include: Arabic, French, Passamaquoddy, Portuguese, and Somali. The language, ethnicity, and race breakdown data were collected at different points in time from the total enrollment count; therefore, the totals are different.

6 The number of hours and days per week a program operates is a local decision, however programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula.

7 It is a locally determined decision, but most preschool programs follow the kindergarten calendar.

8 All eligibility, beyond age, is locally determined. Some SAUs without universal capacity use a first come, first served basis; lottery; or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.

9 If a child has been screened and evaluated and the IEP team determines the public four-year-old program is not the least restrictive environment, another placement may be found.

10 Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).

11 If a program operates fewer than three hours per day, only a snack is required.

12 The developmental screenings used must be research-based.

13 There is not an approved list of assessments. It is the responsibility of the district to show the Maine DOE how their assessment(s) align with Maine's ELDS.

14 The Maine DOE partnered with Maine Roads to Quality (Maine's Professional Development Network) to create and deliver training on the ELDS.

15 A teacher who is certified K-3 or K-8 may apply for "conditional" endorsement and may teach in a public preschool setting. If a public preschool program is in partnership with a Head Start or private preschool the teacher must meet the same requirements as a public school employee.

16 All assistant teachers must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours, including coursework in early childhood or a related field.

17 Salary scales are locally determined for teachers employed by nonpublic schools and may be part-time depending on length of program day/week/year. All benefits (except state retirement) are locally determined.

18 Teachers employed by school districts are evaluated according to the state approved Performance Evaluation and Professional Growth (PEPG) plans.

19 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 Essential Programs and Services SAU 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.

20 Schools are required to provide a local match to draw down the per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a statewide mill rate.

21 Starting in 2015-2016, new and expanded programs are monitored during the first year of operation and then, every 3 years.

MARYLAND - Maryland Prekindergarten Program

1 A total of 2,732 children were served through PDG. A total of 707 of these students are served in a mixed delivery system of community-based child care and Head Start and not broken out by age, ethnicity, or race. Of the 2,732 PDG-funded slots, 1,459 were new slots and 1,273 were improved slots. All of the 2,732 slots were expected to increase quality by requiring programs receiving PDG funding to hire an ECE-certified teacher, participate in Maryland EXCELS Quality Rating and Improvement System (QRIS), achieve Maryland State Department of Education (MSDE) accreditation, and establish Memorandums of Understanding (MOUs) with the school system in which they were located to support students in need of IEP or ELL services.

2 Totals include only 3- and 4-year-olds.

3 Programs operate five days per week as a full school-day program or four days per week as a part-day program with the fifth day used for home visits and teacher planning.

4 Partnerships with Head Start provide some extended-day services. The state provided extended-day, extended-year services to 8,383 children ages 3 to 5 enrolled in Head Start.

5 Policy requires local school systems to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into prekindergarten. Local school systems may create prekindergarten programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness.

6 All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined by other risk factors or criteria chosen by the local school system.

7 State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this number, 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.

8 Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled.

9 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the Para Pro assessment administered by ETS.

10 For certified teachers funded out of pre-K Expansion funds served in public and nonpublic settings there is salary parity based on the starting salary for a teacher in a public setting. The parity is not required for all years of service in nonpublic settings. Benefits are not required to be the same in nonpublic settings.

11 Maryland does not have a dedicated source of state funding for its pre-K program. Rather, pre-K funding is assumed to be adequately supported in K-12 funding distributed to the states via the Maryland school funding formula. Therefore, actual state spending on pre-K outside of the expansion grant was estimated based on 50% of the state per child amount from the K-12 average per pupil revenue multiplied by the number of children enrolled in the program not through the expansion grant.

12 Prekindergarten Expansion Act of 2014, (Senate Bill 332), provided $4.3 million to expand access to pre-K for 4-year-olds from families with household incomes at or below 200% FPL.

13 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, ELL, 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 pre-K. 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 actual spending estimates cannot be provided for federal and local sources. In addition, the Prekindergarten Expansion Act of 2014 made possible $4.3 million to expand the access to public pre-K for 4-year-olds from families with household incomes at or below 300% of FPL.

14 The University of Maryland is currently conducting an evaluation on pre-K expansion for the state's PDG grant. The Department of Education allows PDG to include state-funded pre-K if meeting the definition of high-quality pre-K required by PDG.

15 Child assessments could include those that align with the State recommended curriculum or the State developed Early Learning Assessment.

MASSACHUSETTS - Massachusetts Inclusive Preschool Learning Environments Grant (IPLE) – Fund Code 391

1. Of the 351 towns/communities in Massachusetts, IPLE grant-funded preK sites were located within 118 cities and towns (34%). IPLE preK programs served children from 184 Massachusetts communities (52%).

2. The IPLE Grant was awarded through a renewal grant in 2015-2016.

3. A total of 2,309 children were also identified as low-income. This state-funded preschool program does not collect information about family income by age of the child.

4. The 896 children listed as "Other Races" are Latino/Hispanic.

5. Worcester Public School (WPS) is a Head Start Agency and a Public School District. WPS enrollment is reported under Head Start. All Head Start programs are also Department of Early Education and Care (EEC) licensed early education and care programs.

6. Formal state-level partnerships exist between federal Head Start Grantees and the commonwealths' Head Start state supplemental grantees. Nine of these grantees are also IPLE grantees.

7. Multiple operating schedules are available through IPLE preschool programs. Schedules are determined locally to address local need and to support parent choice. The majority of the IPLE preschool programs follow the public school calendar year. On average, programs are in operation 39 weeks of a calendar year (range 32 to 52 weeks).

8. Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten. Per State Special Education Regulations, the IEP team may allow a child to remain in a program designed for 3- and 4-year-old children for the duration of the school year in which the child turns 5 years old (including the summer following the date of the child's fifth birthday).

9. IPLE grant-funded preschool programs that are supported by other supplemental funding sources, such as EEC financial assistance, IDEA, and Head Start, must also meet the eligibility criteria of those funding sources.

10. Although not used to determine eligibility at the state level, IPLE preschool programs may use other risk factors at the local level to prioritize the selection of eligible children without an IEP, due to the high demand for the program.

11. The sliding payment scale is determined by the IPLE Agency. Any programs receiving subsidy funds use the Massachusetts sliding fee scale.

12. When the classroom has up to five children with disabilities, total class size may not exceed 20. When the classroom has six or seven children with disabilities, total class size may not exceed 15 children.

13. Programs operating between four and nine hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.

14. The state funded preschool program (IPLE) does not specifically include a requirement for health screenings. The health screenings requirements are regulated by the State agency(ies) with administrative authority. For public schools, all LEAs are required to offer screenings and referrals under Child Find. These developmental screenings are available to children in non-LEA programs through services provided in the public schools. The types of health screening offered are not specified for public schools. Head Start Programs are required to meet the screening requirements for the federal Head Start Program (developmental, health, vision, and hearing). All EEC licensed programs are required to obtain documentation of immunizations, proof of physical exam (completed within 12 months of program admissions); and documentation of screening for lead poisoning.

15. The licensee shall have a written plan describing procedures for referring parents to appropriate social, mental health, educational, and medical services, including but not limited to dental check-up and vision or hearing screening for their child, should the program staff feel that an assessment for such additional services would benefit the child.

16. Other types of comprehensive services may be required, as determined by other federal and state regulations and/or funding sources. Therefore, comprehensive services are not identified as a grant requirement for this state pre-K program at this time. EEC-licensed programs may provide referrals for appropriate social, mental health, educational and medical services, including but not limited to dental check-up and vision or hearing screening for their child, should the program staff feel that an assessment for such additional services would benefit the child, with written parental consent.

17. Early Education and Care (EEC) Licensing Regulations include requirements for child records, curriculum, and family engagement based on language needs. Licensing regulations also require that 10% of educator's annual professional development time is focused on children who have special needs, including linguistic. The Massachusetts Quality Rating and Improvement System (QRIS) includes quality standards related to having classroom materials that reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.

18. The Massachusetts Standards for Preschool and Kindergarten in the Domains of Social and Emotional Learning, and Approaches to Play and Learning, released in 2016, focus on the following areas: Self-Knowledge, Self-Management, Social Knowledge, Relationship Skills, Responsible Decision-Making, Initiative, Curiosity, Engagement/Persistence, Creativity, Cooperative Play and Learning, Problem Solving, Organizational Skills, and Memory. For additional information see: http://www.mass.gov/edu/birth-grade-12/early-education-and-care/curriculum-and-learning/pre-school-and-kindergarten-standards.html

19. The Educator and Provider Support (EPS) Grantees provide statewide professional development and coaching on how to implement the curriculum in the classrooms. A priority of this state-funded grant program is to provide professional development opportunities that align with EEC's Core Competencies, QRIS, and the early learning standards and guidelines. EEC provides these supports to nonpublic school programs in the state. The majority of public school supports for preschool curriculum decision-making and implementation are determined at the local level.

20. Lead teachers in public schools are required to: (1) have a bachelor's degree, (2) pass the Communication and Literacy Skills test, (3) pass the subject matter knowledge test(s) appropriate to the license sought, and (4) meet additional requirements for the early childhood licensure, including seminars or courses that address teaching this population. Lead teachers in nonpublic schools are required to have certification which requires three credits in Child Development plus nine credits in three different categories of study within Early Childhood Education. Teachers are also required to have prior experience, the amount of which varies based on their other qualifications. When the IPLE-funded program elects to participate in the QRIS at a higher QRIS Level (Level 2 – Level 4), the programs and schools are required to ensure that in programs at Level 2 in the QRIS, all members of the teaching staff have a minimum of three credits in ECE or a related field, and 50% of classrooms have an educator with a BA. For Level 3 programs, 75% of classrooms must have an educator with a BA. For Level 4 programs, 100% of classrooms must have an educator with a BA.

21. The majority of lead teachers for this state-funded preschool program are public school employees. Data for 14 lead teachers is not available.

22. Instructional paraprofessionals in public schools are not required to be licensed in the Commonwealth. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are possession of a high school diploma or equivalent and one of the following: An Associates degree; completion of 48 credit hours at an Institution of Higher Education; or passing completion of paraprofessional exam. Assistant teachers in nonpublic schools must have a high school diploma or equivalent and must work at all times under the direct supervision of at least a teacher qualified staff person.

23. There is parity between preschool and K-3 at the local level (LEA). Public school preschool teachers are included in the teacher contract agreements, which are determined locally.

24. For public schools, paid planning time and/or professional development are negotiated through teacher contractual agreements. Public school employee salary is based on school year calendar and nonpublic school employee salary is based on a calendar year.

25. All public school educators that hold a teacher's license must renew their professional license every five calendar years in order to keep it active. The number of in-service professional development hours required is based on the licensed type held and the type being sought or renewed. For teachers in public schools, the Educator License Renewal states that each standard educator certificate shall be valid for five years and continued every five years thereafter upon the successful completion of an individual professional development plan that meets the subject matter knowledge and teaching skill requirements set by the MA DESE board. Individual professional development that meet the subject matter and teaching skill requirements are designed to increase the ability of the teacher to improve student learning. A Professional Development Point (PDP) is equal to one clock hour of professional development.

26. Coaching or mentoring opportunities are available for nonpublic employees through the state's Educator Provider Support Grant, but not required.

27. IDEA Part B 619 funds are distributed in IPLE towns and communities. The portion of the Early Child Special Education Entitlement Grant (Fund Code 262) used in the specific IPLE Site, if any, is determined locally. Head Start funds are distributed through the state supplemental grant. The portion of funds allocated to IPLE funded sites (if any) is locally determined.

28. The IPLE grant does not require structured observations of classroom quality as a grant requirement. For programs participating QRIS, Massachusetts reviews self-

reported observation results for programs participating in QRIS at Level 2 and 3. A site visit is required as part of the QRIS verification process at Level 3 and the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) is used as the classroom observation tool. When the programs have multiple preschool classrooms, the classrooms observed are randomly selected.

[29] The ECERS-R is used to for classroom quality. Sites also use the Classroom Assessment Scoring System (CLASS) or the Arnett-Caregiver Interaction Scale (Arnett/CIS) to observe teacher child interactions. The Program Administration Scale (PAS) and Strengthening Families Program Self-Assessment are also used to collect information on program quality.

[30] EEC collects information for monitoring through the grant renewal process and the submission of information from programs. Data pertaining to operating schedule, QRIS participation, personnel, resources, accountability is collected once annually, while enrollment/demographics information is collected twice a year. Programs also receive Technical Assistance site visits one time per year. IPLE-funded public schools are monitored by the Massachusetts Department of Elementary and Secondary Education (MADESE) and the LEAs. IPLE-funded nonpublic schools are monitored by EEC. EEC licensors conduct site visits (every three years) and review of facilities and safety requirements, review of program records, and review of professional qualifications.

[31] The assessment of children's learning and development during the preschool year is not articulated as a requirement of this state funded preschool program. Public schools and nonpublic schools that participate in this state-funded preschool program are required to fulfill other existing state policies which include the developmental assessment of preschool age children in the areas of Language/Literacy, Math Science, Social and Emotional Development, Approaches toward Learning, Physical/Motor Development, and General Cognitive Development. The assessment tools vary and are determined locally and as a result their frequency varies by assessment type and/or assessment results. Child level assessment data is collected at the local level for public schools and provided to the district in aggregate for DESE.

[32] Through the Massachusetts Kindergarten Entry Assessment Initiative, school districts that are recipients of the Quality Full Day Kindergarten Grant must utilize a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts may elect to choose either TS GOLD or Work Sampling System as the formative assessment tool. Other tools are determined locally to assess children's progress in Kindergarten.

MASSACHUSETTS - Massachusetts Universal Pre-Kindergarten (UPK)

[1] The Department of Early Education and Care (EEC) does not collect enrollment data by children's home language but will begin to do so in the FY18 Grant application.

[2] EEC is planning to start collecting this data in the FY18 grant application.

[3] The hours and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to full-day, full-year services.

[4] The UPK Grant funds 100% of the grant award amounts to those programs that provide "full-day, full-year" services, which is defined as operating for at least 231 days and 2,079 hours per year. Additionally, the UPK Grant prorates the grant award amounts based on a program providing less than full-day, full-year services.

[5] Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten. Per State Special Education Regulations, the IEP team may allow a child to remain in a program designed for 3- and 4-year-old children for the duration of the school year in which the child turns 5 years old (including the summer following the date of the child's fifth birthday).

[6] Any child may enroll in any program, but programs are selected to receive UPK funding based on program characteristics and on the characteristics of the children in the program. An 85% of SMI income requirement applies to all children in UPK receiving subsidy money, but does not apply to tuition-paying families. For families to enter the subsidy system, they can have up to 50% of SMI and can continue receiving assistance up to 85% of SMI. For families with special needs, they can enter up to 85% of SMI and remain until 100% SMI.

[7] The sliding scale is determined by the UPK program if a child is part of the financial assistance system, and the sliding fee scale for parent co-pay is determined by income. Any programs receiving subsidy funds may use the Massachusetts sliding fee scale. If the program does not receive subsidy funds, they may use their own sliding fee scale.

[8] Programs operating fewer than four hours per day must schedule snacks. Programs operating between four and nine hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.

[9] All LEAs are required to offer screenings and referrals under "Child Find," and screenings are available to children in non-LEA programs through services in the public schools. Types of health screening offered are not specified.

[10] UPK programs are required to engage in efforts to support enhanced Pre-K to 3rd Grade Alignment to improve outcomes for children, which may include mechanisms for enhanced cross-sector alignment with grades kindergarten through third grade. Other types of comprehensive services may be required, as determined by other federal and state regulations and/or funding sources.

[11] Early Education and Care (EEC) Licensing Regulations include requirements for child records, curriculum, and family engagement based on language needs. Licensing regulations also require that 10% of educator's annual professional development time is focused on children who have special needs, including linguistic. The Massachusetts Quality Rating and Improvement System (QRIS) includes quality standards related to having classroom materials that reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.

[12] The Massachusetts Standards for Preschool and Kindergarten in the Domains of Social and Emotional Learning, and Approaches to Play and Learning, released in 2016, focus on the following areas: Self-Knowledge, Self-Management, Social Knowledge, Relationship Skills, Responsible Decision-Making, Initiative, Curiosity, Engagement/Persistence, Creativity, Cooperative Play and Learning, Problem Solving, Organizational Skills, and Memory. For additional information see: http://www.mass.gov/edu/birth-grade-12/early-education-and-care/curriculum-and-learning/pre-school-and-kindergarten-standards.html

[13] UPK programs can use Teaching Strategies Gold, Working Sampling System, HighScope, or Creative Curriculum which are all aligned with the ELDS.

[14] The Educator and Provider Support (EPS) Grantees provide statewide professional development and coaching on how to implement the curriculum in the classrooms. A priority of this state-funded grant program is to provide professional development opportunities that align with EEC's Core Competencies, QRIS, and the early learning standards and guidelines.

[15] Instructional paraprofessionals in public schools are not required to be licensed in the Commonwealth. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are possession of a high school diploma or equivalent and one of the following: An Associates degree; completion of 48 credit hours at an Institution of Higher Education; or passing completion of paraprofessional exam. Assistant teachers in nonpublic schools must have a high school diploma or equivalent and must work at all times under the direct supervision of at least a teacher qualified staff person.

[16] The UPK Grant requires programs to provide competitive compensation packages for preschool educators as demonstrated by any five of the following criteria: (1) Written salary scale that reflects education and experience; (2) Annual salary increases (3) Compensation plan that provides for merit increases in addition to annual salary increases; (4) Health insurance benefits; (5) Paid sick/personal days; (6) Paid vacation days; (7) Contribution to retirement plans; (8) Reimbursement for professional development; and/or (9) Tuition reimbursement.

[17] All UPK programs are required to be at Level 3 in the QRIS, which requires Individualized Professional Development Plans, including formal professional development in the components of the assessment process, including screening, observation, use of assessment tools, and IDEA processes.

[18] For center-based programs: Infant/Toddler Environment Rating Scale (ITERS-R), Program Administration Scale (PAS), Strengthening Families Program Self-Assessment, Arnett-Caregiver Interaction Scale (Arnett/CIS). For Family Child Care Providers: Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R), Business Administration Scale (BAS), Strengthening Families Program Self-Assessment, Arnett-Caregiver Interaction Scale (Arnett/CIS) are used.

[19] EEC's Program Quality Specialists are trained on all of the Environment Rating Scales. They conduct the Level 3 Technical Assistance (TA) site visits with the programs. During the TA site visits, the Program Quality Specialists utilize the Environment Rating Scales (the ITERS-R and ECERS-R for center-based programs and FCCERS-R for family child care providers) to determine whether the programs have met the minimum standards of the Environment Rating Scales.

[20] Massachusetts is in the process of developing policies for sharing QRIS information and QRIS ratings with families; however, it has not yet been fully implemented.

[21] UPK programs can choose to use Work Sampling System, Teaching Strategies Gold, Creative Curriculum or HighScope COR as their child assessment tool.

[22] Child Assessments are used at the program level. At the state level, evidence of completion is used for determining meeting the UPK program requirements.

[23] Programs submit child assessment data twice a year per requirement of UPK however this data is not aggregated at the state level at this time.

[24] Through the Massachusetts Kindergarten Entry Assessment Initiative, school districts that are recipients of the Quality Full Day Kindergarten Grant must utilize a formative

assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts may elect to choose either TS GOLD or Work Sampling System as the formative assessment tool. Other tools are determined locally to assess children's progress in kindergarten.

MICHIGAN - Michigan Great Start Readiness Program

1. In addition, there were 77 out of 302 public school academies (PSAs; charter schools) and 235 community-based organizations (CBOs) with state-funded preschool. All funding flows through 54 intermediate school districts (ISD) to LEAs/PSAs/CBOs. Some ISDs also provide direct programming.

2. All grants and funding flow through the ISDs, and all ISDs participate, so every child in the state who is eligible is covered by a participating agency. Some ISDs provide direct service in the local school buildings or other sites.

3. Due to an age eligibility rollback from December 1 to September 1, legislation allowed early entry into GSRP for children with birthdates between September 2 and December 1 to align with kindergarten legislation which does the same for 5-year-olds. The legislation has a September 1 cutoff and allowed exceptions in 2015-2016. The exception language was eliminated for FY 2016-2017.

4. The majority of 4-year-olds receiving special education services are enrolled in separate, segregated classrooms. Those children are not included in the total preschool enrollment count. Only children receiving special education services within GSRP are included in the enrollment total.

5. Legislation allows for a GSRP/Head Start Blend option, which receives $3,625 in state funding to blend with the federal Head Start funding per child. This option requires adherence to all federal Head Start and GSRP policies and regulations, with the more stringent standard from either program prevailing.

6. School-day classroom programs are reimbursed at two slots per child ($7,250); all others are reimbursed at one slot per child ($3,625). The minimum operating schedule is four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option, and requires a tuition-based sliding scale for children who are over-income. GSRP/Head Start Blend is also included in the extended-day count. In addition, grantees that offer supplementary child care using funds other than GSRP to achieve a full-day program (minimum 10 hours) receive priority in the allocation of GSRP funds.

7. Operating schedule may vary depending on program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires 6.5 hours per day, four days per week for 30 weeks. In Michigan, 6.5 hours per day is considered a school-day and extended-day (wrap-around) would constitute a minimum of 10 hours.

8. GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1 cutoff by parent request. Parents may request early entry into kindergarten for children with birthdates between September 2 and December 1. Therefore, there is early entry into GSRP as well for those dates.

9. At least 90% of the children in each grantee's enrollment must meet the income requirement of 250% FPL or below, with exceptions for up to 300% if sufficient numbers of children cannot be recruited at 250% FPL. There are seven factors that determine eligibility: low family income (below 250% 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. All families above 250% FPL, except for children who qualify as homeless, in foster care, or with an IEP, must pay tuition based on a sliding scale. Families that are over income as part of the 10% allowed must have at least two other risk factors and pay tuition based on a locally determined sliding scale.

10. For class enrollments above the 16th child, a third adult that meets licensing requirements is required at all times.

11. Minimally, part-day programs provide a snack, though many provide breakfast and snack for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack.

12. Dual language learner policy is locally determined.

13. Providers are encouraged to be trained directly by a certified trainer of their chosen curriculum.

14. All lead teachers must have Elementary teaching certification with an Early Childhood endorsement or a BA in Early Childhood Education or Child Development with specialization in preschool teaching. If training is incomplete, they may be considered out of compliance, but must be enrolled in a training program and in compliance within two years.

15. The one percent reflects teachers working toward the required credentials and in non-compliance status. GSRP law allows for teachers to be hired who have significant, but incomplete, training and credentialing. They have two years to complete the training and come into compliance with requirements.

16. An assistant teacher may have a CDA or an AA in ECE/CD. If a suitable person cannot be hired, someone can start while 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.

17. Lead teachers who are certificated in public school settings must also complete six credit hours or an equivalent of continuing education units (CEUs) every five years to keep their teaching certification current. Newly certified lead teachers must complete even more training to renew the certificate for the first time.

18. All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach). The requirement is that each ECS is to be in the classroom for a minimum of three times per year. However, the reality is that ECSs are in the classroom anywhere from weekly to monthly depending on the needs of each teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower Program Quality Assessment (PQA) scores or other concerns also receive more attention. See http://www.michigan.gov/gsrp for Implementation Manual and Early Childhood Specialist section for details.

19. GSRP has both a community needs assessment and a formula component that contributes to the final grantee allocation. GSRP cannot operate solely on the state funding, but the state does not collect information on local, federal, or in-kind contributions. Grantees often include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. All funding flows through the State School Aid Fund to ISDs. Additional federal sources, such as CCDF subsidies, CACFP, and Title I, are used in providing GSRP children the program. Funding is determined by formula. Please see http://www.michigan.gov/documents/mde/FY17_GSRP._Funding_SectionADA_535164_7.pdf for details. Included in this total is $300,000 allocated from state resources for ongoing statewide evaluation activities.

20. The Michigan Department of Education (MDE) implements a self-created monitoring tool for GSRP implementation based on a three- to four-year cycle for the ISDs as GSRP grantees. MDE is in the process of transitioning to a risk-based assessment process for determining monitoring visits. Monitoring will cover the programmatic, administrative, and fiscal aspects of the work of the ISDs as GSRP grantees. The ISD is responsible for monitoring its sub-recipients for compliance with policies and guidelines for fiscal and programmatic issues, as well as program quality using the PQA.

21. The PQA is done by the ECS for each site. Most ECSs are employed or contracted by the ISD that serve as GSRP grantees. A few ISDs allow GSRP providers to contract directly with a qualified ECS who does the PQA. All must be certified annually as a reliable assessor by HighScope.

22. Documentation of children's learning is required to be done at the local classroom level, and used for planning for each child and the classroom. It is aggregated at the agency and ISD levels and used by a local and ISD-wide data analysis team for planning professional development and setting goals for improvement plans for the next year. Additionally, each ISD is required to have a local monitoring system used with its program providers. GSRP state consultants review documentation of that ISD system during their GSRP monitoring.

23. Although not specifically mandated, annual funding is allocated for ongoing statewide evaluation of GSRP.

24. Programs may choose tools that comprehensively assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also allows supplemental tools in particular areas to meet particular needs, but grantees must follow a process for decision-making that is based on data. Additional information can be found here: http://www.michigan.gov/documents/mde/FY17_GSRP._Child_Assessment_SectionADA_535150_7.pdf

25. Michigan's experience during the three-year Kindergarten Entry Assessment (KEA) pilot project provided evidence that observation-based assessments require a significant level of preparation, training, professional development, and support for kindergarten educators before implementation. MDE is developing a plan and timeline for next steps in implementation of authentic observation-based assessments upon kindergarten entry as part of the MDE Early Literacy Initiative. This work is ongoing. For teachers in schools who have already begun to implement authentic observation-based assessments (schools that participated in Fall 2015), MDE has offered the opportunity to continue using the Teaching Strategies Gold KEA tool in the 2016-2017 school year at the local level. A stakeholder feedback group has been formed and will inform the 2017-2018 implementation of the Kindergarten Entry Status Observation of Skills (KEOS). MDE will provide additional professional development opportunities for teachers in Developmentally Appropriate Practice (DAP) and implementing authentic observation-based assessment of child development skills.

MINNESOTA - Minnesota Head Start

1   By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, seven tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.

2   In accordance with Head Start regulations, at least 90% of children enrolled in the Minnesota Head Start program qualify for free lunch. Nearly all children are low-income.

3   Programs comply with the federal Head Start requirement of at least 3.5 hours per day, four days per week, for 32 weeks per year, which is the most common schedule. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full-day programming has been established. Extended-day services are also provided through collaborations with the Early Learning Scholarships program.

4   State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. Other criteria for eligibility include homeless families and foster children. Families may also be income-eligible if they qualify for child-care services as a participant in Minnesota's TANF program. Reported risk factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies may work with their parent council to establish additional priorities.

5   Eligibility is reassessed between Early Head Start and Head Start, and before a third year of Head Start. Income and other family circumstances are reassessed and support is provided for finding other options if children are found to be no longer eligible.

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   At minimum, follows Head Start regulations.

8   State authorizing statute requires compliance with federal Head Start requirements. The Learning for English Academic Proficiency and Success Act was added to the state statute for Head Start in the last legislative session. Translators or bilingual staff must be available if 50% or more of children in a class speak a language other than English. Per Head Start Standards, information about enrolled children's program and performance must be presented to families in their home language. Programs are highly encouraged to screen and assess all children in their home language. State early childhood staff are working with K-12 DLL staff to align resources where possible. Many additional supports for DLLs are locally determined.

9   Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA in Early Childhood Development by October 2011; by September 30, 2013, 50% must have at least a BA in ECE or a related field. 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, teachers' union rules require that teachers have at least a BA. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.

10 Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations which includes a CDA.

11 The requirement for in-service professional development is 2% of total work hours. As of December 2007, however, 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% standard.

12 The state funding formula is based on federal resources and unmet need. The funding formula is calculated based on elements used federally to determine funding for the entire Head Start agency. It is then locally determined what proportion of funding goes to birth-to-3 and 3- to 5-year-olds.

13 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans. Paperwork is submitted to the state. Head Start programs are monitored per federal Head Start requirements.

14 Required assessments of preschool children are determined locally and must comply with federal Head Start requirements. Programs are not required to submit data to the state.

15 Additional information can be found here: http://www.mnheadstart.org/outcomes.html.

16 Kindergarten assessments are locally determined. Districts are invited to be part of the statewide Kindergarten Entry Profile study but can decline. Districts also assess children throughout the kindergarten year as part of a high level option to receive additional funding.

17 Desired Results Developmental Profile (DRDP) is used for the Kindergarten Entrance Profile. Kindergarten staff can use any assessment throughout the year.

MISSISSIPPI - Mississippi Early Learning Collaborative

1   The majority of the Early Learning Collaboratives (ELCs) are led by school districts, but some are led by nonprofit organizations. A few ELCs include multiple school districts. In addition to the school districts that offer preschool, 15 out of 82 counties in the state offer preschool programs.

2   On enrollment forms, parents do not identify themselves by both ethnicity and race. Therefore, parents who indicate an ethnicity are not also required to report their race. The Early Learning Collaborative has 45 children identified as Hispanic/Latino. The rest of the responses total 1,736.

3   Eligibility is coordinated with Head Start agencies in local areas and shall not cause a reduction in the number of children served by Head Start.

4   At least one meal is required. All programs voluntarily provide snacks. Of the 48 sites included in the collaborative, 39 report serving breakfast, lunch, and snack daily. Another nine reported serving breakfast and lunch daily.

5   Assistant teachers are required to have an associate degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.

6   A total of $812,686 was donated for the 1:1 tax credit donations to the preschool program. Individuals or corporations may make a contribution to support the local matching fund of an approved early learning collaborative. The donated funds may be eligible to receive a state tax credit for the donated amount up to $1,000,000. The Mississippi Department of Revenue can approve 1:1 tax credits up to the amount the Legislature appropriates to the Early Learning Collaborative Act each year.

7   The state provides $2,150 per full-time child enrolled. The ELC provides a 1:1 match to make the total investment for each child $4,300.

8   The Mississippi State Kindergarten Readiness Assessment is administered twice a year. For preschool, the ELC also uses selected assessments that are aligned with the standards.

MISSOURI - Missouri Preschool Program

1   Missouri Preschool Program (MPP) contracts are awarded through a competitive bid process, with the grants limited to five years. Therefore the number of programs and children served changes every year.

2   Enrollment is not collected on specific languages spoken, just the number of English Language Learners (ELL). The number of 3-year-old ELL children was 39 and the number of 4-year-old ELL children was 170 for a total ELL enrollment of 209.

3   The program must provide 6.5 hours of educational activities appropriate to the developmental level of the child per day between the hours of 7:30 am and 5:00 pm. Only governmental entities or public school districts (awarded funding prior to FY16) can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title 1 and/or early childhood special education.

4   Preschool programs are required to operate five days per week. However, public schools that 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 preschool day is expected to mirror the length of the K-12 day.

5   Preschool programs must provide educational activities appropriate to the developmental level of the child 12 months a year. Governmental entities or public school districts only may provide preschool services for no less than the school year.

6   Eligibility is determined by age, with all other eligibility requirements determined locally.

7   If a preschool program charges a fee for preschool, they must implement a sliding scale fee. The sliding scale fee is required for families whose income does not exceed 185% FPL.

8   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.

[9] All preschool programs are required to partner with their local Parents as Teachers (PAT) program which provides parent education and health and developmental screenings. In addition, PAT also provides referrals to services that may be beneficial to the family based on need/request.

[10] Missouri Early Learning Goals are inclusive of children infant to kindergarten entry; new K-12 standards were approved in April 2016.

[11] Lead teachers must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certification, or a four-year college degree in child development.

[12] A total of 92 teachers have Early Childhood Certification; four teachers have Early Childhood Special Education Certification; six teachers have Early Childhood/Early Childhood Special Education Certification; and seven teachers have a four-year child development degree.

[13] Assistant teachers must have a CDA, two-year Associate Degree in Child Care/Education or 60 college hours with a minimum of three 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.

[14] Salaries and benefits must be commensurate with other professionals in similar positions.

[15] Classroom observations are used for teacher and program goal setting and planning for professional development.

NEBRASKA - Nebraska Early Childhood Education Program

[1] Some school districts begin a program, 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 four hours per day, four or five days per week. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year.

[3] Children with IEPs may participate, based on their IEPs. Kindergarten-age children with verified disabilities may enroll in preschool 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. The state does not have a minimum age for preschool entry.

[4] Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. 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. The program may serve children with no risk factors, including income.

[5] If charging fees, districts must utilize a sliding fee scale, but may set the scale at whatever level they choose. Children who are receiving services through Head Start or IDEA pay nothing. For other children, districts must utilize a sliding fee scale, but may set the scale at whatever level they choose to fit with their community.

[6] A meal and/or snack meeting USDA requirements must be served each session.

[7] Coaching is provided to district classrooms that participate in the state QRIS or are Pyramid Model full implementation sites.

[8] 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.

[9] School districts who hire the teacher or assistant teacher put the teacher or assistant on the district salary schedule. Occasionally, in programs that partner with Head Start or child care, the non-school entity may employ the teacher or assistant. In those cases, the teacher or assistant may not receive a salary on par with elementary teachers.

[10] Classroom embedded support is not required, but is available for school district classrooms that participate in the state QRIS. Teachers in schools that are implementing program-wide Pyramid Model must receive coaching.

[11] 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. A total of $4,593,005 is included in the state funds. These are state flex funds for special education.

[12] School districts that have met requirements to have an approved early childhood program for the required number of years are qualified to be part of the State aid calculations which is based on the number of 4-year-olds multiplied by the number of hours in session multiplied by 0.6. The district's overall need calculation is matched to their ability to fund the need. If the need outweighs the ability to fund the need, then the district is eligible to receive the state aid.

[13] New programs have two years of ECERS-R observations done by staff who are reliable with the state anchor (who is reliable with the authors of the tool). Additionally, beyond the second year of operation, schools can choose which tool, ECERS-R or CLASS, to be observed and rated on. After the new classrooms/teachers are identified, a percentage of the remaining classrooms are observed. The basis of those observations is: history of past observations, length of time between observations, etc. It is possible, however, that not all sites will receive a visit.

NEVADA - Nevada State Prekindergarten Program

[1] State PreK grantees include 11 school districts and 1 community-based organization. Eleven out of 17 districts have State PreK that meet state pre-K guidelines; however, other districts do offer other prekindergarten programs funded through Title I and/or Zoom DLL funding.

[2] Priority is given to 4-year-olds who will be entering kindergarten the following school year. However, if there is an opening and no other 4-year-olds are on the waiting list, programs may enroll younger children. The age of five children is unknown.

[3] The enrollment by home language breakdown total does not equal the total enrollment because data are missing on 13 children.

[4] Data are available by income range based on families, not children. Families with multiple children enrolled in pre-K are only listed once (for a total of 1,511 families): Not reported: 14 families; Under $9,999: 193 families; $10,000-$19,999: 324 families; $20,000-$29,999: 292 families; $30,000-$39,999: 247 families; $40,000-$49,999: 164 families; $50,000+: 277 families.

[5] The majority of state-funded pre-K programs are half-day (minimum of 10 hours/week) unless braided with PDG funds which results in a full day (minimum of 25 hours/week).

[6] Children who are eligible for kindergarten are not eligible for State PreK unless a local determination is made based on the child's IEP.

[7] Districts or programs determine eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).

[8] Redetermination is not included in state policy but is permitted at the discretion of districts if claims of irregular attendance are verified, or if claims that a family moves outside of the district are substantiated and it is determined appropriate to fill the space with another child on the waiting list.

[9] Programs are required to follow NAEYC guidelines.

[10] Most programs are half-day and therefore, only require snacks. Full-day programs, as supported by PDG grant, must provide meals.

[11] Screenings are encouraged, and are locally determined. All programs are required to conduct the Brigance screener starting this year.

[12] SB405/Zoom legislation provides support in PreK for DLLs.

[13] A partnership with WIDA was formed to develop a new PreK DLL assessment.

[14] The state is in the process of creating birth-3rd grade standards as a more comprehensive document.

[15] State PreK funding is allocated each legislative session out of the DSA. The funding level has remained relatively flat since the program began more than 16 years ago.

[16] Previously, formal evaluations including ECERS observations were conducted in all State PreK programs; however, due to loss of evaluation funding, this is no longer possible. Only programs that are able to participate in QRIS are formally observed using ECERS-3 and CLASS. In 2015-2015, only PDG programs receive structured observations through the QRIS (using ECERS-3 and CLASS) at the beginning of the year, and another at the end of the year.

17 Previously, funding for evaluation was available annually, and then every other year. This funding has been cut and is no longer available.

18 Programs are currently required to use EOWPVT and WIDA for DLLs. In 2016-2017, programs will be required to use the Brigance screener that measures all domains. Many programs use Teaching Strategies GOLD, but assessment data are not collected at the state level.

19 Nevada will begin using the Brigance screener for all kindergarteners next school year.

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 has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the above Departments.

2 Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year.

3 The enrollment includes only general education preschoolers. Preschoolers with disabilities are also included in the program, but are funded separately and are not included in the enrollment numbers.

4 This is out of 43,597 children.

5 The DOE funds the program for the school calendar year and day. All programs must operate for at least six hours. Some programs offer extended-day programs with an additional four hours of wraparound care for income-eligible children. The wraparound program is funded through the Department of Human Services (DHS). Some districts have also used surplus or Title 1 funds to provide summer programs.

6 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.

7 The program is offered in the poor urban districts initially identified by the New Jersey Supreme Court in 1990 as having at least 40% of children who qualify for free or reduced-price lunch and five additional districts designated by the legislature. All 3- and 4-year-old children within those districts are eligible to participate.

8 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

9 As part of the state's Race to the Top grant, all programs are required to offer Community Parent Involvement Specialists that connect families with social services such as mental health services and insurance.

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. The quality of bilingual instruction is monitored through New Jersey's Self-Assessment Validation System (SAVS).

11 Teachers with a Standard Elementary School Endorsement (preschool through grade eight) 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) certificates are no longer granted but still recognized for current holders.

12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title 1.

13 Coaches are provided at a ratio of one coach for 20 classrooms. Master teachers are provided at a ratio of one to 18 classrooms.

14 Districts receive a per pupil amount for each projected child depending on where the child is being served (district, Head Start, or private provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district's aid reverts back to what it was in the 2008-2009 school year.

15 School districts are permitted to subcontract with faith-based programs without religious content during the school day.

16 The former Abbott districts report their classroom and child assessment data, as well as their demographics, looking at absenteeism rates, etc. Every classroom in the Preschool Expansion Grant districts received a visit. All Abbott preschool classrooms also are observed by master teachers.

17 New Jersey switched to the ECERS-3 as the state believes it is a better measure of quality.

18 New Jersey has a Self Assessment and Validation System that is used to look at implementation of the components of high quality.

NEW JERSEY - New Jersey Former Non-Abbott Early Childhood Program Aid

1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the above Departments.

2 The enrollment includes only general education preschoolers. Preschoolers with disabilities are also included in the program, but are funded separately and are not included in the enrollment numbers. Only districts that have between 20% to 40% of children eligible for free and reduced-price lunch receive funding for this initiative.

3 Children funded through the Preschool Expansion Grants are enrolled in ECPA or ELLI programs only. There are 883 additional 4-year-olds in the grant-funded program enrolled but not included in the total.

4 Preschool Expansion Grant districts serve some children in Head Start settings. Children in the ECPA program are served in public schools.

5 Districts may operate either a part- (2.5 hours per day) or school-day (six hours per day) program. DHS funding may be used to extend beyond a full-day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown. The DOE funds the program for the school year. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year. The number of children in full- and part-day programs reflects children across all three New Jersey preschool programs.

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 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

8 Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.

9 Teachers with a Standard Elementary School Endorsement (preschool through grade eight) 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 for Title 1.

11 All state funding is technically run from the state aid formula. However, for the 2015-2016 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. The results of these assessments are not collected by the state, however.

NEW JERSEY - New Jersey Former Early Launch to Learning Initiative

1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of

Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the above Departments.

[2] The enrollment includes only general education preschoolers. Preschoolers with disabilities are also included in the program, but are funded separately and are not included in the enrollment numbers. These districts also reported serving 230 three-year-olds who are not funded with state dollars and were not included in the total enrollment. This enrollment also reflects only the districts that do not receive funding through the former ECPA program, so as not to double count any students.

[3] Children funded through the Preschool Expansion Grants are enrolled in ECPA or ELLI programs only. There are 883 additional 4-year-olds in the grant-funded program enrolled but not included in the total.

[4] Some programs are part-day, some programs are school-day, and some programs offer a combination of both. Some programs participate in DHS wraparound programs for before- and after-care. The DOE funds the program for the school year. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year. The number of children in full- and part-day programs reflects children across all three New Jersey programs.

[5] Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.

[6] Children are required to qualify for free and reduced-price lunch (185% FPL) and be a resident of the district. However, districts may allow for other students in unusual circumstances to be eligible for the program. A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.

[7] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

[8] For half-day programs, only snack is provided. For a full-day program, breakfast and lunch may be provided.

[9] Teachers with a Standard Elementary School Endorsement (preschool through grade eight) 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 for Title 1.

[11] Some districts may use local funding to supplement state funding, but amounts are unknown. All state funding is technically run from the state aid formula. However, for the 2015-2016 school year, the former ELLI 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. 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.

NEW MEXICO - New Mexico PreK

[1] Children, Youth and Families Department funds NM PreK classrooms at Head Start sites. However, these PreK children are not enrolled in Head Start.

[2] New Mexico's database combines Asian and Pacific Islander and does not have a biracial/multi-racial category.

[3] New Mexico funds two program schedules: half-day which is 450 total classroom hours, and NM Extended-day which is 900 total classroom hours. Half-day programs must operate at least 2.5 hour per day and NM Extended-day programs must operate at least five hours per day.

[4] Only programs funded by Children, Youth, and Families Department are allowed to serve 3-year-olds.

[5] Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.

[6] Staff to child ratios may be smaller in classrooms with children with IEPs, for example one adult to four children.

[7] One meal is required for half-day programs; two meals are required for NM Extended-day programs.

[8] The components of a full physical exam are determined by the child's physician. All screenings must be completed by the third month of attendance.

[9] Nurses who provide health services for children are available in public school settings only.

[10] The PreK Consultation Model provides monthly three-hour classroom visits, which include a 30- minute debriefing period with the teacher and educational assistant.

[11] Curricula are locally determined but must be aligned with the NM Early Learning Guidelines.

[12] Teachers in nonpublic settings who do not yet possess a state-issued Early Childhood teaching license or BA degree must complete a minimum of six credit hours annually toward the degree or license. Teachers in public schools must hold at least a BA/BS and a teaching license in Early Childhood. If a public school teacher is hired who holds either a special education PreK-12 license or an Elementary K-8 license, that person must complete all requirements for an early childhood B-3rd grade or PreK-3rd grade teaching license within two years of hire.

[13] 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 to complete at least six college credits annually toward the requirement. New Mexico offers an Education Assistant license for P-12 in public settings only.

[14] The PreK Program Standards require that preschool program personnel are compensated with salaries and benefits that are comparable to other professional positions that have similar qualifications and responsibilities.

[15] A minimum of two hours per week is required even if that exceeds what is provided in K-3.

[16] Health and safety professional development is required and provided by Child Care Licensing and school districts, thus it is not funded by NM PreK.

[17] Faith-based programs cannot have religious content during PreK hours.

[18] Additional information can be found here: https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy&cachefix=679

[19] The Public Education Department requires (Administrative Code 6.30.5.12) schools with full-day kindergarten programs to conduct age-appropriate assessments to determine the placement of students at instructional level within the first 30 instructional days of the school year. Under the Race to the Top initiative, a state-wide Kindergarten Entry Assessment, the Kindergarten Observation Tool, will be fully implemented in the fall of 2016. School districts and charter schools that receive Reads to Lead funding from the state must conduct the DIBELS Next or IDEL assessments. Other districts have local control. The New Mexico Kindergarten Observation Tool was field tested in approximately 50% of school districts as a kindergarten entry assessment in 2015-2016. All districts used the instrument to assess children in 2016-2017.

NEW YORK - New York State Prekindergarten Program

[1] New York State has several separate pre-K funding streams, five of which are competitive awards. Universal PreK (UPK) is administered to school districts via an allocation grant award that is non-competitive. Of the approximately 700 school districts in New York State, roughly 440 districts have an award via this program. However, the funds and awardees for this program have been frozen for nearly a decade. For the last four years, school districts have been able to apply for additional funding via a competitive basis for five-year grant awards.

[2] One competitive grant, the Expanded Prekindergarten Program, allowed school districts to apply to serve both 3- and 4-year-olds as long as the number of slots for 3-year-olds did not exceed the number of slots for 4-year-olds in the district.

[3] Preschool in two districts is entirely funded by PDG.

[4] Whether or not children are enrolled in Head Start and state-funded preschool varies by school district. A total of 6,040 children attended UPK at a Head Start provider. Additional UPK children may also receive Head Start services.

[5] This is an estimation based on the aggregate three-year free and reduced-price lunch averages by districts that have state-funded prekindergarten.

[6] Funding is for a minimum of 2.5 hours per day, but many programs opt to run a school-day or extended-day program using local funds or other funding sources. Programs must operate five days per week for a minimum of 180 days per year. Some school districts are required to budget, plan, and operate for the full calendar year, but that does not necessarily mean that programs are being provided beyond the school year. However, all school districts can elect to provide prekindergarten

programming in the summer if they wish, using the same prekindergarten funds.

7 Age-eligible children must be residents of the respective school district in order to enroll into state-funded prekindergarten. For children served by the Federal Preschool Development Grant, eligibility is determined by an income requirement.

8 Programs that are less than three hours require a nutritional meal or snack. Programs that are more than three hours require meals and snacks to ensure the nutritional needs of the children are met. Meals are required to be offered for full-day programs.

9 Programs are required to ensure that children with limited English proficiency are provided equal access to the prekindergarten program and opportunities to achieve the same program goals and standards as other children. Districts can choose to implement specific supports for DLLs.

10 Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978. 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 BA in Early Childhood Education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades.

11 The 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, or 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 Guidelines indicate that assistant teachers with the Level III Teaching Assistant certificate complete 75 hours per five years of in-service professional development in order to maintain certification. However, local public school districts make decisions regarding the appropriateness of activities to fulfill this requirement.

13 State policy does not specifically require ongoing classroom-embedded support but local districts can decide to provide it.

14 Local grantees may access federal CCDF and USDA Child and Adult Food Program funds in addition to state general funds. The amount of these federal funds is unknown.

15 A half-day state aid rate is based on each school district's combined wealth ratio. 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.

16 School districts are required to establish a process for assessing the developmental baseline and ongoing progress of all children participating in the program in at least language, cognitive, and social skill development. Specific assessments used are determined locally. Additional information is found here: https://govt.westlaw.com/nycrr/Document/I36610ef5c22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

NORTH CAROLINA - North Carolina Pre-Kindergarten Program

1 Although the North Carolina Department of Health and Human Services has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy dictates teacher education and educator licensure.

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 (36 weeks) 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 North Carolina Pre-K slots allocation may be used to serve children above 75% SMI, provided they have another designated risk factor.

5 Classrooms that provide for inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B) at: http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities.

6 Per the North Carolina Child Care Rules, each NC Pre-K child must be screened for developmental delays within 90 days of entering program. The screenings are used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains. State forms are provided to families for obtaining children's health assessments that include health care provider statements to refer children for further assessments and tests.

7 Other support services are provided as needed, such as family support and other types of health interventions (e.g., mental health, positive parenting services) for children with unique needs or challenging behaviors and their families.

8 The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners (ELLs), with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. North Carolina birth through kindergarten (BK) licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served. Coaches/mentors who support BK licensed teachers are required to use a variety of resources and strategies defined by the North Carolina Foundations for Early Learning and Development standards. North Carolina Mentor Teacher Standards align with the North Carolina Professional Teaching Standards.

9 North Carolina's early learning standards are aligned with the state's Standard Course of Study (Common Core State Standards and North Carolina's Essential Standards), the standards for what kindergarten children should know and be able to do. The focus of NC's early learning standards is on the early precursor skills that research suggests are important or lay the foundation for what children learn later. The early learning and development standards (ELDS) domains addressed in the standards include: Approaches to Play and Learning, Emotional-Social Development, Health and Physical Development, Language Development and Communication, and Cognition Development.

10 BK licensed teachers are assigned mentors to support the implementation of curricula and formative assessments that is informed by and aligned with the ELDS to support children's development and learning needs.

11 Additional information on curricula can be found at: http://ncchildcare.dhhs.state.nc.us/providers/pv_sn2_curriculum.asp.

12 All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in CD/ECE or a related field as well as a NC BK or PK/K 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 be eligible to hold a NC Lateral Entry BK license while working to attain an NC BK or Preschool initial and continuing license within three years. Teachers holding an NC BK initial or continuing 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 for a long-term substitute teacher (up to 12 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 BK license.

13 Teacher Assistants in public schools may 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 of experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.

14 Professional development for assistant teachers applies only to those working toward AAS Early Child Education or CDA degrees. Teachers holding a Lateral Entry license and working toward the NC BK Continuing 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 three-year Beginning Teacher Support Program (BTSP). The BTSP requires mentoring/performance evaluation. The BTSP is a three-year in-service professional development requirement for any teacher holding less than a continuing license (initial or lateral entry).

15 All DCDEE regulated (licensed) programs are required to meet health and safety training requirements as stipulated under the NC Child Care Rules, which would include an NC Pre-K Programs.

16 The amount of mentoring/coaching that a NC BK licensed teacher receives is based on formally assessed needs that result in different types of professional development plans, including specific strategies designed in collaboration with the teacher, evaluator, and site administer (private sites). Teachers need different amounts of onsite coaching/mentoring (scaffolding, role modeling, etc.), based on each teacher's formally assessed needs. Approximately 50 contact hours per teacher with less than a BK

Continuing License are budgeted.

[17] There is additional funding through a required local match, but the amount could not be reported.

[18] The North Carolina Rubric for Evaluating Teachers is used to conduct formative observations and summary evaluations of teacher effectiveness for all NC Pre-K teachers (public and private) based on level and type of BK license held. Work includes teacher self assessment, mentoring, evaluation and professional development defined by assessed needs; schedule set by NC State Education Board Policy. Additionally, every NC Pre-K site receives at least one onsite monitoring visit annually by the local contracting agency, which is monitored by the state. ECERS-R evaluations are conducted as part of the rated license system.

[19] ECERS-R observations are conducted as part of the QRIS contracted agency; DCDEE regulatory child care consultants conduct regular compliance visits per NC Child Care Rules; BK teachers receive structured formative observations/summary evaluations per North Carolina Professional Teaching Standards based on level and type of license held.

[20] Documentation of children's learning data collected by each local NC Pre-K program and DCDEE child care consultants monitor for compliance with collection of data. Mentors and Evaluators (for BK licensed teachers) check to ensure use of data to inform child learning (includes families), teacher planning and professional development. Results of classroom quality ECERS-R assessments are collected and reported by independent assessor to DCDEE.

[21] The NC Educator Effectiveness System under NC State Board Policy requires BK licensed teachers to be formally mentored/coached and evaluated using formative and summative evaluation procedures annually, based on type and level of BK licensure held. Additional information is collected about the level and number of mentoring visits and formal evaluation of NC BK licensed teachers and the number of teachers, directors, mentors and evaluators who have completed required mentor and evaluator training to prepare for NC educator licensure services. Teacher performance data: developing, proficient, accomplished or distinguished ratings are required annually and by BK licensure type. The framework is required for teachers in both nonpublic and public schools. Teachers are required to use self-assessment and mentoring services based on teachers' assessed needs using the NC Rubric for Evaluating NC Teachers/NC Professional Teaching Standards

[22] Classroom staff may select from a list of approved formative assessments (see: http://ncchildcare.dhhs.state.nc.us/PDF_forms/NCPre-K_Program_Requirements_Guidance.pdf). Staff are required to conduct ongoing (regular) formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools are aligned with the NC Foundation for Early Learning and Development to meet this requirement.

[23] Additional information on kindergarten assessments is found here: http://www.ncpublicschools.org/curriculum/languagearts/elementary/k2literacy/

OHIO - Ohio Early Childhood Education

[1] Since 2006-2007, grants have been awarded based upon a poverty index. With new funds added in 2015-2016, grants were awarded to high-quality preschool programs located within district boundaries that have high needs (i.e., high poverty and low achievement). Ohio expanded its eligible providers to also include public districts, chartered nonpublic districts, charter schools, and child care programs. Ohio has a total of 380 grantees.

[2] Ohio funded 14,765 children with a per-child allocation of $4,000. Total enrollment exceeded 14,765 children, so all enrollment breakdowns are based on 14,765 figure. Enrollment breakdowns are estimated figures based on funded enrollment of 14,765 children only and not the total cumulative 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 are not eligible for kindergarten. Children can turn five after August 1 but before September 30, depending on the district of residence. As such, 2,719 children were over 4 years old but not yet eligible for kindergarten. These children are counted as 4-year-olds as per the NIEER Yearbook age groupings.

[3] House Bill 64 allows preschool to extend the day using publicly funded child care dollars for children who are eligible at or below 130% FLP.

[4] There are two locally determined school entrance dates for kindergarten in Ohio (August 1 or September 30). Depending on the local district's entrance date it is possible that 5-year-olds may enroll in the program if not age eligible for kindergarten or if they turn five after August 1 but before September 30, depending on the district of residence.

[5] Family income is the determining factor for this program. The program is free for families up to 100% FPL. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale. Programs may offer services to children above 200% FPL, but those families pay full tuition.

[6] All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff to child ratio or maximum class size of 20. Most programs are meeting this requirement and rated four or five and are receiving points for meeting these ratios.

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

[8] In the fall of 2014, Ohio began administering the Kindergarten Readiness Assessment (KRA) to assess all domains of school readiness for all children in public school. Ohio collaborated with Maryland State Department of Education to develop the new KRA, which is administered annually between the first day of school to November 1. Ohio has also developed a new pre-K through kindergarten formative assessment, covering ages 36 to 72 months, which began implementation in 2015 within Early Childhood Education programs.

[9] In all programs, at least 50% of teachers must have a BA in Early Childhood Education.

[10] Programs are now required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given extra points for attaining 30 hours of PD every two years at the star four and five levels. Most programs are attaining these levels.

[11] Originally, the allocation was provided starting with the district with the highest poverty rate. The Ohio Department of Education funded awards of up to two classrooms per district until all dollars were allocated. With the expansion in the 2013-2014 school year, a competitive process was used to allocate funds to programs within boundaries of school districts with the highest poverty and lowest achievement on kindergarten readiness assessments and third-grade reading assessments.

[12] Programs receive annual licensing site visits. Additionally, on-site quality rating visits are conducted every two years for three-star centers and every three years for four- and five-star centers. Program information submitted to the state includes program documentation, teacher credentials, child assessment, self-assessment, and observations. Structured observations of classroom quality are conducted using the state created Ohio Classroom Observation Tool (OCOT). OCOT is aligned to ECERS and CLASS. Programs are also required to report child assessment data. All programs are required to participate in Ohio's QRIS—Step Up To Quality. This includes professional development hours, observations, transition plans, and family engagement review. On-site and desk reviews are conducted annually.

OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program

[1] There is a discrepancy between this breakdown and the total enrollment because there are two different data systems used by school districts to report enrollment numbers to the Oklahoma State Department of Education. Also, there were 2,975 students reported in other areas of the district that do not fall into one of the settings categories.

[2] 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 five 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 or year but will not receive additional state funding through the state aid formula.

[3] The 3-year-olds enrolled qualify for special services. There are districts that utilize local funding or tuition to provide classrooms for 3-year-olds.

[4] Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch.

[5] Current immunization records for pre-K entry are required by the state of Oklahoma. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

[6] The Oklahoma State Department of Education recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities but allow local districts to make these decisions. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

[7] Transitional bilingual and summer programs along with translators and bilingual staff are available, but the amount provided may vary depending upon the funding and capacity of local school districts.

8. Oklahoma is currently in the process of adopting an Early Learning Inventory, which will be given during the first weeks of kindergarten. There is currently no required assessment for prekindergarten programs.

9. The Oklahoma State Department of Education supports the specific needs of school districts to provide resources for special education services and assistive technology along with curriculum interventions for low performing schools.

10. All pre-K teachers in Oklahoma are required to hold a BA in Early Childhood Education. There is a paraprofessional route to becoming an Early Childhood certified teacher in which a person holding a BA in any area of study can work for a minimum of a year as a paraprofessional in an early childhood classroom and pass the Oklahoma General Education Test, Oklahoma Professional Teaching Exam, and the Oklahoma Subject Area Test. Having a BA in Early Childhood or certification through the paraprofessional route are requirements for teaching in an Oklahoma pre-K classroom.

11. Teacher assistants are only required to hold a high school diploma or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An associate's degree or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; (3) Passed the Oklahoma General Education Test; or (4) Passed the ETS Para Pro Assessment Test or the Work Keys Assessment. About 69% of schools are Title 1.

12. Training and support for teacher assistants is provided by local districts and not regulated by the state.

13. Beginning in the 2018-2019 school year, teachers will be required to have a growth goal as a part of their evaluation system.

14. Teachers with low preforming schools would be supported by their local administrators.

15. The total expenditure for the Oklahoma Early Childhood Four-Year-Old Program from state funding was $143,368,061. Of this amount, $141,394,474 was contributed by the state aid funding formula and $1,973,587 came from other state sources.

16. Pre-K classrooms are required to adhere to the same standards as all other public education classrooms but there is no required observation of classroom quality. Annual site visits are required in all programs.

17. No formal evaluations for pre-K are required at the state level. Local districts determine how to assess and support mastery of the pre-K standards.

OREGON - Oregon Head Start Prekindergarten

1. Minimum required contact time is determined by the classroom hours combined with home-visit hours offered. School- and extended-day programs (more than six hours) are generally supported with other funding. Most programs operate 3.5 to four hours per day for a school year using state funding. Figures collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs. 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.

2. The number of days per week is dependent on the service models/options adopted by the program, and can range from no class days per week (home-based) to five days per week.

3. State preK children must meet the federal Head Start income guidelines. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state preK and federal Head Start funds, 90% must meet the income requirements. If grantee has only state preK funding, 80% must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils

4. Programs are required to offer meals and a snack that provide one-third to one-half of the child's daily nutritional needs in part day programs. Part-day programs provide lunch and either breakfast or snack. Full-day programs serve breakfast, lunch, and snack.

5. Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.

6. Oregon Pre-Kindergarten programs follow federal Head Start Performance Standards, which include the Head Start Early Learning Outcomes Framework. Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress toward acquiring English through culturally and linguistically appropriate instructional services, and inform parents of such children about instructional services used. If 50% or more of children speak a language other than English, programs must ensure that non-English speaking children are provided language support as needed. Otherwise, DLL/ELL policies related to immersion, instruction, summer language programs, translators/bilingual staff, professional development or coaching provided to teachers of ELL/DLLs are locally determined.

7. 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% must have earned at least a BA. Some programs have participated in local partnerships (e.g., school districts) where BA-level degrees and early childhood licensure with or without special education are required as locally determined. Teacher licensure options for public schools include Birth-3rd grade and Pre-K-K (Birth-K).

8. Some teachers who hold at least a CDA and who are enrolled in a program leading to at least an AA may receive a temporary waiver to the AA requirement.

9. Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds. Faith-based programs free of religious content are eligible to receive funding.

PENNSYLVANIA - Pennsylvania Ready to Learn Block Grant

1. No data collection occurred for the Pennsylvania Ready to Learn Block Grant program in 2015-2016 due to a significant budget impasse. Therefore, 2016-2017 data are reported.

2. Programs must operate 180 days per year.

3. Pennsylvania considers the minimum age eligibility for pre-K to be two years prior to kindergarten age. Districts determine the eligibility requirements. Children in RTL 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% use this entry date. The recommended cutoff for kindergarten is 5 years old by September 1, but this is determined locally.

4. Eligibility for RTL is locally determined.

5. The curriculum must be standards-based, but it is decided upon locally. The state provides a list of curricula which has shown alignment with PA ELS.

6. Beginning in the 2009-2010, assistant teachers had to meet NCLB requirements and were required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

7. First year instructionally certified teachers are required to participate in induction.

PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

1. Data on enrollment by ethnicity are missing for 425 children.

2. Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. Full-day for HSSAP is considered more than 5.5 hours per day. Center-based programs can operate four or five days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 and 180 days per year with a few offering full-year services of approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.

3. 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 cutoff 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 kindergarten, they are not funded by HSSAP, but instead by other resources.

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

5. 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% must have had at least a BA. By September 30, 2013, all assistant teachers must have had at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.

6. Data are missing for 12.8% of teachers (53 teachers).

7. Participation in state QRIS is required for state funded HSSAP programs, this information is collected at time of application, and when the rating is received.

PENNSYLVANIA - Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K

1. The total number of children is an estimate. Due to a budget impasse, data sets were delayed, affecting the ability to report accurate numbers.

2. Programs are required to operate 180 days per year. School code allows pre-K to be exempted from this requirement when approved which is a locally determined decision.

3. 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. School-Based Pre-K (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 to limit enrollment only to 4-year-olds.

4. Child assessments are locally determined.

5. School code required that pre-K curriculum and instruction must be standards-based.

6. The state provided a listing of curricula that has been aligned with PA ELS (this is required for other state-funded Pre-K programs but not K4 or SBPK). Decisions about curricula are locally determined.

7. Elementary (K-6) certification is allowed for teachers in public school settings.

8. As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction; there is no minimum degree required for K4 programs.

9. These decisions are locally determined, when pre-K teachers are contracted by the school district; salary parity with K-3 teachers is typical, but may not always be the case. The 180 hours are required of teachers with Instructional Certification; which is required in public school classrooms (SBPK) but not nonpublic schools (K4). An induction plan is required for teachers with Instructional Certification.

PENNSYLVANIA - Pennsylvania Pre-K Counts

1. Data on enrollment by ethnicity are missing for 1,190 children.

2. School-day programs operate for a full-day of programming which includes at least five instructional hours per day; part-day program operate for a half-day program which includes at least 2.5 instructional hours per day.

3. 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. In addition, local boards may decide exceptions for kindergarten. 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 but rather by a non-state source.

4. Children must meet the state-specified income requirement. Prioritization based on additional risk factors beyond income and age is locally determined.

5. A class size of 17 students is recommended. The recommended staff to child ratio is 2:17; if the 1:10 ratio is used, other qualified staff must be present on-site in case of emergency.

6. Regulation guidance was updated in 2015 to include the meal requirement for half-day programs.

7. The program is required to share screening results with families and discuss/support referral options.

8. The state provides guidance but not regulation on ELL/DLL supports and services which are primarily locally determined.

9. Curriculum companies may choose to submit an alignment at any time. The state aligned list reflects those who have voluntarily undergone the alignment process.

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.

12. The ACT 48 professional development requirement is the same for all certified teachers.

13. An induction plan is required in first year of service.

RHODE ISLAND - Rhode Island State Prekindergarten Program

1. Data on home language was not reported for seven children.

2. These numbers reflect students leaving the program and new students entering the program.

3. 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 by partnering with another agency which offers such services.

4. Children must reside in the district, town, or community in which the program is offered.

5. If a child has been absent more than 20 days, they may become ineligible.

6. Additional supports for DLLs are dependent on the district and community and the qualifications and supports provided within the district or community. For example, a pre-K program that is housed within a Head Start grantee would have access to certain supports that a community-based program may not. The availability of translators or bilingual staff depends on the capacity of individual programs.

7. State pre-K teachers are required to participate in comprehensive professional development focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).

8. Rhode Island has a list of reviewed curricula where an alignment has been done based on a variety of indicators but the state has stayed away from saying the curricula are "approved" or not. HighScope and Creative Curriculum both scored high on this review and are used by some programs in the state. Information on curricula alignment can be found here: http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx#1667794-documents

9. Information regarding alignment of subject-specific curricula will be available in 2017.

10. All lead teachers must have a Pre-K-2 state teaching certification, or an approved interim exception to complete the required courses in order to obtain one by taking six credits per year as a very rare exception.

11. Programs are required to provide prekindergarten teachers with comparable salaries to public school teachers. However, these wages are generally more along the starting salary range rather than the mid to higher tiers within public schools. Grantees must compensate all Rhode Island Pre-Kindergarten Program teachers and assistant teachers with a competitive salary and benefits based on their credentials, experience, and past performance.

12. There are numerous optional professional development offerings teachers may choose to participate in based on need beyond the required 20 hours per year.

13 The state contracts with a vendor who is available to provide in program/classroom support as well as large group support.

14 The Rhode Island Education Aid Foundation Formula approved in 2010 takes a phased-in approach to expanding access to high-quality pre-K, starting with communities that have a high proportion of children eligible for free and reduced-price lunch. The phased-in approach, investing $10 million over 10 years, will ensure that pre-K expansion creates high-quality learning programs, improves access for students who need it the most, and assures a smooth transition between early childhood and K-12.

15 Classroom quality data obtained through QRIS assessors as well as child level measures taken at three points in time (the start of pre-K, end of pre-K, and 1st grade), will be used for the evaluation.

16 The state is in the process of developing a Kindergarten Entry Assessment which is being piloted this year. The state is hopeful that next year will be the first year of implementation.

SOUTH CAROLINA - South Carolina EIA Child Development Program (4K)

1 Districts not participating in CDEP are required to offer, at a minimum, one half-day EIA 4K class.

2 EIA 4K is a part-day program run directly by the districts, without Office of Early Learning and Literacy (OELL) oversite. Student enrollment data are not collected at the state level, but enrollment estimates are provided.

3 After all income-eligible children are served, districts can decide on prioritizing other risk factors.

4 Comprehensive services are not required, but recommended, including parenting support or training, parent involvement activities, health services for children, and transition-to-K activities.

5 The newly revised ELDS will be aligned to the approved child assessments.

6 Many of the preschool programs voluntarily use the CDEP list of approved curricula.

7 Only appropriated funds for 2015-2016 are reported, actual expenditures are not available.

8 The funding formula is dependent on the number of kindergarten students qualifying for free or reduced-price lunch.

9 The South Carolina Department of Education Regional Literacy Specialists are conducting the monitoring visits and only using a portion of the ELLCO as a quality improvement assessment.

10 Districts must select one of the three assessments on the approved list which includes: myIGDIs, PALS-PreK, or GOLD.

SOUTH CAROLINA - South Carolina Child Development Education Program (CDEP)

1 The South Carolina Department of Education has administrative authority over public school districts. The Office of First Steps has authority over private child care centers.

2 A total of 61 school districts participate, and there are an additional three school districts which are eligible based on the 70% or higher poverty level but elect not to participate. Private child care programs in those three districts may participate. The remaining districts do not meet the poverty level to participate.

3 Breakdowns are for children enrolled in the public school programs only. Breakdown is not available for 10 children's free and reduced-price lunch status, located in public schools.

4 Eligibility is based on residence in a CDEP-funded district, and income eligibility, with students meeting requirements of free or reduced-price lunch or Medicaid eligible.

5 Once all children meeting the income criteria are served, students identified as at-risk by low scores on the DIAL or those who meet the risk factors of homelessness or being in foster care may enroll.

6 Although, it is not required many districts provide vision and hearing screenings.

7 The new revised ELDS will be aligned to the approved child assessments.

8 The state is developing resources that will support the implementation of the new ELDS.

9 Data are only available for teachers working in public school programs.

10 Assistant teachers in both public schools and private centers are required to enroll in the ECD 101 TEACH college class within one year of being in the position.

11 In addition to the 15 clock hours annually, lead teachers in public schools are required to take six credit hours every five years.

12 The 15 clock hours per year must be approved by the Center for Child Care Career Development, and must include at least five hours in curriculum, five hours in child development, and five hours in health and safety, guidance, or other related topics.

13 There are several pilots being funded by the South Carolina Education Oversight Committee using various classroom observation tools, including ECERS, CLASS, and ELLCO.

14 Districts must select one of the three assessments on the approved list which includes: myIGDIs, PALS-PreK, or GOLD.

15 Analysis of data has not yet been completed.

TENNESSEE - Tennessee Voluntary Pre-K

1 Authority over the Tennessee VPK program was moved from the Division of Special Populations to the Division of Early Learning and Literacy.

2 PDG funds supported 1,648 children in new slots and 3,010 in improved slots. There were additional children funded with PDG who were not enrolled in VPK, but the exact number is unknown.

3 Tennessee has a 3-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 children who are screened and identified as at-risk due to an IEP, 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.

4 There are currently 37 curricula on the approved list, however, the list is being revised for 2017-2018.

5 State law passed in 2005-2006 requires at least one educational assistant per classroom to hold a CDA or AA, or actively work toward such credentials. If no person with such credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood programs to be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired. In 2015, 51% of all assistant teachers had 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.

6 For Assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required the following years. In 2017-2018, the requirements will increase to 24 clock hours per year for Directors, Teachers, and Assistants; and 30 hours in 2018-2019.

7 PDG funding includes an unknown number of children who did not participate in VPK. VPK funding follows the contract year (i.e. January-December), not the school year.

8 Program level outcomes are incorporated into a Plan of Action, which identifies areas of weakness found as a result of the ECERS-R and ELLCO. State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA. Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. All education consultant positions were eliminated in May 2013. All self-assessment documentation is submitted to the Director of Early Childhood programs.

9   No child assessment tools are currently required. In 2017-2018, the state-developed student growth portfolio will be implemented. Teachers and districts will choose an assessment from a state-approved list to demonstrate student achievement. Student achievement scores count as 15% of a teacher's evaluation. Fifty percent of the evaluation is based on classroom observation and the remaining 35% is based on student growth, which comes from a student growth portfolio model.

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 4 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 3 years of age.

2   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.

3   There is no rule regarding prekindergarten class size or staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. 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. The recommendation is a child to staff ratio of 11:1 with a limit of 22 children per classroom, but this is not required.

4   Districts are not required to serve meals to pre-K students. However, some districts do serve either breakfast or lunch, and some offer both meals. Districts offering full-day prekindergarten are required to provide lunch.

5   Other health screenings are determined locally.

6   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. The state-level policy regulating services is for ELL only, not DLL.

7   Funding goes to providing free professional development and pre-K assessments for all public school teachers.

8   For a full list of curricula see: https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf

9   Texas does not use the term assistant teachers though paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma and experience working with students or parents. Educational Aide II requires at least a high school diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area, as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.

10 In the grant program that covers approximately 85% of preschool children, the teachers are required to have 30 hours each year in early childhood education including 15 hours of mentoring or instructional coaching.

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 The state will begin to collect beginning- and end-of-year Prekindergarten Progress Monitoring Data in 2016-2017 school year.

13 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, and programs are required to submit beginning-of-the-year data to the agency.

VERMONT - Vermont Universal Prekindergarten Program (Act 166)

1   Act 166 requiring Universal Prekindergarten was partially implemented during the 2015-2016 school year. School districts developed agreements with private prequalified pre-K programs in towns/communities including 138 public prequalified pre-K programs and 230 private prequalified pre-K programs. Full implementation of Act 166 is required in the 2016-2017 school year.

2   Act 166 requires school districts to offer pre-K to all 3-, 4- and 5-year-olds not enrolled in kindergarten for 10 hours per week for 35 weeks over the academic year.

3   Vermont child care licensing regulations stipulate that the interior space licensed for use by children shall provide a minimum of 35 square feet of safe usable space per child for the maximum number of children using the space at one time.

4   As part of Child Find, programs screen children on their developmental growth. Vision and hearing are required under child care regulations as well. Screening information is not collected at the state level. Child Find must be conducted annually by all school districts. Child Find activities to identify (such as pre-K screening) is planned, offered and conducted by local school districts.

5   The state anticipates developing a state guidance document to support serving children who are DLL during the 2017-2018 school year.

6   Vermont has adopted Teaching Strategies GOLD as its child progress monitoring measure. Teaching Strategies GOLD is aligned with Vermont Early Learning Standards (VELS).

7   Under the Race To the Top Early Learning Challenge grant, the VELS website is under construction. Regional trainings are occurring on the VELS and VELS family engagement training materials are being developed.

8   A private prequalified prekindergarten education program operated in a licensed center-based program shall employ, or contract for the services of, at least one teacher who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education. The 10 hours the licensed teacher is present shall coincide with the hours of prekindergarten education paid for by tuition from districts.

9   A teacher associate must be at least 20 years of age and have a high school diploma or GED, and meets one of the following qualifications: (1) a Vermont Early Childhood Career Ladder Level Three Certificate; (2) an associate degree in Early Childhood, Child or Human Development, Elementary Education, or Child and Family Services and at least 12 months experience working with groups of children in grade three or younger; (3) a Certificate of Completion from the Registered Child Care Apprenticeship Program; (4) a Child Care Certificate from the Community College of Vermont and at least 12 months experience working with groups of children in grade three or younger; (5) successful completion of 21 college credits with an early childhood or school-age focus and at least 12 months experience working with groups of children in grade 3 or younger. A teacher assistant is at least 18 years of age and has a high school graduate or GED, and meets one of the following qualifications: (1) a Vermont Early Childhood Career Ladder Level One or Two Certificate; (2) a current CDA and at least 12 months experience working with groups of children in grade three or younger; (3) a State Board of Education approved Human Services Program Certificate that emphasizes child development or early childhood education and at least 12 months experience working with groups of children in grade three or younger; (4) successful completion of the Fundamentals for Early Childhood Professionals' course or the Vermont Afterschool Essentials Certificate and at least 12 months experience working with groups of children in grade three or younger; (5) successful completion of a three college credit course in child or human development or a three college credit course for school age care and education and at least 12 months experience working with groups of children in grade three or younger.

10 Lead teachers in public schools must complete an individualized professional development plan and submit their plan supporting their ECE/ECSE licensure renewal level 1 and 2 by completing necessary coursework and submitting to their local standards board for approval. Under child care licensing regulations private child care staff individualized professional development plans are updated annually and staff must complete 15 hours of annual professional development.

11 Currently, Vermont does not require coaching as a professional development (PD) component. There are multiple PD offerings that include coaching to support and increase implementation of evidence based practices in the early childhood setting. Early Multi-Tiered System of Supports (MTSS) is a prime example of training on content that includes practice based coaching elements to ensure implementation in the state.

12 A total of $54,629,329 was used to support Vermont's Act 62 Program. The state was unable to break this down into state, local, and federal sources. This figure likely includes funding from the State Education Fund's school funding formula, state Essential Early Education (early childhood special education) funds, and IDEA. Approximately 25% of all districts also use Title I dollars to support pre-K. However, districts do not report revenues by grade level, so actual amounts are unknown. Additional PDG funds also supported the program in 2015-2016.

13 Budgets including district costs for pre-K are determined and approved at the local level and then funded through the Education Fund. The state's Education Fund provides funding for pre-K–12 education spending.

14 Vermont is moving toward using the CLASS. The CLASS is currently an option in the state's QRIS and the state has a cadre of state CLASS trainers and trainings are being offered for pre-K as well as K-3. However, CLASS data are not currently being collected at the state level. Through Act 166, the state approved monitoring system for prekindergarten programs includes collecting and evaluating information on program quality to be used to ensure continuous quality improvement through mentoring and training. Additional information collected for monitoring includes programmatic details such as the number of children served and financial investments made, as well as child school readiness and numeracy and literacy outcomes.

15 Vermont is in the process of designing a pre-K monitoring and improvement system. The state will be conducting a pilot during spring 2017.

VIRGINIA - Virginia Preschool Initiative

1 Funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether or not to take the funds.

2 A minimum of three hours per day is required for part-day programs. School-day programs are required to operate for a minimum of 5.5 hours per day.

3 A total of 15% of slots can be filled using locally determined criteria.

4 The Appropriation Act language and set of assurances does not mandate meals, but the state office offers the opportunity for all programs to provide meals. The vast majority of programs offer at least one meal a day.

5 It is a local decision as to who screens and refers and when. The state does not specifically require but encourages the programs to refer for services as needed.

6 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.

7 The state requires the use of PALS-PreK for all Virginia Preschool Initiative students.

8 Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA and 98% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. This policy does not meet NIEER's benchmark requirement because the instructional lead is not required to be present at all times when children are in attendance.

9 The state does not collect data above a bachelor's degree. Only statewide percentages are available.

10 Salary scales and parity are determined locally by each school division. Some may have parity some may not. Starting salaries are equivalent but the salary schedules after the starting salary are locally determined.

11 The 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 $6,125, 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 half the per-pupil amount. Funds are provided to localities based on the number of at-risk 4-year-olds not served by Head Start. An estimate of the PDG funds used to enhance VPI seats is included in the total enrollment.

12 The local match is based on the local composite index.

13 PALS data is collected twice a year and local plans are submitted twice a year. Site visits by state staff or consultants are no longer conducted, due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer includes review of program facilities, on site safety procedures, and program records. Program-level documentation reviews include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets.

14 Only PALS Pre-K is required by the state. Other domains may be assessed through locally determined curriculum assessment.

WASHINGTON - Early Childhood Education and Assistance Program (ECEAP)

1 Of the three counties not served by this program, two are served by Head Start and the other is sparsely populated.

2 Slots were awarded through open competitive RFPs for the 2008-2009, 2014-2015, and 2015-2016 school years. Additional slots were awarded to existing contractors based on county poverty levels for the 2011-2012 and 2013-2014 school years.

3 The most frequent home languages other than English and Spanish are, in this order: Somali, Vietnamese, Arabic, Amharic, Russian, Chinese, Punjabi, Marshallese, and Oromo.

4 Washington has four operating schedule options: (1) old part-day model at 2.5 hours per day minimum; (2) new part-day model (beginning with slots awarded in 2015) at 3 hours per day minimum; (3) full school-day model at 5.5 to 6.5 hours per day; and (4) extended day at 10 or more hours per day. In 2015-2016, 24.7% of ECEAP classes were 2.5-3 hours per day, 55.5% were 3-4.5 hours per day, 14.9% were 5-7.5 hours per day (full-school day model), and 4.9% were 10-12.5 hours per day (extended-day model). Operating schedule varies by program model: part-day programs must provide a total of 320 hours per year for slots awarded before 2015 and 360 hours per year for slots awarded after 2015. Full school-day programs must be four or five days per week and extended-day programs must be five days per week. A typical part-day program operates three hours per day, three or four days per week for the school year. Many children in wraparound child care at the same site are not counted in the school day category because ECEAP program standards are not in operation during those hours.

5 In 2015-16, for the first time, ECEAP served kindergarten-eligible children in the summer before kindergarten in extended-day programs.

6 A priority point system based on a combination of income and other risk factors is used to determined eligibility. Additional risk factors include: 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, or migrant status.

7 Contractors offering sessions lasting less than three hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting three or more hours must provide breakfast or lunch, and a snack.

8 The Department of Early Learning began a pilot on research-based curricula in 2015-2016, purchasing Creative Curriculum or HighScope for the participating ECEAP classrooms, providing training, and supporting coaching to fidelity. Research-based curricula are being extended statewide.

9 HighScope and Creative Curriculum are approved. Beginning in 2016-2017, a process will be in place for ECEAP contractors to submit additional curricula for approval, based on the Head Start National Center on Quality Teaching and Learning's Preschool Curriculum Consumer Report.

10 All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: (1) An associate's 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; or (2) A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

11 All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications: (1) Employment as an ECEAP assistant teacher in the same agency before July 1, 1999; (2) The equivalent of 12 college quarter credits in early childhood education; (3) Initial or higher Washington State Early Childhood Education Certificate; or (4) A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

12 Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year, such as workshops or classes but not including individual mentoring.

13 Professional development plans are only required by the state for staff who do not fully meet the required ECEAP qualifications and are hired provisionally based on an insufficient workforce in their region.

14 Each ECEAP contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework to: (1) Support rating readiness and ongoing continuous quality improvement; (2) Assist the contractor in identifying goals and making quality improvement plans to achieve goals, and (3) Assist the contractor in completing remedial activities within the identified timeline, when applicable.

15 As part of the QRIS system, Early Achievers, the Department of Early Learning contracts with the University of Washington to conduct CLASS and ERS observations.

The University of Washington consultants who conduct the observations are reliable. In addition, more frequent observations occur to ensure compliance with ECEAP performance standards.

[16] Teaching Strategies GOLD is used. Three to four times per year, teachers rate all objectives within the following areas: Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. The remaining Teaching Strategies GOLD objectives (Science and Technology, Social Studies, and The Arts) are optional.

[17] For 2015-2016, the Department of Early Learning collected Teaching Strategies GOLD assessment results for more than 7,500 ECEAP children who had ratings in both fall and spring of the school year. Children made progress in all areas of development. The following percentages of children moved from "below age level" to "at or above age level" during their time in ECEAP: Social-emotional development: 41%; Physical development; 35%; Language development: 35%; Cognitive development: 39%; Literacy development: 43%; Mathematics: 53%.

WEST VIRGINIA - West Virginia Universal Pre-K

[1] The 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 model, all students are considered enrolled in public settings. The total count includes 3-year-olds in pre-K who are enrolled, but not age-eligible, including 1,003 3-year-olds with IEPS and 1,274 3-year-olds (also referred to as in the exclusion category) enrolled in pre-K program through collaborative programs (such as Head Start or child care). Children in the exclusion category are funded by a collaborating partner, but participate in pre-K funded classrooms when space is available. For example, a 3-year-old without an IEP is enrolled due to Head Start eligibility, but is not eligible through pre-K eligibility requirements. Children under three are those who transition into the pre-K program through IEP eligibility and usually transition from a Birth to Three program. These children are 3 after the September 1st age eligibility.

[3] Total enrollment by home language includes only 3- and 4-year-olds. Home language was not captured for the 1,274 "exclusion" 3-year-olds who are included in the pre-K program total enrollment but are enrolled through other programs such as child care and Head Start. Home language for 434 5-year-olds was not captured in the home language total enrollment.

[4] For race and ethnicity counts, the data includes only pre-K eligible children. Thus, exclusion children, children under 3-years of age, and 5-year-old children are excluded from the counts.

[5] In West Virginia's collaborative model, all students are considered enrolled in public settings. The total count includes 3-year-olds in pre-K who are enrolled, but not age-eligible, including 1,274 3-year-olds enrolled in pre-K program through collaborative programs (such as Head Start or child care).

[6] The number of hours per day is determined locally with a minimum of 14 hours per week and 128 days per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements. Beginning with the 2016-2017 school year, each pre-K classroom must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually.

[7] School-day programs and part-day program totals do not include 1,274 3-year-old children enrolled in pre-K through collaborative programs such as Head Start or child care.

[8] There is no formal partnership at the state level to provide extended-day services through collaboration with other agencies and programs (e.g., Head Start, child care); however, partnerships are required at the local level in state policy.

[9] Children who are 5 years old prior to September 1 shall be enrolled in kindergarten, instead of WV Pre-K, unless assessment data can determine that kindergarten placement for that child is not in the child's best interest. The WV Pre-K Child Assessment System data can be utilized for 5-year-old children previously enrolled in WV Pre-K; alternative assessment data will be necessary for 5-year-old children who are newly enrolled.

[10] Maximum class size is 20 children as long as there is 35 square feet of useable space per children available. The maximum staff-child ratio is 1-10; however, two adults must be present with children regardless of class size.

[11] 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. Any meal provided during the WV Pre-K hours must be in accordance with the nutrition guidelines set forth in the WVDE National School Lunch Program.

[12] The full physical exam must examine neurological functions, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.

[13] West Virginia Universal Pre-K policy requires only comprehensive curricular systems and comprehensive assessment systems that are included on the approved list shall be used by WV Pre-K classrooms, including classrooms that serve children with identified special needs. The West Virginia Early Learning Reporting System: Pre-K, inclusive of the Early Learning Scale, focuses on the formative assessment process which is utilized with all children enrolled in WV Pre-K programs, as per Policy 2520.15: Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k).

[14] The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide professional development system designed for all early childhood educators, administrators and families as part of WV Universal Pre-K. The system provides content which is research-based, aligned with the WV Early Learning Standards Framework and the WV Pre-K Child Assessment System. This system is available in the following domains: Language and Literacy, Math and Science, Arts and Physical Development, and Social and Emotional.

[15] Teachers employed by nonpublic schools must hold a minimum of a Bachelors degree and certification or a Community Program Permanent Authorization when they do not hold certification.

[16] All assistant teachers must have a CDA or equivalent determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a Child Development Specialist (CDA) or state equivalent.

[17] State policy requires all county WV Pre-K staff, including teachers and teacher assistants/aides/ paraprofessionals to participate in 15 hours of staff development annually and based on the needs determined in the county continuous quality improvement process.

[18] State-aid funding for pre-K is allocated as part of the K-12 state aid funding process.

[19] The West Virginia Universal Pre-K Health and Safety Checklist must be conducted in all pre-K classrooms within 45 calendar days of the first day of school annually. Additionally, state policy requires each county to develop and maintain a continuous quality improvement process that utilizes annual classroom observations such as ECERS or CLASS, and aggregated child assessment data in programmatic decision-making. Classroom observation tools are locally determined.

[20] Results from classroom quality self-assessments are collected through each county's continuous quality improvement process. Results are reviewed by the state pre-K steering team during WV Universal Pre-K Program Reviews. WV Universal Pre-K Program Reviews are conducted once every three years in every county.

[21] The WV Universal Pre-K Longitudinal Study is a multi-year study designed to assess the effects of participation in the state pre-K program. The proposed timeline of the study spans from 2015 to 2020.

[22] West Virginia requires assessment reports for physical health and development and the arts based on the WV Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K).

[23] Child outcome data was aggregated through the Early Learning Reporting System: Pre-K (ELRS: Pre-K), utilizing the Early Learning Scale and reported on page 23 of the WV School Readiness Profile 2015 which can be accessed at http://wvde.state.wv.us/ready-set-go/doc/2015-school-readiness-profile.pdf.

[24] West Virginia Early Learning Reporting System: Kindergarten (ELRS:K) is an educator developed series of standards-focused reporting rubrics. Teachers report on the ELRS:K a minimum of two times per year in the areas of English Language Arts and Mathematics.

WISCONSIN - Wisconsin Four-Year-Old Kindergarten (4K)

[1] The sum of enrollment by age does not equal the total enrollment due to reporting errors.

[2] Tracking of English Language Learners (and with it, their primary language) does not formally begin until ACCESS testing in kindergarten. Therefore, there is probably a fair amount of under-reporting of enrollment by home language.

[3] With regard to enrollment by ethnicity, data is reported to be of poor quality. It is also from two different sources, and thus the enrollment by ethnicity by age does not equal the total enrollment by age.

[4] The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. 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, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K community approach models allow district contracts with child care, Head Start, and private schools. Additionally, most operating schedules are school year, but some districts extend the program through Head Start partnerships or local calendars.

[5] Districts may contract with child care or Head Start to implement 4K. State policies also support partnerships with child care and Head Start to extend the number of hours per day or weeks per year.

[6] The state law is 4 years of age as of September 1, but it does allow districts to have early entrance policies. Districts that do allow this usually only enroll children who are 3 years of age by October or November upon parental request. Sometimes children with disabilities who are under 4 years of age are also counted if they were placed in 4K. Districts are also allowed to establish policies for maximum ages.

[7] If a district offers 4K, it is open for all age-eligible children. No waiting lists can exist.

[8] There are no state requirements (at any grade level) for class size or staff-child ratio. If a 4K program partners with a child care or Head Start program, the partnering programs' requirements apply. Districts may consider the following staff-child ratios and class sizes: a 1:10 staff-child ratio with a maximum class size of 20; a 1:13 staff-child ratio with a maximum group size of 24; and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC. Community-approach models must follow child care or Head Start requirements.

[9] Head Start programs must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.

[10] Literacy screening is a state requirement. Children are required (with exceptions) to have immunizations and a medical examination that may include vision, hearing, blood pressure, etc. Developmental and psychosocial screenings are routine practice. Some districts provide vision screening.

[11] Requirements depend on how the services are defined. Parent involvement is required when districts obtain additional funds for parent outreach. Referrals for special education are required as needed. State law requires referral to social services in case of abuse or neglect. When districts partner with Head Start, they must provide services per Head Start federal standards.

[12] Federal Title III requirements are followed. Specific implementation in 4K is locally determined.

[13] The state does not have stand alone K-3 or college and career ready early grades standards. Infant toddler standards are included in Wisconsin Model Early Learning Standards (MELS). WMELS are aligned to the literacy and language arts standards. The Head Start standards are also aligned.

[14] Screening and assessment practices are promoted that align with the ELDS but they are not required.

[15] The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. For additional information, see: http://www.collaboratingpartners.com/wmels-about.php

[16] Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources. For additional information, see: http://www.collaboratingpartners.com/curriculum-assessment-curriculum.php

[17] While the 4K programs are all under the administrative authority of the school, the school can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel. There are three options: (1) EC Endorsement with or without special education; (2) EC endorsement Birth to age 8; and (3) EC endorsement Birth to age 11.

[18] Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard for quality through a state or local academic assessment regardless of degree. The requirements for assistant teachers in nonpublic settings reflect child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

[19] Fringe benefits are not defined at the state level and are determined by the local school boards. However, since 4K is part of the school funding formula, when the teachers are school employees, they are at parity with the school benefits. When the district uses community sites and the teachers are employees of the community program, the benefits are defined by the employing program unless parity is defined in the contract with the district. Paid planning time is not required by the state. Lead teachers must be licensed and meet state requirements for professional development related to their license renewal.

[20] Licensed teachers have the option of doing a performance-based system that includes writing professional development plans, working with a mentor, and having a team review and approval. Educator effectiveness practices for licensed teachers involve individualized professional development plans. For assistant teachers, requirements for individualized professional development plans depend on the employing agency.

[21] Coaching and mentoring is built into the state teacher licensing system for teachers who elect to use a professional development plan (instead of credit-based license renewal) and in the teacher effectiveness process. For additional information, see: http://dpi.wi.gov/ee

[22] Spending figures are estimates as 4K is part of the overall state school funding formula, and it is difficult to break out costs for only one grade level. Funding for 4K is 0.5 of the funding level for other grade levels. Districts can provide 0.6 if they provide parent outreach in addition to the full 437 hours of instructional time. Additional information can be found here: http://dpi.wi.gov/sfs/aid/general/equalization/formula

[23] The Department of Public Instruction does not do onsite monitoring of programs unless they are a part of Title 1 or IDEA. 4K is considered a part of the school district and has statutory requirements to supervise all of their programs. When the 4K program is in a child care center, child care licensing occurs annually. When the 4K program is in Head Start, Head Start monitoring occurs as per the federal monitoring schedule.

[24] The state requires a literacy screening in 4K through 2nd grade. The state Response to Intervention and the Comprehensive Screening and Assessment Blueprint both promote ongoing assessment. For additional information, see: http://collaboratingpartners.com/curriculum-assessment-rti.php and http://www.collaboratingpartners.com/documents/Healthy_Children_Blueprint_9_28_16F.pdf

WISCONSIN - Wisconsin Head Start State Supplement

[1] Funds are available to federal Head Start grantees choosing to implement the program.

[2] Programs follow the federal Head Start performance standards and the grant-approved program design.

[3] Head Start can partner with a public school to provide public 4-year-old kindergarten.

[4] Programs follow federal Head Start eligibility requirements and local selection criteria. Children must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. Income is the primary determinant of eligibility. However, children in foster care, as well as those who are experiencing homelessness, are also eligible. With a federal waiver, children eligible for free lunch are also eligible for the program. Regulations also allow 10% of the children to be over income and 10% with disabilities to be enrolled. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment. Head Start grantees establish their eligibility priorities.

[5] Per federal Head Start requirements for single sessions.

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

[7] Screenings follow federal Head Start requirements. Medical screening is done by a physician that may be the family physician or arranged by Head Start.

[8] Referrals can include medical follow-up or referrals for evaluations under IDEA.

[9] Services follow federal Head Start Performance Standards and local practices.

[10] The standards are utilized in the state's Child Care Quality Rating system.

[11] The state supports a comprehensive vision for screening and assessment. For additional information, see: http://www.collaboratingpartners.com/documents/Healthy_

Children_Blueprint_9_28_16F.pdf

12 The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. For additional information, see: http://www.collaboratingpartners.com/wmels-about.php

13 Provision of information through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources. For additional information, see: http://www.collaboratingpartners.com/curriculum-assessment-curriculum.php

14 Teachers in the Head Start State Supplement programs are employees of the Head Start grantee and they must follow the federal Head Start requirements and local policies.

15 Follows federal Head Start requirements.

16 Federal Head Start monitoring procedures apply to programs when federal and state students are both served.

17 The state is informed if a Head Start grantee is found out of compliance with federal Head Start Performance Standards.

18 The state requires a literacy screening in 4K through 2nd grade. The state Response to Intervention and the Comprehensive Screening and Assessment Blueprint both promote ongoing assessment. For additional information, see http://collaboratingpartners.com/curriculum-assessment-rti.php and http://www.collaboratingpartners.com/documents/Healthy_Children_Blueprint_9_28_16F.pdf

GUAM - Guam Department of Education Pilot Prekindergarten Program

1 The Guam Department of Education is a unitary school district, compromised of four regions. There is one Pilot Prekindergarten School in each of the regions.

2 Four Pilot Schools were selected to implement the Prekindergarten Program, one in each region.

3 Due to the preparation of newly constructed classrooms, the state-funded Pilot Prekindergarten Program officially opened on October 15, 2015.

4 The Pilot Prekindergarten Program is voluntary.

5 All children enrolled must complete a registration form, which includes the submission of a physical examination and a TB Clearance.

6 Currently, the education policies reflect those of the K-12 program. Pre-K is at its initial stages and policies may be reviewed in the future to address various programs.

7 The "Food Friends & Mighty Moves Program," a curriculum that addresses health and nutrition, is being implemented in pre-K with support from the Nutrition Program at the University of Guam.

8 The salary is based on the Prekindergarten Teacher's Certification.

9 Pre-K is in its initial stages and polices regarding classroom-embedded support will be reviewed in the future to include the pre-K teachers.

10 The initial funding provided for the personnel for Pilot Prekindergarten Program, the equipment and resources for the four classrooms, and the infrastructure of the Pilot Prekindergarten Classrooms.

11 The Guam Department of Education's Administrator for Research, Planning & Evaluation is conducting the Program Evaluation for the Pilot Prekindergarten Program.