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**APPENDIX A: STATE SURVEY DATA 2018-2019**

**ACCESS**

STATE	Name of state-funded preschool program
Alabama	First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pre-Elementary Programs
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California CSPP	California State Preschool Program (CSPP)
California TK	California Transitional Kindergarten (TK)
Colorado	Colorado Preschool Program
Connecticut CDCC	Connecticut Child Day Care Contracts
Connecticut SR	Connecticut School Readiness
Connecticut Smart Start	Connecticut Smart Start
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Universal 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
Iowa Shared Visions	Iowa Shared Visions
Iowa SWVPP	Iowa Statewide Voluntary Preschool Program
Kansas Preschool Pilot	Kansas Preschool Pilot
Kansas PA AR	Kansas Preschool-Aged At-Risk
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 UPK	Massachusetts Universal Pre-Kindergarten (UPK)
Massachusetts Chapter 70	Massachusetts Chapter 70
Michigan	Michigan Great Start Readiness Program
Minnesota HdSt	Minnesota Head Start
Minnesota VPK/SRP	Minnesota Voluntary Prekindergarten and School Readiness Plus
Mississippi	Mississippi Early Learning Collaborative
Missouri PP	Missouri Preschool Program
Missouri Pre-K FF	Missouri Pre-K Foundation Formula
Montana	Montana STARS Preschool Pilot Program
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada Ready! State Pre-K
New Jersey Abbott	New Jersey Former Abbott Preschool Programs
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 (4s) NM Early PreK (3s)
New York	New York State Administered Prekindergarten Program
North Carolina	North Carolina Pre-Kindergarten Program
North Dakota	North Dakota Early Childhood Education Grant Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon Pre-K	Oregon Pre-Kindergarten
Oregon Preschool Promise	Oregon Preschool Promise
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 PKC	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Prekindergarten Program
South Carolina	South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina EIA Child Development Program (EIA 4K)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont	Vermont Universal Prekindergarten Education (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 '18-'19 school year.

ACCESS

STATE	State agency with administrative authority over state preschool
Alabama	State Office of School Readiness or Early Childhood: Alabama Department of Early Childhood Education <sup>1</sup>
Alaska	State Department of Education: Alaska Department of Education and Early Development <sup>1</sup>
Arizona	First Things First
Arkansas	State Department of Education: Arkansas Division of Elementary and Secondary Education; State Human Services Agency: Arkansas Department of Human Services, Division of Child Care and Early Childhood Education <sup>1</sup>
California CSPP	State Department of Education: California Department of Education
California TK	State Department of Education: California Department of Education
Colorado	State Department of Education: Colorado Department of Education
Connecticut CDCC	State Office of School Readiness or Early Childhood: Connecticut Office of Early Childhood
Connecticut SR	State Office of School Readiness or Early Childhood: Connecticut Office of Early Childhood
Connecticut Smart Start	State Office of School Readiness or Early Childhood: Connecticut Office of Early Childhood
Delaware	State Department of Education: Office of Early Learning
District of Columbia	State Education Agency: Office of the State Superintendent of Education for the District of Columbia <sup>1</sup>
Florida	State Office of School Readiness or Early Childhood: Office of Early Learning <sup>1</sup>
Georgia	State Office of School Readiness or Early Childhood: Bright from the Start: Georgia Department of Early Care and Learning <sup>1</sup>
Hawaii	State Office of School Readiness or Early Childhood: Executive Office on Early Learning <sup>1</sup>
Illinois	State Department of Education: Illinois State Board of Education
Iowa Shared Visions	State Department of Education: Iowa Department of Education
Iowa SWVPP	State Department of Education: Iowa Department of Education
Kansas Preschool Pilot	State Department of Education: Kansas State Department of Education <sup>1</sup>
Kansas PA AR	State Department of Education: Kansas State Department of Education
Kentucky	State Department of Education: Kentucky Department of Education, Office of Special Education and Early Learning, Division of IDEA Implementation and Early Learning, School Readiness Branch
Louisiana 8(g)	Louisiana Board of Elementary and Secondary Education <sup>1</sup>
Louisiana LA 4	State Department of Education: Louisiana Department of Education
Louisiana NSECD	State Department of Education: Louisiana Department of Education
Maine	State Department of Education: Maine Department of Education
Maryland	State Department of Education: Maryland State Department of Education
Massachusetts UPK	State Department of Education: Massachusetts Department of Early Education and Care
Massachusetts Chapter 70	State Department of Education: Massachusetts Department of Elementary and Secondary Education
Michigan	State Department of Education: Office of Great Start, Preschool and Out-of-School Time Learning
Minnesota HdSt	State Department of Education: Minnesota Department of Education; State Office of School Readiness or Early Childhood: Early Learning Services; State Head Start Collaboration Office: Minnesota State Head Start Collaboration Office <sup>1</sup>
Minnesota VPK/SRP	State Department of Education: Minnesota Department of Education; State Office of School Readiness or Early Childhood: Early Learning Services
Mississippi	State Department of Education: Mississippi Department of Education
Missouri PP	State Department of Education: Missouri Department of Elementary and Secondary Education
Missouri Pre-K FF	State Department of Education: Missouri Department of Elementary and Secondary Education
Montana	State Human Services Agency: Early Childhood Services Bureau
Nebraska	State Department of Education: Nebraska Department of Education
Nevada	State Department of Education: Nevada Department of Education; State Office of School Readiness or Early Childhood: Office of Early Learning and Development

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

STATE	State agency with administrative authority over state preschool
New Jersey Abbott	State Department of Education: New Jersey Department of Education <sup>1</sup>
New Jersey ECPA	State Department of Education: New Jersey Department of Education <sup>1</sup>
New Jersey ELLI	State Department of Education: New Jersey Department of Education <sup>1</sup>
New Mexico	State Department of Education: New Mexico Public Education Department; Other agency: New Mexico Children, Youth, and Families Department
New York	State Department of Education: New York State Department of Education
North Carolina	State Human Services Agency: North Carolina Department of Health and Human Services, Division of Child Development and Early Education <sup>1</sup>
North Dakota	Other agency: Department of Commerce, Workforce Development Division <sup>1</sup>
Ohio	State Department of Education: Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	State Department of Education: Oklahoma State Department of Education
Oregon Pre-K	State Department of Education: Early Learning Division
Oregon Preschool Promise	State Department of Education: Early Learning Division <sup>1</sup>
Pennsylvania RTL	State Department of Education: Pennsylvania Department of Education
Pennsylvania HSSAP	State Department of Education: Pennsylvania Department of Education; Office of Child Development and Early Learning
Pennsylvania K4 & SBPK	State Department of Education: Pennsylvania Department of Education
Pennsylvania PKC	State Department of Education: Pennsylvania Department of Education; Office of Child Development and Early Learning
Rhode Island	State Department of Education: Rhode Island Department of Education
South Carolina	State Department of Education: Office of Early Learning and Literacy; State Office of School Readiness or Early Childhood: South Carolina First Steps to School Readiness <sup>1</sup>
Tennessee	State Department of Education: Tennessee Department of Education
Texas	State Department of Education: Texas Education Agency; State Office of School Readiness or Early Childhood: Early Childhood Education Division
Vermont	State Department of Education: Vermont Agency of Education; State Human Services Agency: Vermont Agency of Human Services
Virginia	State Department of Education: Virginia Department of Education <sup>1</sup>
Washington	State Human Services Agency: Department of Children, Youth, and Families (DCYF) <sup>1</sup>
West Virginia	State Department of Education: Office of Early & Elementary Learning; State Human Services Agency: West Virginia Department of Health and Human Resources, Division of Early Care and Education <sup>1</sup>
Wisconsin 4K	State Department of Education: Wisconsin Department of Public Instruction
Wisconsin HdSt	State Department of Education: Wisconsin Department of Public Instruction
Guam	State Department of Education: Guam Department of Education <sup>1</sup>

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## ACCESS

STATE	Number of full time equivalencies responsible for program administration	Number of individual employees represented in FTEs responsible for program administration	Number of state employees with formal background in ECE
Alabama	115	141	135
Alaska	1	1	1
Arizona	3	6	2
Arkansas	12	12	6
California CSPP	29.4	60	22
California TK	1.1	6	3
Colorado	6	11	10
Connecticut CDCC	1.85	4	2
Connecticut SR	1.95	4	2
Connecticut Smart Start	0.35	3	1
Delaware	2	2	2
District of Columbia	2.5	6	2
Florida	12 <sup>2</sup>	12	11
Georgia	83 <sup>2</sup>	131 <sup>2</sup>	57 <sup>2</sup>
Hawaii	5	5	4
Illinois	13.07	32	12
Iowa Shared Visions	1.5	2	2
Iowa SWVPP	2.3	5	4
Kansas Preschool Pilot	0.6	2	1
Kansas PA AR	0.6	2	1
Kentucky	6	6	3
Louisiana 8(g)	4.1	5	0
Louisiana LA 4	Unknown	9	2
Louisiana NSECD	Unknown	9	2
Maine	2	2	2
Maryland	7	7	7
Massachusetts UPK	Unknown	Unknown	Unknown
Massachusetts Chapter 70	Unknown	Unknown	Unknown
Michigan	9.04	11	5
Minnesota HdSt	1	1	1
Minnesota VPK/SRP	1.5	3	2
Mississippi	2.3	3	3
Missouri PP	1.5	7	5
Missouri Pre-K FF	0.1	4	0
Montana	8	8	3
Nebraska	2.35	3	3
Nevada	5 <sup>1</sup>	5	4
New Jersey Abbott	6.5	11	11
New Jersey ECPA	6.5	11	11
New Jersey ELLI	6.5	11	11
New Mexico	9	9	9
New York	13	13	9
North Carolina	16.75	19	11
North Dakota	0.4	2	1
Ohio	3	4	4
Oklahoma	2	19	5
Oregon Pre-K	2.7	3	2
Oregon Preschool Promise	1.75	3	1
Pennsylvania RTL	0.5	1	0
Pennsylvania HSSAP	21	26	23
Pennsylvania K4 & SBPK	Unknown	Unknown	Unknown
Pennsylvania PKC	21	26	23
Rhode Island	1.5	2	2
South Carolina	24.25	50 <sup>2</sup>	24
Tennessee	1	1	1
Texas	10	9	7
Vermont	3	3	3
Virginia	3.5	7	3
Washington	24	24	20
West Virginia	5.5	8	6
Wisconsin 4K	2.5	4	2
Wisconsin HdSt	0.2	2	1
Guam	1	1	1

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	Number of state employees with a BA or higher in Early Childhood Education	Number of state employees with prior experience as an early childhood education teacher
Alabama	135	135
Alaska	1	1
Arizona	2	2
Arkansas	4	6
California CSPP	19	20
California TK	1	0
Colorado	5	7
Connecticut CDCC	2	2
Connecticut SR	2	2
Connecticut Smart Start	1	1
Delaware	1	1
District of Columbia	1	2
Florida	8	9
Georgia	53 <sup>2</sup>	47 <sup>2</sup>
Hawaii	4	5
Illinois	12	8
Iowa Shared Visions	2	2
Iowa SWVPP	2	2
Kansas Preschool Pilot	0	1
Kansas PA AR	0	1
Kentucky	3	3
Louisiana 8(g)	0	0
Louisiana LA 4	1	2
Louisiana NSECD	1	2
Maine	2	2
Maryland	7	7
Massachusetts UPK	Unknown	Unknown
Massachusetts Chapter 70	Unknown	Unknown
Michigan	5	5
Minnesota HdSt	1	1
Minnesota VPK/SRP	2	2
Mississippi	3	2
Missouri PP	5	5
Missouri Pre-K FF	0	0
Montana	3	3
Nebraska	3	3
Nevada	5	4
New Jersey Abbott	1	5
New Jersey ECPA	1	5
New Jersey ELLI	1	5
New Mexico	7	9
New York	7	8
North Carolina	5	12
North Dakota	1	1
Ohio	1	4
Oklahoma	5	4
Oregon Pre-K	2	2
Oregon Preschool Promise	1	1
Pennsylvania RTL	0	0
Pennsylvania HSSAP	18	20
Pennsylvania K4 & SBPK	Unknown	Unknown
Pennsylvania PKC	18	20
Rhode Island	1	2
South Carolina	20	15
Tennessee	1	1
Texas	Unknown	7
Vermont	2	2
Virginia	2	4
Washington	9	15
West Virginia	6	7
Wisconsin 4K	2	2
Wisconsin HdSt	1	1
Guam	1	1

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## ACCESS

STATE	Average number of years current staff have worked in state agency overseeing state pre-K	Greatest number of years a current staff members has worked in agency overseeing state pre-K
Alabama	4.03	12
Alaska	1	1
Arizona	5	6
Arkansas	6.4	14.5
California CSPP	6.8	22
California TK	3.1	8
Colorado	5.5	11
Connecticut CDCC	5	5
Connecticut SR	4	5
Connecticut Smart Start	5	5
Delaware	4	3
District of Columbia	2	4
Florida	7	14
Georgia	8.73	20
Hawaii	3.9	5
Illinois	5.6	16
Iowa Shared Visions	6	8
Iowa SWVPP	5	7
Kansas Preschool Pilot	1.7	1.9
Kansas PA AR	1.7	1.9
Kentucky	4.8	18
Louisiana 8(g)	10	22
Louisiana LA 4	8	8
Louisiana NSECD	8	8
Maine	5	6
Maryland	4	6
Massachusetts UPK	Unknown	Unknown
Massachusetts Chapter 70	Unknown	Unknown
Michigan	7.5	11
Minnesota HdSt	7	7
Minnesota VPK/SRP	3	3
Mississippi	2.3	5
Missouri PP	11	20
Missouri Pre-K FF	1	1
Montana	2	2
Nebraska	4.5	7
Nevada	12	12
New Jersey Abbott	14	19
New Jersey ECPA	14	19
New Jersey ELLI	14	19
New Mexico	6	13
New York	9	21
North Carolina	4	8
North Dakota	6	6
Ohio	4.1	5
Oklahoma	6.7	30
Oregon Pre-K	3	5
Oregon Preschool Promise	2	4.5
Pennsylvania RTL	Unknown	Unknown
Pennsylvania HSSAP	6	12
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Pennsylvania PKC	6	12
Rhode Island	1.5	3
South Carolina	4.5 (SCDE); 4 (First Steps)	16 (SCDE); 7 (First Steps)
Tennessee	2	2
Texas	Unknown	11
Vermont	7	15
Virginia	4.6	13
Washington	3.25	14.75
West Virginia	9	25
Wisconsin 4K	4	10
Wisconsin HdSt	2.5	6
Guam	5	35

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

STATE	Role of the current staff member with the greatest number of years employed in state agency overseeing state pre-K
Alabama	Staff Accountant and a Coach
Alaska	Education Specialist II. Oversees pre-elementary grants and grantees; Alaska Developmental Profile process; My Teaching Strategies portal and data
Arizona	Chief Financial Officer and the Senior Director for Early Learning
Arkansas	Administer and manage the ABC Programs
California CSPP	Child Development Consultant and Education Administrator I positions
California TK	Education Fiscal Services Consultant
Colorado	Data and Operations Specialist
Connecticut CDCC	Division Directors
Connecticut SR	Division Director for Early Care and Education
Connecticut Smart Start	Division Director
Delaware	Program Manager of ECAP, Education Associate, Early Learning Systems and Partnerships
District of Columbia	Director, Operations and Management, Division of Early Learning
Florida	VPK Regional Facilitator
Georgia	Director of Quality Support for Pre-K
Hawaii	1 Educational Specialist and 2 resource teachers (i.e., coaches)
Illinois	Principal Consultant
Iowa Shared Visions	Education Consultant
Iowa SWVPP	Administrative Consultant for Early Childhood
Kansas Preschool Pilot	Education Program Consultant
Kansas PA AR	Education Program Consultant
Kentucky	Program Consultant
Louisiana 8(g)	Office manager
Louisiana LA 4	Currently serves in the Office of Statewide Monitoring; Formerly served under the Office of Early Childhood.
Louisiana NSECD	Currently serves in the Office of Statewide Monitoring; Formerly served under the Office of Early Childhood. Note, this program has only been housed in the Department of Education since 2012
Maine	Early Childhood Specialist
Maryland	Chief, Early Learning Branch
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Unknown
Michigan	Director, Office of Preschool and Out-of-School Time Learning in the Office of Great Start
Minnesota HdSt	Head Start Collaboration Director
Minnesota VPK/SRP	Education Specialist II 1FTE; ELS Administrative Coordinator .30 FTE; Data Management Analyst .2 FTE
Mississippi	Office of Early Childhood Director and Early Learning Collaborative Coordinator
Missouri PP	Early Learning Director
Missouri Pre-K FF	Finance
Montana	STARS preschool program specialist
Nebraska	Director of Programs and Partnerships
Nevada	State PreK Administrator
New Jersey Abbott	Deputy Assistant Commissioner
New Jersey ECPA	Deputy Assistant Commissioner
New Jersey ELLI	Deputy Assistant Commissioner
New Mexico	CYFD Program PreK Manager
New York	Supervisor of Educational Programs
North Carolina	NC Pre-K Education and Program Policy Consultant
North Dakota	Both FTE's from Commerce and DPI have been employed working on the state pre-K program for 6 years. Commerce holds the state funding and DPI approves programs prior to being eligible to apply. Both agencies review and award the grants collaboratively but executed through Commerce.
Ohio	Director, Office of Early Learning and School Readiness
Oklahoma	Deputy Superintendent of Student Learning & Achievement
Oregon Pre-K	Early learning grants specialist
Oregon Preschool Promise	Director of Early Learning Programs
Pennsylvania RTL	Oversight of Grants Management
Pennsylvania HSSAP	Pre-K Program Supervisor
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>
Pennsylvania PKC	Pre-K Program Supervisor
Rhode Island	Early Learning Coordinator
South Carolina	CERDEP Monitor (SCDE); Mid-level supervisor & coach (First Steps)
Tennessee	Assistant Commissioner of Early Childhood Education
Texas	Statewide Coordinator
Vermont	Early Education Program Manager
Virginia	Associate Director of Early Childhood
Washington	Data Manager (previously, Education Specialist and ECEAP Administrator)
West Virginia	State Section 619 Coordinator
Wisconsin 4K	Assistant State Superintendent
Wisconsin HdSt	Head Start Collaboration Director
Guam	School Program Consultant - Early Childhood Education

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



## ACCESS

## STATE STAFF AREAS OF EXPERTISE

STATE	Child Development	Curriculum	Bilingual Education	Child Assessment
Alabama	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	No	Yes
Arizona	Yes	Yes	No	Yes
Arkansas	Yes	Yes	No	Yes
California CSPP	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes	Yes
Delaware	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	No	Yes
Illinois	Yes	No	Yes	No
Iowa Shared Visions	Yes	Yes	No	Yes
Iowa SWVPP	Yes	Yes	No	Yes
Kansas Preschool Pilot	Yes	Yes	No	Yes
Kansas PA AR	Yes	Yes	No	Yes
Kentucky	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	No	Yes
Louisiana LA 4	Yes	No	No	No
Louisiana NSECD	Yes	No	No	No
Maine	Yes	Yes	No	Yes
Maryland	Yes	Yes	Yes	Yes
Massachusetts UPK	Unknown	Unknown	Unknown	Unknown
Massachusetts Chapter 70	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Michigan	Yes	Yes	No	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Missouri PP	Yes	Yes	No	No
Missouri Pre-K FF	No	No	No	No
Montana	Yes	Yes	No	Yes
Nebraska	Yes	Yes	No	Yes
Nevada	Yes	Yes	No	Yes
New Jersey Abbott	Yes	Yes	No	Yes
New Jersey ECPA	Yes	Yes	No	Yes
New Jersey ELLI	Yes	Yes	No	Yes
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	No	Yes
North Dakota	Yes <sup>2</sup>	Yes <sup>2</sup>	No	Yes <sup>2</sup>
Ohio	Yes	Yes	No	Yes
Oklahoma	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes	Yes
Pennsylvania RTL	No	No	No	No
Pennsylvania HSSAP	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Pennsylvania PKC	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Rhode Island	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	No	Yes
Texas	Yes	Yes	No	Yes
Vermont	Yes	Yes	No	Yes
Virginia	Yes	Yes	No	Yes
Washington	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	No	Yes
Wisconsin 4K	Yes	Yes	Yes	Yes
Wisconsin HdSt	Yes	Yes	Yes	Yes
Guam	Yes	Yes	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

STATE	STATE STAFF AREAS OF EXPERTISE			
	Inclusion/ Preschool Special Ed	Professional Development	Social-Emotional Development	Approaches to Learning
Alabama	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes	Yes
Delaware	No	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes
Florida	Yes	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes	Yes
Kansas PA AR	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes
Louisiana 8(g)	No	Yes	Yes	Yes
Louisiana LA 4	No	No	No	No
Louisiana NSECD	No	No	No	No
Maine	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes
Massachusetts UPK	Unknown	Unknown	Unknown	Unknown
Massachusetts Chapter 70	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Michigan	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Missouri PP	No	No	No	No
Missouri Pre-K FF	No	No	No	No
Montana	No	Yes	Yes	Yes
Nebraska	No	Yes	Yes	Yes
Nevada	No	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes	No
New Jersey ECPA	Yes	Yes	Yes	No
New Jersey ELLI	Yes	Yes	Yes	No
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes
North Dakota	Yes <sup>2</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>
Ohio	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes	Yes
Pennsylvania RTL	No	No	No	No
Pennsylvania HSSAP	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Pennsylvania PKC	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Rhode Island	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes
Tennessee	No	Yes	No	Yes
Texas	Yes	Yes	Yes	Yes
Vermont	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes
Wisconsin 4K	Yes	Yes	Yes	Yes
Wisconsin HdSt	Yes	Yes	Yes	Yes
Guam	No	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

## STATE STAFF AREAS OF EXPERTISE

STATE	Social Studies	Math	Science	English/Language Arts
Alabama	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	No	Yes
Connecticut SR	Yes	Yes	No	Yes
Connecticut Smart Start	Yes	Yes	No	Yes
Delaware	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Yes
Florida	No	Yes	No	Yes
Georgia	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	Yes
Illinois	No	No	No	No
Iowa Shared Visions	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes
Kansas Preschool Pilot	No	No	No	No
Kansas PA AR	No	No	No	No
Kentucky	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes	Yes
Louisiana LA 4	No	No	No	No
Louisiana NSECD	No	No	No	No
Maine	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes
Massachusetts UPK	Unknown	Unknown	Unknown	Unknown
Massachusetts Chapter 70	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Michigan	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Missouri PP	No	No	No	No
Missouri Pre-K FF	No	No	No	No
Montana	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	Yes
Nevada	No	No	No	No
New Jersey Abbott	No	No	No	Yes
New Jersey ECPA	No	No	No	Yes
New Jersey ELLI	No	No	No	Yes
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes
North Carolina	No	No	No	No
North Dakota	Yes <sup>2</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>
Ohio	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes	Yes
Pennsylvania RTL	No	No	No	No
Pennsylvania HSSAP	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Pennsylvania PKC	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Rhode Island	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes
Tennessee	No	No	No	No
Texas	No	No	No	Yes
Vermont	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Yes	Yes
Washington	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes
Wisconsin 4K	Yes	Yes	No	Yes
Wisconsin HdSt	Yes	Yes	No	No
Guam	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

## STATE STAFF AREAS OF EXPERTISE

STATE	Data Analysis	Policy Analysis	Finance
Alabama	Yes	Yes	Yes
Alaska	No	No	No
Arizona	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes
California TK	Yes	Yes	Yes
Colorado	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	Yes	Yes	Yes
Delaware	Yes	Yes	No
District of Columbia	Yes	Yes	Yes
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes	No	No
Illinois	No	No	Yes
Iowa Shared Visions	Yes	Yes	No
Iowa SWVPP	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes
Kansas PA AR	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	No	No	Yes
Louisiana NSECD	No	No	Yes
Maine	No	No	No
Maryland	Yes	Yes	Yes
Massachusetts UPK	Unknown	Unknown	Unknown
Massachusetts Chapter 70	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Michigan	Yes	Yes	Yes <sup>1</sup>
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri PP	No	No	No
Missouri Pre-K FF	Yes	No	Yes
Montana	Yes	Yes	Yes
Nebraska	No	No	Yes
Nevada	Yes	Yes	No
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	No	Yes
New York	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes
North Dakota	Yes <sup>2</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>
Ohio	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	No
Pennsylvania HSSAP	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>	Unknown <sup>1</sup>	Unknown <sup>1</sup>
Pennsylvania PKC	Yes <sup>1</sup>	Yes <sup>1</sup>	Yes <sup>1</sup>
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
Tennessee	No	No	No
Texas	Yes	Yes	Yes
Vermont	Yes	Yes	Yes
Virginia	Yes	Yes	Yes
Washington	Yes	Yes	Yes
West Virginia	Yes	No	No
Wisconsin 4K	Yes	Yes	No
Wisconsin HdSt	Yes	Yes	No
Guam	No	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

STATE STAFF AREAS OF EXPERTISE

STATE	Other
Alabama	Yes <sup>2</sup>
Alaska	No
Arizona	No
Arkansas	No
California CSPP	Yes <sup>1</sup>
California TK	Yes <sup>1</sup>
Colorado	Yes: Leadership in Early Childhood Education
Connecticut CDCC	Yes: Program Administration, Leadership, Planning
Connecticut SR	Yes: Program Administration, Leadership, Planning
Connecticut Smart Start	Yes: Program Administration, Leadership, Planning
Delaware	Yes: Elementary Education
District of Columbia	No
Florida	No
Georgia	Yes: Early Intervention - IDEA Part C, Peer Coaching, School Leadership, Instructional Leadership
Hawaii	Yes: Art, Music/Movement
Illinois	No
Iowa Shared Visions	Yes: Family Engagement, Program Administration
Iowa SWVPP	Yes: Administration
Kansas Preschool Pilot	Yes: Early childhood administration, Legislative/advocacy
Kansas PA AR	Yes: Early childhood administration, Legislative/advocacy
Kentucky	No
Louisiana 8(g)	Yes: Secondary Education
Louisiana LA 4	Yes: Journalism, Business, Education, Accounting, Law
Louisiana NSECD	Yes: Journalism, Business, Education, Accounting, Law
Maine	No
Maryland	No
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Unknown <sup>1</sup>
Michigan	No <sup>2</sup>
Minnesota HdSt	Yes: Leadership and Administration
Minnesota VPK/SRP	Yes: Leadership and Administration
Mississippi	Yes: Head Start
Missouri PP	No
Missouri Pre-K FF	No
Montana	No
Nebraska	No
Nevada	No
New Jersey Abbott	Yes: Health/Physical Education
New Jersey ECPA	Yes: Health/Physical Education
New Jersey ELLI	Yes: Health/Physical Education
New Mexico	No
New York	No
North Carolina	Yes: Consultation, Technical Assistance, Leadership, Teacher Licensure, Facility Licensure, Family Engagement, Early Intervention
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	Yes: Program Management, Psychology, Business Administration
Pennsylvania RTL	Yes: Education Administration
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Unknown <sup>1</sup>
Pennsylvania PKC	No
Rhode Island	Yes: Program Administration
South Carolina	Yes: School and District Leadership, Montessori
Tennessee	Yes: Higher education
Texas	No
Vermont	Yes <sup>1</sup>
Virginia	No
Washington	Yes <sup>2</sup>
West Virginia	Yes: Social work, Special Education, Family Studies
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	Are state employees with oversight of state pre-K required to have a background or training in ECE?
Alabama	Yes, prior to employment for some employees <sup>3</sup>
Alaska	Yes, prior to employment
Arizona	Yes, prior to employment
Arkansas	Yes, prior to employment for some employees
California CSPP	No, but formal on-the-job professional development is provided
California TK	No, but informal on-the-job professional development is provided
Colorado	Yes, prior to employment for some employees <sup>1</sup>
Connecticut CDCC	Yes, prior to employment
Connecticut SR	Yes, prior to employment
Connecticut Smart Start	Yes, prior to employment
Delaware	Yes, prior to employment
District of Columbia	No, but informal on-the-job professional development is provided
Florida	Yes, prior to employment
Georgia	Yes, prior to employment for some employees <sup>3</sup>
Hawaii	Yes, prior to employment
Illinois	Yes, prior to employment for some employees <sup>1</sup>
Iowa Shared Visions	Yes, prior to employment
Iowa SWVPP	Yes, prior to employment
Kansas Preschool Pilot	Yes, prior to employment <sup>2</sup>
Kansas PA AR	Yes, prior to employment <sup>1</sup>
Kentucky	No, but formal on-the-job professional development is provided
Louisiana 8(g)	No, but informal on-the-job professional development is provided
Louisiana LA 4	No, but informal on-the-job professional development is provided
Louisiana NSECD	No, but informal on-the-job professional development is provided
Maine	Yes, prior to employment
Maryland	Yes, prior to employment
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Unknown
Michigan	Yes, prior to employment for applicable employees <sup>3</sup>
Minnesota HdSt	Yes, prior to employment
Minnesota VPK/SRP	Yes, prior to employment for some employees <sup>1</sup>
Mississippi	Yes, prior to employment
Missouri PP	Yes, prior to employment
Missouri Pre-K FF	No
Montana	Yes, prior to employment for some employees <sup>1</sup>
Nebraska	Yes, prior to employment
Nevada	Yes, prior to employment
New Jersey Abbott	Yes, prior to employment
New Jersey ECPA	Yes, prior to employment
New Jersey ELLI	Yes, prior to employment
New Mexico	Yes, prior to employment
New York	No, but informal on-the-job professional development is provided
North Carolina	Yes, prior to employment for some employees <sup>2</sup>
North Dakota	Yes, prior to employment for some employees
Ohio	Yes, prior to employment
Oklahoma	No, but informal on-the-job professional development is provided
Oregon Pre-K	Yes, prior to employment for some employees
Oregon Preschool Promise	Yes, prior to employment for some employees <sup>2</sup>
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes, prior to employment
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Yes, prior to employment
Rhode Island	Yes, prior to employment
South Carolina	No, but formal on-the-job professional development is provided (SCDE); Yes, prior to employment (First Steps)
Tennessee	Yes, prior to employment
Texas	Yes, prior to employment
Vermont	Yes, prior to employment
Virginia	Yes, prior to employment for some employees <sup>2</sup>
Washington	Yes, prior to employment
West Virginia	Yes, prior to employment for some employees <sup>2</sup>
Wisconsin 4K	Yes, prior to employment for some employees <sup>1</sup>
Wisconsin HdSt	No, but informal on-the-job professional development is provided
Guam	Yes, prior to employment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	Number of open/unfilled FTEs in the state agency with primary oversight of state pre-K during the 2018-2019 program year	Professional learning opportunities provided to (some or all) state staff
Alabama	None	Yes <sup>4</sup>
Alaska	None	Yes <sup>2</sup>
Arizona	None	Yes <sup>1</sup>
Arkansas	1 <sup>2</sup>	Yes <sup>3</sup>
California CSPP	None	Yes <sup>2</sup>
California TK	None	Yes <sup>2</sup>
Colorado	1 <sup>2</sup>	Yes <sup>3</sup>
Connecticut CDCC	None	Yes <sup>1</sup>
Connecticut SR	None <sup>1</sup>	Yes <sup>2</sup>
Connecticut Smart Start	None <sup>1</sup>	No
Delaware	None	Yes <sup>1</sup>
District of Columbia	1 <sup>2</sup>	Yes <sup>3</sup>
Florida	3 <sup>2</sup>	Yes <sup>3</sup>
Georgia	None	Yes <sup>4</sup>
Hawaii	2 <sup>2</sup>	Yes <sup>3</sup>
Illinois	1 <sup>2</sup>	Yes <sup>3</sup>
Iowa Shared Visions	1 <sup>1</sup>	Yes <sup>2</sup>
Iowa SWVPP	None	Yes <sup>1</sup>
Kansas Preschool Pilot	None	Yes <sup>3</sup>
Kansas PA AR	None	Yes <sup>2</sup>
Kentucky	2	Yes <sup>1</sup>
Louisiana 8(g)	None	Yes <sup>2</sup>
Louisiana LA 4	None	Yes <sup>1</sup>
Louisiana NSECD	None	Yes <sup>1</sup>
Maine	None	Yes <sup>1</sup>
Maryland	None <sup>1</sup>	Yes <sup>2</sup>
Massachusetts UPK	Unknown	Unknown
Massachusetts Chapter 70	Unknown	Unknown
Michigan	None <sup>4</sup>	Yes <sup>5</sup>
Minnesota HdSt	None	Yes <sup>2</sup>
Minnesota VPK/SRP	None	Yes <sup>2</sup>
Mississippi	None <sup>1</sup>	Yes <sup>2</sup>
Missouri PP	None	Yes <sup>1</sup>
Missouri Pre-K FF	None	No
Montana	None	Yes <sup>2</sup>
Nebraska	None	Yes <sup>1</sup>
Nevada	2 <sup>2</sup>	Yes <sup>3</sup>
New Jersey Abbott	4 <sup>2</sup>	Yes <sup>3</sup>
New Jersey ECPA	4 <sup>2</sup>	Yes <sup>3</sup>
New Jersey ELLI	4 <sup>2</sup>	Yes <sup>3</sup>
New Mexico	None	Yes <sup>1</sup>
New York	None	Yes <sup>1</sup>
North Carolina	2 <sup>3</sup>	Yes <sup>4</sup>
North Dakota	None	No
Ohio	None	Yes <sup>1</sup>
Oklahoma	None	Yes <sup>1</sup>
Oregon Pre-K	None	Yes <sup>1</sup>
Oregon Preschool Promise	None	Yes <sup>3</sup>
Pennsylvania RTL	None	No
Pennsylvania HSSAP	1 <sup>2</sup>	Yes <sup>3</sup>
Pennsylvania K4 & SBPK	Unknown	Unknown
Pennsylvania PKC	1 <sup>2</sup>	Yes <sup>3</sup>
Rhode Island	None	Yes <sup>1</sup>
South Carolina	None	Yes <sup>3</sup>
Tennessee	None	Yes <sup>1</sup>
Texas	None	No
Vermont	None	Yes <sup>2</sup>
Virginia	None	Yes <sup>3</sup>
Washington	None	Yes <sup>3</sup>
West Virginia	None	Yes <sup>3</sup>
Wisconsin 4K	None	Yes <sup>2</sup>
Wisconsin HdSt	None	Yes <sup>1</sup>
Guam	None	Yes <sup>2</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	Level of authority granted to the highest ranking officer with direct oversight of the state pre-K program
Alabama	State Commissioner or Superintendent
Alaska	Direct report to State Agency Senior Staff Member <sup>3</sup>
Arizona	Other <sup>2</sup>
Arkansas	Direct report to a State Commissioner or Superintendent
California CSPP	State Commissioner or Superintendent <sup>3</sup>
California TK	State Commissioner or Superintendent <sup>3</sup>
Colorado	Direct report to a State Commissioner or Superintendent <sup>4</sup>
Connecticut CDCC	State Commissioner or Superintendent
Connecticut SR	State Commissioner or Superintendent
Connecticut Smart Start	State Commissioner or Superintendent
Delaware	Direct report to State Agency Senior Staff Member
District of Columbia	Direct report to State Agency Senior Staff Member
Florida	Direct report to a State Commissioner or Superintendent
Georgia	State Commissioner or Superintendent
Hawaii	Direct report to State Agency Senior Staff Member <sup>4</sup>
Illinois	Direct report to State Agency Senior Staff Member <sup>4</sup>
Iowa Shared Visions	Other State Agency Employee <sup>3</sup>
Iowa SWVPP	Direct report to a State Commissioner or Superintendent <sup>2</sup>
Kansas Preschool Pilot	Direct report to State Agency Senior Staff Member <sup>4</sup>
Kansas PA AR	Direct report to State Agency Senior Staff Member <sup>3</sup>
Kentucky	Other State Agency Employee <sup>2</sup>
Louisiana 8(g)	Direct report to State Agency Senior Staff Member <sup>3</sup>
Louisiana LA 4	Direct report to a State Commissioner or Superintendent
Louisiana NSECD	Direct report to a State Commissioner or Superintendent
Maine	State Commissioner or Superintendent
Maryland	Direct report to a State Commissioner or Superintendent <sup>3</sup>
Massachusetts UPK	Unknown
Massachusetts Chapter 70	Unknown
Michigan	Direct report to State Agency Senior Staff Member
Minnesota HdSt	Other <sup>3</sup>
Minnesota VPK/SRP	Other <sup>3</sup>
Mississippi	Direct report to State Agency Senior Staff Member
Missouri PP	Direct report to State Agency Senior Staff Member <sup>2</sup>
Missouri Pre-K FF	Direct report to State Agency Senior Staff Member <sup>1</sup>
Montana	State Commissioner or Superintendent
Nebraska	Direct report to State Agency Senior Staff Member
Nevada	Direct report to State Agency Senior Staff Member
New Jersey Abbott	Direct report to a State Commissioner or Superintendent
New Jersey ECPA	Direct report to a State Commissioner or Superintendent
New Jersey ELLI	Direct report to a State Commissioner or Superintendent
New Mexico	Direct report to State Agency Senior Staff Member
New York	Direct report to State Agency Senior Staff Member: Chief of Education Programs, Office of Early Learning
North Carolina	Direct report to State Agency Senior Staff Member
North Dakota	Direct report to a State Commissioner or Superintendent
Ohio	State Superintendent of Public Instruction, who reports to the Ohio Board of Education
Oklahoma	State Commissioner or Superintendent <sup>2</sup>
Oregon Pre-K	Other <sup>2</sup>
Oregon Preschool Promise	Other <sup>1</sup>
Pennsylvania RTL	Direct report to State Agency Senior Staff Member
Pennsylvania HSSAP	Direct report to State Agency Senior Staff Member <sup>4</sup>
Pennsylvania K4 & SBPK	Direct report to State Agency Senior Staff Member <sup>2</sup>
Pennsylvania PKC	Direct report to State Agency Senior Staff Member <sup>4</sup>
Rhode Island	Direct report to State Agency Senior Staff Member <sup>2</sup>
South Carolina	Other <sup>4</sup>
Tennessee	Direct report to a State Commissioner or Superintendent
Texas	State Commissioner or Superintendent
Vermont	State Commissioner or Superintendent
Virginia	State Commissioner or Superintendent
Washington	Direct report to State Agency Senior Staff Member <sup>4</sup>
West Virginia	Direct report to State Agency Senior Staff Member
Wisconsin 4K	State Commissioner or Superintendent
Wisconsin HdSt	Direct report to a State Commissioner or Superintendent
Guam	Direct report to State Agency Senior Staff Member

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



## ACCESS

## WHERE IS THE STATE AGENCY WITH PRIMARY OVERSIGHT OF STATE PRE-K HOUSED?

STATE	State education agency	Same agency as state's child care agency	Same agency as state's Head Start collaboration director	Governor's office
Alabama	No	No	Yes	Yes
Alaska	Yes	No	Yes	No
Arizona	No	No	No	No
Arkansas	Yes	No	No	No
California CSPP	Yes	Yes	Yes	No
California TK	Yes	Yes	Yes	No
Colorado	Yes	No	No	No
Connecticut CDCC	No	Yes	Yes	No
Connecticut SR	No	Yes	Yes	No
Connecticut Smart Start	No	Yes	Yes	No
Delaware	Yes	No	Yes	No
District of Columbia	Yes	Yes	Yes	No
Florida	Yes	No	Yes	No
Georgia	No	Yes	Yes	No
Hawaii	No	No	Yes	No
Illinois	Yes	No	No	No
Iowa Shared Visions	Yes	No	Yes	No
Iowa SWVPP	Yes	No	Yes	No
Kansas Preschool Pilot	Yes	No	No	No
Kansas PA AR	Yes	No	No	No
Kentucky	Yes	No	No	No
Louisiana 8(g)	No <sup>4</sup>	No <sup>4</sup>	No <sup>4</sup>	No <sup>4</sup>
Louisiana LA 4	Yes	No	No	No
Louisiana NSECD	Yes	No	No	No
Maine	Yes	No	Yes	No
Maryland	Yes	Yes	Yes	No
Massachusetts UPK	Yes	Yes	Yes	No
Massachusetts Chapter 70	Yes	No	No	No
Michigan	Yes	Yes	Yes	No
Minnesota HdSt	Yes	No	Yes	No
Minnesota VPK/SRP	Yes	No	Yes	No
Mississippi	Yes	No	No	No
Missouri PP	Yes	No	No	No
Missouri Pre-K FF	Yes	No	No	No
Montana	No	Yes	Yes	No
Nebraska	Yes	No	Yes	No
Nevada	Yes	No	Yes	No
New Jersey Abbott	Yes	No	Yes	No
New Jersey ECPA	Yes	No	Yes	No
New Jersey ELLI	Yes	No	Yes	No
New Mexico	Yes	Yes	Yes	No
New York	Yes	No	No	No
North Carolina	No	No	No	No
North Dakota	No	No	No	No
Ohio	Yes	No	Yes	No
Oklahoma	Yes	No	No	No
Oregon Pre-K	Yes	Yes	Yes	No
Oregon Preschool Promise	Yes	Yes	Yes	No
Pennsylvania RTL	Yes	No	No	No
Pennsylvania HSSAP	Yes	Yes	No	No
Pennsylvania K4 & SBPK	Yes	Yes	No	No
Pennsylvania PKC	Yes	Yes	No	No
Rhode Island	Yes	No	No	No
South Carolina	Yes (SCDE); No (First Steps)	No	No	No
Tennessee	Yes	No	Yes	No
Texas	Yes	No	No	No
Vermont	Yes	No	No	No
Virginia	Yes	No	No	No
Washington	No	Yes	Yes	No
West Virginia	Yes	Yes	Yes	No
Wisconsin 4K	Yes	No	Yes	No
Wisconsin HdSt	Yes	No	Yes	No
Guam	Yes	No	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

WHO PROVIDES OVERSIGHT FOR THE FOLLOWING ACTIVITIES RELATED TO THE STATE PRE-K PROGRAM?

STATE	Child assessments
Alabama	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Alaska	LEAs
Arizona	LEAs
Arkansas	LEAs
California CSPP	LEAs, Not required in state Pre-K
California TK	LEAs, Not required in state Pre-K
Colorado	LEAs
Connecticut CDCC	LEAs
Connecticut SR	LEAs
Connecticut Smart Start	LEAs
Delaware	Other: Programs
District of Columbia	LEAs, Other (CBOs)
Florida	LEAs
Georgia	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Hawaii	State Agency with Administrative Authority over State PreK
Illinois	LEAs
Iowa Shared Visions	LEAs
Iowa SWVPP	LEAs
Kansas Preschool Pilot	LEAs
Kansas PA AR	LEAs
Kentucky	LEAs
Louisiana 8(g)	LEAs
Louisiana LA 4	LEAs
Louisiana NSECD	LEAs
Maine	LEAs
Maryland	LEAs, Other, Not required in state Pre-K
Massachusetts UPK	State Agency with Administrative Authority over State PreK, LEAs
Massachusetts Chapter 70	LEAs
Michigan	LEAs and Community-based Organizations that provide GSRP
Minnesota HdSt	LEAs
Minnesota VPK/SRP	LEAs
Mississippi	State Agency with Administrative Authority over State PreK
Missouri PP	Other
Missouri Pre-K FF	Not required in state pre-K
Montana	LEAs
Nebraska	LEAs
Nevada	LEAs, Other
New Jersey Abbott	LEAs
New Jersey ECPA	LEAs
New Jersey ELLI	LEAs
New Mexico	LEAs
New York	LEAs
North Carolina	LEAs
North Dakota	Not required in state preK
Ohio	State Agency with Administrative Authority over State PreK
Oklahoma	LEAs
Oregon Pre-K	LEAs
Oregon Preschool Promise	Individuals Contracted by the State Agency, LEAs
Pennsylvania RTL	LEAs
Pennsylvania HSSAP	LEAs
Pennsylvania K4 & SBPK	LEAs
Pennsylvania PKC	LEAs
Rhode Island	State Agency with Administrative Authority over State PreK
South Carolina	Individuals Contracted by the State Agency, LEAs (SCDE); LEAs (First Steps)
Tennessee	LEAs
Texas	LEAs
Vermont	State Agency with Administrative Authority over State PreK, LEAs
Virginia	LEAs
Washington	LEAs
West Virginia	LEAs
Wisconsin 4K	LEAs
Wisconsin HdSt	LEAs
Guam	State Agency with Administrative Authority over State PreK, LEAs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

WHO PROVIDES OVERSIGHT FOR THE FOLLOWING ACTIVITIES RELATED TO THE STATE PRE-K PROGRAM?

STATE	Program oversight and management
Alabama	State Agency with Administrative Authority over State PreK
Alaska	LEAs
Arizona	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Arkansas	State Agency with Administrative Authority over State PreK
California CSPP	State Agency with Administrative Authority over State PreK
California TK	State Agency with Administrative Authority over State PreK, LEAs
Colorado	State Agency with Administrative Authority over State PreK, LEAs
Connecticut CDCC	State Agency with Administrative Authority over State PreK, LEAs
Connecticut SR	State Agency with Administrative Authority over State PreK, LEAs
Connecticut Smart Start	State Agency with Administrative Authority over State PreK, LEAs
Delaware	State Agency with Administrative Authority over State PreK
District of Columbia	State Agency with Administrative Authority over State PreK, LEAs
Florida	Individuals Contracted by the State Agency
Georgia	State Agency with Administrative Authority over State PreK, LEAs
Hawaii	State Agency with Administrative Authority over State PreK
Illinois	State Agency with Administrative Authority over State PreK
Iowa Shared Visions	State Agency with Administrative Authority over State PreK, LEAs
Iowa SWVPP	State Agency with Administrative Authority over State PreK, LEAs
Kansas Preschool Pilot	State Agency with Administrative Authority over State PreK, LEAs
Kansas PA AR	State Agency with Administrative Authority over State PreK
Kentucky	State Agency with Administrative Authority over State PreK, LEAs
Louisiana 8(g)	State Agency with Administrative Authority over State PreK: BESE
Louisiana LA 4	State Agency with Administrative Authority over State PreK
Louisiana NSECD	State Agency with Administrative Authority over State PreK
Maine	LEAs
Maryland	State Agency with Administrative Authority over State PreK, LEAs
Massachusetts UPK	State Agency with Administrative Authority over State PreK, LEAs
Massachusetts Chapter 70	LEAs
Michigan	State Agency with Administrative Authority over State PreK
Minnesota HdSt	State Agency with Administrative Authority over State PreK, LEAs, Other
Minnesota VPK/SRP	State Agency with Administrative Authority over State PreK, LEAs
Mississippi	State Agency with Administrative Authority over State PreK, LEAs
Missouri PP	State Agency with Administrative Authority over State PreK
Missouri Pre-K FF	Not required in state pre-K
Montana	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Nebraska	State Agency with Administrative Authority over State PreK
Nevada	State Agency with Administrative Authority over State PreK
New Jersey Abbott	State Agency with Administrative Authority over State PreK, Another State Agency: DCF licensing of programs in nonpublic settings, LEAs
New Jersey ECPA	State Agency with Administrative Authority over State PreK, Another State Agency: DCF licensing of programs in nonpublic settings, LEAs
New Jersey ELLI	State Agency with Administrative Authority over State PreK, Another State Agency: DCF licensing of programs in nonpublic settings, LEAs
New Mexico	State Agency with Administrative Authority over State PreK, LEAs
New York	State Agency with Administrative Authority over State PreK, LEAs
North Carolina	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
North Dakota	Another State Agency: Department of Public Instruction
Ohio	State Agency with Administrative Authority over State PreK
Oklahoma	State Agency with Administrative Authority over State PreK, LEAs
Oregon Pre-K	State Agency with Administrative Authority over State PreK
Oregon Preschool Promise	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Pennsylvania RTL	State Agency with Administrative Authority over State PreK, LEAs
Pennsylvania HSSAP	State Agency with Administrative Authority over State PreK, Other
Pennsylvania K4 & SBPK	State Agency with Administrative Authority over State PreK, LEAs
Pennsylvania PKC	State Agency with Administrative Authority over State PreK
Rhode Island	State Agency with Administrative Authority over State PreK
South Carolina	State Agency with Administrative Authority over State PreK, Another State Agency, LEAs (SCDE); State Agency with Administrative Authority over State PreK (First Steps)
Tennessee	LEAs
Texas	State Agency with Administrative Authority over State PreK, LEAs
Vermont	State Agency with Administrative Authority over State PreK, LEAs
Virginia	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Washington	State Agency with Administrative Authority over State PreK
West Virginia	LEAs
Wisconsin 4K	State Agency with Administrative Authority over State PreK, LEAs
Wisconsin HdSt	LEAs
Guam	State Agency with Administrative Authority over State PreK, LEAs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

WHO PROVIDES OVERSIGHT FOR THE FOLLOWING ACTIVITIES RELATED TO THE STATE PRE-K PROGRAM?

STATE	Fiscal oversight and management
Alabama	State Agency with Administrative Authority over State PreK
Alaska	State Agency with Administrative Authority over State PreK, LEAs, Other: Federal Head Start
Arizona	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Arkansas	State Agency with Administrative Authority over State PreK
California CSPP	State Agency with Administrative Authority over State PreK
California TK	State Agency with Administrative Authority over State PreK, Governing boards of school districts and charter schools, LEAs
Colorado	State Agency with Administrative Authority over State PreK, LEAs
Connecticut CDCC	State Agency with Administrative Authority over State PreK, LEAs
Connecticut SR	State Agency with Administrative Authority over State PreK, LEAs
Connecticut Smart Start	State Agency with Administrative Authority over State PreK, LEAs
Delaware	State Agency with Administrative Authority over State PreK
District of Columbia	State Agency with Administrative Authority over State PreK
Florida	State Agency with Administrative Authority over State PreK
Georgia	State Agency with Administrative Authority over State PreK, LEAs
Hawaii	State Agency with Administrative Authority over State PreK
Illinois	State Agency with Administrative Authority over State PreK
Iowa Shared Visions	State Agency with Administrative Authority over State PreK, LEAs
Iowa SWVPP	State Agency with Administrative Authority over State PreK, LEAs
Kansas Preschool Pilot	State Agency with Administrative Authority over State PreK, LEAs
Kansas PA AR	State Agency with Administrative Authority over State PreK, LEAs
Kentucky	State Agency with Administrative Authority over State PreK, LEAs
Louisiana 8(g)	State Agency with Administrative Authority over State PreK: BESE
Louisiana LA 4	State Agency with Administrative Authority over State PreK
Louisiana NSECD	State Agency with Administrative Authority over State PreK
Maine	LEAs
Maryland	State Agency with Administrative Authority over State PreK, LEAs <sup>4</sup>
Massachusetts UPK	State Agency with Administrative Authority over State PreK, LEAs
Massachusetts Chapter 70	State Agency with Administrative Authority over State PreK, LEAs
Michigan	State Agency with Administrative Authority over State PreK
Minnesota HdSt	State Agency with Administrative Authority over State PreK, LEAs, Other
Minnesota VPK/SRP	State Agency with Administrative Authority over State PreK, LEAs
Mississippi	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Missouri PP	State Agency with Administrative Authority over State PreK
Missouri Pre-K FF	State Agency with Administrative Authority over State PreK
Montana	State Agency with Administrative Authority over State PreK
Nebraska	State Agency with Administrative Authority over State PreK, LEAs
Nevada	State Agency with Administrative Authority over State PreK, LEAs
New Jersey Abbott	State Agency with Administrative Authority over State PreK, Another State Agency: DCF for nonpublic settings using child care subsidies, LEAs
New Jersey ECPA	State Agency with Administrative Authority over State PreK, Another State Agency: DCF for nonpublic settings using child care subsidies, LEAs
New Jersey ELLI	State Agency with Administrative Authority over State PreK, Another State Agency: DCF for nonpublic settings using child care subsidies, LEAs
New Mexico	State Agency with Administrative Authority over State PreK, LEAs
New York	State Agency with Administrative Authority over State PreK, LEAs
North Carolina	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
North Dakota	Another State Agency: Department of Commerce
Ohio	State Agency with Administrative Authority over State PreK
Oklahoma	State Agency with Administrative Authority over State PreK, LEAs
Oregon Pre-K	State Agency with Administrative Authority over State PreK
Oregon Preschool Promise	State Agency with Administrative Authority over State PreK
Pennsylvania RTL	State Agency with Administrative Authority over State PreK
Pennsylvania HSSAP	State Agency with Administrative Authority over State PreK
Pennsylvania K4 & SBPK	LEAs
Pennsylvania PKC	State Agency with Administrative Authority over State PreK
Rhode Island	State Agency with Administrative Authority over State PreK
South Carolina	State Agency with Administrative Authority over State PreK, Another State Agency, LEAs (SCDE); State Agency with Administrative Authority over State PreK (First Steps)
Tennessee	LEAs
Texas	State Agency with Administrative Authority over State PreK, LEAs
Vermont	State Agency with Administrative Authority over State PreK, LEAs
Virginia	State Agency with Administrative Authority over State PreK
Washington	State Agency with Administrative Authority over State PreK
West Virginia	LEAs
Wisconsin 4K	State Agency with Administrative Authority over State PreK, LEAs
Wisconsin HdSt	State Agency with Administrative Authority over State PreK, LEAs
Guam	State Agency with Administrative Authority over State PreK, LEAs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

WHO PROVIDES OVERSIGHT FOR THE FOLLOWING ACTIVITIES RELATED TO THE STATE PRE-K PROGRAM?

STATE	Program quality assessments
Alabama	State Agency with Administrative Authority over State PreK
Alaska	State Agency with Administrative Authority over State PreK, LEAs, Other: Federal Head Start
Arizona	Individuals Contracted by the State Agency
Arkansas	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
California CSPP	State Agency with Administrative Authority over State PreK, Another State Agency, LEAs, Other
California TK	LEAs
Colorado	LEAs
Connecticut CDCC	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Connecticut SR	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Connecticut Smart Start	State Agency with Administrative Authority over State PreK, LEAs
Delaware	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
District of Columbia	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Florida	Not required
Georgia	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Hawaii	State Agency with Administrative Authority over State PreK
Illinois	Individuals Contracted by the State Agency
Iowa Shared Visions	State Agency with Administrative Authority over State PreK, LEAs, Other
Iowa SWVPP	State Agency with Administrative Authority over State PreK, LEAs
Kansas Preschool Pilot	State Agency with Administrative Authority over State PreK, Another State Agency
Kansas PA AR	LEAs, Not required
Kentucky	LEAs, Other: Early Childhood Regional Training Centers (RTCs)
Louisiana 8(g)	Another State Agency: Louisiana Department of Education, Individuals Contracted by the State Agency
Louisiana LA 4	Individuals Contracted by the State Agency, LEAs
Louisiana NSECD	Individuals Contracted by the State Agency, LEAs
Maine	State Agency with Administrative Authority over State PreK
Maryland	State Agency with Administrative Authority over State PreK, LEAs, Other, Not required <sup>4</sup>
Massachusetts UPK	State Agency with Administrative Authority over State PreK, LEAs
Massachusetts Chapter 70	LEAs
Michigan	LEAs (ISDs)
Minnesota HdSt	LEAs, Other
Minnesota VPK/SRP	State Agency with Administrative Authority over State PreK, LEAs
Mississippi	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Missouri PP	Other
Missouri Pre-K FF	Not required in state pre-K
Montana	Individuals Contracted by the State Agency, LEAs
Nebraska	State Agency with Administrative Authority over State PreK
Nevada	Individuals Contracted by the State Agency
New Jersey Abbott	Another State Agency: DHS for programs in the state QRIS, LEAs
New Jersey ECPA	Another State Agency: DHS for programs in the state QRIS, LEAs
New Jersey ELLI	Another State Agency: DHS for programs in the state QRIS, LEAs
New Mexico	State Agency with Administrative Authority over State PreK, LEAs
New York	State Agency with Administrative Authority over State PreK, LEAs
North Carolina	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
North Dakota	Not required in state preK
Ohio	State Agency with Administrative Authority over State PreK, Another State Agency
Oklahoma	State Agency with Administrative Authority over State PreK, LEAs
Oregon Pre-K	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Oregon Preschool Promise	Individuals Contracted by the State Agency, LEAs
Pennsylvania RTL	Not required
Pennsylvania HSSAP	State Agency with Administrative Authority over State PreK, Other
Pennsylvania K4 & SBPK	Not reported
Pennsylvania PKC	Individuals Contracted by the State Agency, LEAs
Rhode Island	State Agency with Administrative Authority over State PreK
South Carolina	State Agency with Administrative Authority over State PreK, LEAs, Other (SCDE); State Agency with Administrative Authority over State PreK (First Steps)
Tennessee	State Agency with Administrative Authority over State PreK, LEAs
Texas	State Agency with Administrative Authority over State PreK, LEAs
Vermont	State Agency with Administrative Authority over State PreK, LEAs
Virginia	State Agency with Administrative Authority over State PreK
Washington	State Agency with Administrative Authority over State PreK, Other
West Virginia	State Agency with Administrative Authority over State PreK, LEAs
Wisconsin 4K	Another State Agency: Department of Children and Families, LEAs
Wisconsin HdSt	LEAs
Guam	State Agency with Administrative Authority over State PreK, LEAs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

WHO PROVIDES OVERSIGHT FOR THE FOLLOWING ACTIVITIES RELATED TO THE STATE PRE-K PROGRAM?

STATE	Development of early learning standards
Alabama	State Agency with Administrative Authority over State PreK, Another State Agency: Department of Human Resources (Child Care), and K-12 (Kindergarten); Individuals Contracted by the State Agency; LEAs; Others are involved in drafting and revising (e.g., researchers, teachers, Early Intervention, Special Education, Head Start, program directors, etc.)
Alaska	State Agency with Administrative Authority over State PreK
Arizona	Another State Agency
Arkansas	State Agency with Administrative Authority over State PreK
California CSPP	Individuals Contracted by the State Agency
California TK	Individuals Contracted by the State Agency
Colorado	State Agency with Administrative Authority over State PreK, Other: Colorado's Early Childhood Leadership Commission
Connecticut CDCC	State Agency with Administrative Authority over State PreK, LEAs
Connecticut SR	State Agency with Administrative Authority over State PreK, LEAs
Connecticut Smart Start	State Agency with Administrative Authority over State PreK, LEAs
Delaware	State Agency with Administrative Authority over State PreK
District of Columbia	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency
Florida	State Agency with Administrative Authority over State PreK
Georgia	State Agency with Administrative Authority over State PreK
Hawaii	State Agency with Administrative Authority over State PreK, Another State Agency, LEAs, Other: University of Hawaii system faculty
Illinois	State Agency with Administrative Authority over State PreK
Iowa Shared Visions	State Agency with Administrative Authority over State PreK, Another State Agency
Iowa SWVPP	State Agency with Administrative Authority over State PreK, Another State Agency
Kansas Preschool Pilot	State Agency with Administrative Authority over State PreK
Kansas PA AR	State Agency with Administrative Authority over State PreK, LEAs
Kentucky	State Agency with Administrative Authority over State PreK, Individuals Contracted by the State Agency, LEAs
Louisiana 8(g)	Another State Agency: Louisiana Department of Education
Louisiana LA 4	State Agency with Administrative Authority over State PreK
Louisiana NSECD	State Agency with Administrative Authority over State PreK
Maine	State Agency with Administrative Authority over State PreK, Another State Agency, LEAs
Maryland	State Agency with Administrative Authority over State PreK
Massachusetts UPK	State Agency with Administrative Authority over State PreK, LEAs
Massachusetts Chapter 70	State Agency with Administrative Authority over State PreK, LEAs
Michigan	State Agency with Administrative Authority over State PreK
Minnesota HdSt	State Agency with Administrative Authority over State PreK
Minnesota VPK/SRP	State Agency with Administrative Authority over State PreK
Mississippi	State Agency with Administrative Authority over State PreK
Missouri PP	State Agency with Administrative Authority over State PreK
Missouri Pre-K FF	Not required in state pre-K
Montana	State Agency with Administrative Authority over State PreK, LEAs
Nebraska	State Agency with Administrative Authority over State PreK
Nevada	Individuals Contracted by the State Agency
New Jersey Abbott	State Agency with Administrative Authority over State PreK, Another State Agency: DHS, DCF, DOH
New Jersey ECPA	State Agency with Administrative Authority over State PreK, Another State Agency: DHS, DCF, DOH
New Jersey ELLI	State Agency with Administrative Authority over State PreK, Another State Agency: DHS, DCF, DOH
New Mexico	State Agency with Administrative Authority over State PreK
New York	State Agency with Administrative Authority over State PreK, Another State Agency
North Carolina	State Agency with Administrative Authority over State PreK, Another State Agency: Department of Public Instruction
North Dakota	NDDPI and NDDHS
Ohio	State Agency with Administrative Authority over State PreK
Oklahoma	State Agency with Administrative Authority over State PreK, Another State Agency
Oregon Pre-K	State Agency with Administrative Authority over State PreK
Oregon Preschool Promise	State Agency with Administrative Authority over State PreK
Pennsylvania RTL	State Agency with Administrative Authority over State PreK
Pennsylvania HSSAP	State Agency with Administrative Authority over State PreK
Pennsylvania K4 & SBPK	State Agency with Administrative Authority over State PreK
Pennsylvania PKC	State Agency with Administrative Authority over State PreK
Rhode Island	State Agency with Administrative Authority over State PreK
South Carolina	State Agency with Administrative Authority over State PreK, Another State Agency, LEAs, Other: Education Oversight Committee (SCDE), State Agency with Administrative Authority over State PreK (First Steps)
Tennessee	State Agency with Administrative Authority over State PreK
Texas	State Agency with Administrative Authority over State PreK
Vermont	State Agency with Administrative Authority over State PreK
Virginia	State Agency with Administrative Authority over State PreK
Washington	State Agency with Administrative Authority over State PreK
West Virginia	State Agency with Administrative Authority over State PreK
Wisconsin 4K	State Agency with Administrative Authority over State PreK, Another State Agency: WI Department of Public Instruction, Department of Health Services, Department of Children and Families
Wisconsin HdSt	LEAs
Guam	State Agency with Administrative Authority over State PreK, LEAs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	For what functions and/or services does the state agency with administrative authority over state pre-K contract out?
Alabama	Program research and evaluation, Development of Learning Standards
Alaska	Hosting of the QRIS for early childhood, as well as coaching and other professional development trainings <sup>4</sup>
Arizona	Administration of Quality First Scholarships, Quality First Assessments, and Quality First Coaching and Incentives <sup>3</sup>
Arkansas	Program evaluation and technical assistance, child assessment PD and technical assistance, professional development, coaching, etc.
California CSPP	Child care licensing <sup>4</sup>
California TK	Development of the California Preschool Learning Foundations <sup>4</sup>
Colorado	None <sup>5</sup>
Connecticut CDCC	ECERS raters <sup>2</sup>
Connecticut SR	ECERS raters <sup>3</sup>
Connecticut Smart Start	ECERS raters <sup>2</sup>
Delaware	Some site-level monitoring; some professional learning; QRIS <sup>2</sup>
District of Columbia	Program Evaluation, Professional Development
Florida	Local services <sup>4</sup>
Georgia	Longitudinal research; financial reviews; professional learning and development courses; IT <sup>5</sup>
Hawaii	None
Illinois	Coaching, professional development, and monitoring for compliance and quality
Iowa Shared Visions	Annual professional learning/development available to all Shared Visions preschool programs
Iowa SWVPP	Program Evaluation, Assessment System
Kansas Preschool Pilot	Annual accountability process <sup>5</sup>
Kansas PA AR	Support to districts addressing special populations <sup>4</sup>
Kentucky	Peer to peer training, consultation, technical assistance and materials to support programs serving special populations <sup>3</sup>
Louisiana 8(g)	Site visits and overall project evaluations for assigned projects and programs <sup>5</sup>
Louisiana LA 4	Assessment, program quality observations, mental health consultation, surveys
Louisiana NSECD	Assessment, program quality observations, mental health consultation, surveys
Maine	Coaching and on-site consultation
Maryland	Curriculum development and maintenance of formative assessments <sup>5</sup>
Massachusetts UPK	None
Massachusetts Chapter 70	None
Michigan	None <sup>6</sup>
Minnesota HdSt	State Head Start is monitored by the federal Office of Head Start and State Child Care licensing
Minnesota VPK/SRP	None
Mississippi	None
Missouri PP	Coaching activities, training opportunities, and ECERS observations <sup>3</sup>
Missouri Pre-K FF	None
Montana	Coaching, the ERS assessment and some data collection
Nebraska	Program evaluations <sup>2</sup>
Nevada	QRIS <sup>4</sup>
New Jersey Abbott	Some training for districts, coaching for master teachers and Preschool Intervention and Referral Teams (PIRT), and classroom quality observations <sup>4</sup>
New Jersey ECPA	Some training for districts, coaching for master teachers and Preschool Intervention and Referral Teams (PIRT), and classroom quality observations <sup>4</sup>
New Jersey ELLI	Some training for districts, coaching for master teachers and Preschool Intervention and Referral Teams (PIRT), and classroom quality observations <sup>4</sup>
New Mexico	Coaching/Consultation, Training, Quality Assurance, Monitoring
New York	None
North Carolina	Program oversight and site-level monitoring
North Dakota	None
Ohio	Licensing inspections and QRIS <sup>2</sup>
Oklahoma	None
Oregon Pre-K	Some monitoring, observations, and technical assistance
Oregon Preschool Promise	Direct preschool program services, site-level monitoring, site level assessments, coaching and other professional learning opportunities; and provider level contract administration <sup>5</sup>
Pennsylvania RTL	None
Pennsylvania HSSAP	Site-level monitoring, coaching
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	Site-level monitoring, coaching, program evaluation
Rhode Island	ECERS and CLASS observations and on-site monitoring <sup>3</sup>
South Carolina	Assessments and program evaluation <sup>5</sup>
Tennessee	Application scoring <sup>2</sup>
Texas	None
Vermont	None
Virginia	PALs-PreK, CLASS observations, professional development planning and supports, and VPI monitoring <sup>4</sup>
Washington	QRIS evaluations (conducted by the University of Washington)
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

Does the agency overseeing state pre-K engage in any kind of a self-assessment process or evaluate data to measure its efficiency and effectiveness?

STATE		Geographic availability of program
Alabama	Yes <sup>5</sup>	67 out of 67 counties/parishes (100%) <sup>6</sup>
Alaska	No	25 out of 54 school districts (46%)
Arizona	Yes <sup>4</sup>	24 out of 28 Regional Partnership Councils (86%) <sup>5</sup>
Arkansas	No	75 out of 75 counties (100%) <sup>4</sup>
California CSPP	Yes <sup>5</sup>	56 of 58 counties (97%) <sup>6</sup>
California TK	No	58 of 58 counties (100%)
Colorado	Yes <sup>6</sup>	175 out of 179 school districts (98%) <sup>7</sup>
Connecticut CDCC	No	48 out of 169 towns/communities (28%) <sup>3</sup>
Connecticut SR	No	67 out of 169 towns/communities (40%) <sup>4</sup>
Connecticut Smart Start	No	24 out of 169 towns/communities (14%) <sup>3</sup>
Delaware	Yes <sup>3</sup>	3 out of 3 counties (100%)
District of Columbia	No	8 out of 8 wards (100%) <sup>4</sup>
Florida	Yes <sup>5</sup>	67 out of 67 counties (100%)
Georgia	Yes <sup>6</sup>	159 out of 159 counties (100%)
Hawaii	Yes <sup>5</sup>	1 out of 1 school district (100%)
Illinois	Yes <sup>5</sup>	102 out of 102 counties/parishes (100%) <sup>6</sup>
Iowa Shared Visions	Yes <sup>4</sup>	37 of 99 counties (37%) <sup>5</sup>
Iowa SWVPP	No	323 out of 330 school districts (98%) <sup>3</sup>
Kansas Preschool Pilot	Yes <sup>6</sup>	70 of 286 school districts (24%) <sup>7</sup>
Kansas PA AR	Yes <sup>5</sup>	215 of 286 school districts (75%) <sup>6</sup>
Kentucky	No	173 out of 173 school districts (100%)
Louisiana 8(g)	Yes <sup>6</sup>	64 out of 70 school districts (91%)
Louisiana LA 4	No	64 out of 70 school districts (91%) <sup>2</sup>
Louisiana NSECD	No	15 out of 64 counties/parishes (23%) <sup>2</sup>
Maine	No	150 out of 196 reporting school administrative units (77%) <sup>2</sup>
Maryland	No	24 out of 24 school districts (100%) <sup>6</sup>
Massachusetts UPK	Not reported	56 out of 351 towns/communities (16%) <sup>1</sup>
Massachusetts Chapter 70	Not reported	280 out of 406 school districts (69%) <sup>2</sup>
Michigan	No	82 out of 83 counties (99%) <sup>7</sup>
Minnesota HdSt	Yes <sup>4</sup>	87 out of 87 counties/parishes (100%)
Minnesota VPK/SRP	Yes <sup>4</sup>	105 out of 340 school districts (31%); 19 out of 188 Charter Schools (10%) <sup>5</sup>
Mississippi	No	18 out of 144 school districts (13%) <sup>3</sup>
Missouri PP	No	49 out of 516 school districts (9%) <sup>4</sup>
Missouri Pre-K FF	No	66 out of 516 school districts (13%); 8 out of 39 charter schools (21%)
Montana	Yes <sup>3</sup>	11 out of 56 counties (20%)
Nebraska	No	221 out of 245 school districts (90%) <sup>3</sup>
Nevada	No	10 out of 17 school districts (59%) plus one community-based organization <sup>5</sup>
New Jersey Abbott	No	112 out of 591 school districts (19%) <sup>5</sup>
New Jersey ECPA	No	131 out of 591 school districts (22%) <sup>5</sup>
New Jersey ELLI	No	15 out of 591 school districts (3%) <sup>5</sup>
New Mexico	Yes <sup>2</sup>	70 out of 89 school districts (79%)
New York	No	480 out of 677 school districts (71%)
North Carolina	No	100 out of 100 counties/parishes (100%) <sup>5</sup>
North Dakota	No	49 out of 178 school districts (28%) <sup>3</sup>
Ohio	Yes <sup>3</sup>	370 out of 612 school districts (60%) <sup>4</sup>
Oklahoma	No	511 out of 512 school districts (99%)
Oregon Pre-K	No	36 out of 36 counties/parishes (100%)
Oregon Preschool Promise	No	9 out of 16 Early Learning Hub Regions (56%) <sup>6</sup>
Pennsylvania RTL	No	13 out of 500 school districts (3%)
Pennsylvania HSSAP	Yes <sup>5</sup>	130 out of 500 school districts (26%)
Pennsylvania K4 & SBPK	No	96 out of 500 school districts (19%)
Pennsylvania PKC	Yes <sup>5</sup>	474 out of 500 school districts (95%)
Rhode Island	Yes <sup>4</sup>	11 out of 39 communities (28%)
South Carolina	Yes <sup>6</sup>	81 out of 81 school districts (100%) <sup>7</sup>
Tennessee	No	138 out of 142 school districts (97%)
Texas	Yes <sup>1</sup>	1,070 out of 1,217 school districts (88%)
Vermont	No	359 out of 359 operating districts (100%) <sup>3</sup>
Virginia	Yes <sup>5</sup>	123 of 135 school divisions (91%) <sup>6</sup>
Washington	Yes <sup>5</sup>	37 out of 39 counties (95%) <sup>6</sup>
West Virginia	No	55 out of 55 counties/parishes (100%)
Wisconsin 4K	No	405 out of 411 school districts (99%)
Wisconsin HdSt	Yes <sup>2</sup>	39 out of 40 federal Head Start grantees (98%) <sup>3</sup>
Guam	Yes <sup>3</sup>	1 out of 1 school district (100%) <sup>1</sup>

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## ACCESS

STATE	Are districts/counties/parishes/towns in the state required to offer this preschool program?	Total enrollment, Fall 2018
Alabama	Not required, but funding is awarded on a competitive basis <sup>7</sup>	18,756
Alaska	Not required, but funding is awarded on a competitive basis	1,304
Arizona	Not required, but funds are available to any district/county/town choosing to offer the program <sup>5</sup>	5,410 <sup>6</sup>
Arkansas	Not required, but funding is awarded on a competitive basis <sup>5</sup>	20,186 <sup>6</sup>
California CSPP	Not required, but funding is awarded on a competitive basis	140,920
California TK	Required for all <sup>5</sup>	104,694 <sup>6</sup>
Colorado	Not required, positions are capped, and funding is awarded on a competitive basis <sup>8</sup>	21,944
Connecticut CDCC	Not required, but funding is awarded on a competitive basis <sup>3</sup>	2,481 <sup>4</sup>
Connecticut SR	Not required, but funds are available to any district/county/town choosing to offer the program	11,876 <sup>5</sup>
Connecticut Smart Start	Not required, but funding is awarded on a competitive basis <sup>4</sup>	651 <sup>5</sup>
Delaware	Not required, but funding is awarded on a competitive basis	845 <sup>4</sup>
District of Columbia	Not required, but funds are available to any district/county/town choosing to offer the program <sup>5</sup>	13,763
Florida	Required for some <sup>6</sup>	173,633 <sup>7</sup>
Georgia	Not required, but funding is awarded on a competitive basis	80,493 <sup>7</sup>
Hawaii	Not required, but funding is awarded on a competitive basis	415
Illinois	Not required, but funding is awarded on a competitive basis	81,161
Iowa Shared Visions	Not required, but funding is awarded on a competitive basis	1,299 <sup>6</sup>
Iowa SWVPP	Not required, but funds are available to any district/county/town choosing to offer the program	26,710
Kansas Preschool Pilot	Not required, but funding is awarded on a competitive basis <sup>8</sup>	2,996
Kansas PA AR	Not required, but funding is awarded on a competitive basis <sup>7</sup>	8,064 <sup>7</sup>
Kentucky	Required for all	21,351
Louisiana 8(g)	Not required, but funds are available to any district/county/town choosing to offer the program <sup>7</sup>	2,296
Louisiana LA 4	Not required, but funds are available to any district/county/town choosing to offer the program <sup>3</sup>	15,313
Louisiana NSECD	Not required, but funding is awarded on a competitive basis	1,232
Maine	Not required, but funds are available to any district/county/town choosing to offer the program	6,115
Maryland	Required for all <sup>7</sup>	32,062 <sup>8</sup>
Massachusetts UPK	Not required, but funding is awarded on a competitive basis	6,983
Massachusetts Chapter 70	Not required, but funds are available to any district/county/town choosing to offer the program	30,263
Michigan	Not required, but funds are available to any district/county/town choosing to offer the program	37,140
Minnesota HdSt	Required for all <sup>5</sup>	1,202 <sup>6</sup>
Minnesota VPK/SRP	Not required, but funding is awarded on a competitive basis <sup>6</sup>	7,035
Mississippi	Not required, but funding is awarded on a competitive basis	1,954 <sup>4</sup>
Missouri PP	Not required, but funding is awarded on a competitive basis	1,330
Missouri Pre-K FF	Not required, but funds are available to any district/county/town choosing to offer the program	4,458
Montana	Not required, but funding is awarded on a competitive basis	340
Nebraska	Not required, but funding is awarded on a competitive basis <sup>4</sup>	13,957
Nevada	Not required, but funding is awarded on a competitive basis <sup>6</sup>	2,139
New Jersey Abbott	Required for some <sup>5</sup>	46,419
New Jersey ECPA	Required for some <sup>6</sup>	5,805
New Jersey ELLI	Not required, but funding is awarded on a competitive basis	329
New Mexico	Not required, but funding is awarded on a competitive basis	11,251
New York	Not required, but funding is awarded on a competitive basis <sup>2</sup>	126,302
North Carolina	Not required, but funds are available to any district/county/town choosing to offer the program <sup>5</sup>	29,509
North Dakota	Not required, but funds are available to any district/county/town choosing to offer the program	1,062
Ohio	Not required, but funding is awarded on a competitive basis	17,870 <sup>5</sup>
Oklahoma	Not required, but funds are available to any district/county/town choosing to offer the program <sup>3</sup>	42,606
Oregon Pre-K	Not required, but funding is awarded on a competitive basis	7,829
Oregon Preschool Promise	Not required, but funding is awarded on a competitive basis	1,531
Pennsylvania RTL	Not required, but funds are available to any district/county/town choosing to offer the program	3,533
Pennsylvania HSSAP	Not required, but funding is awarded on a competitive basis	7,192
Pennsylvania K4 & SBPK	Not required, but funds are available to any district/county/town choosing to offer the program	8,891
Pennsylvania PKC	Not required, but funding is awarded on a competitive basis	25,140
Rhode Island	Not required, but funding is awarded on a competitive basis	1,080
South Carolina	Required for all <sup>7</sup>	28,622 <sup>8</sup>
Tennessee	Not required, but funding is awarded on a competitive basis	17,879
Texas	Required for some <sup>2</sup>	238,921
Vermont	Required for all <sup>4</sup>	8,962
Virginia	Optional for eligible entities <sup>7</sup>	17,657
Washington	Not required, but funding is awarded on a competitive basis <sup>7</sup>	13,491
West Virginia	Required for all	13,534 <sup>4</sup>
Wisconsin 4K	Not required, but funds are available to any district/county/town choosing to offer the program	51,003 <sup>3</sup>
Wisconsin HdSt	Required for some <sup>4</sup>	615 <sup>5</sup>
Guam	Required for some <sup>1</sup>	72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

## Program enrollment by age, Fall 2018

STATE	Program enrollment by age, Fall 2018
Alabama	18,756 4-year-olds
Alaska	203 3-year-olds; 813 4-year-olds <sup>5</sup>
Arizona	1,986 3-year-olds; 3,424 4-year-olds <sup>6</sup>
Arkansas	820 children under age 3; 7,071 3-year-olds; 12,256 4-year-olds; 39 5-year-olds <sup>6</sup>
California CSPP	582 children under age 3; 57,447 3-year-olds; 82,871 4-year-olds; 20 5-year-olds
California TK	104,694 4-year-olds <sup>6</sup>
Colorado	451 children under age 3; 5,877 3-year-olds; 15,616 4-year-olds
Connecticut CDCC	Age breakdown not available <sup>4</sup>
Connecticut SR	Age breakdown not available <sup>5</sup>
Connecticut Smart Start	Age breakdown not available <sup>5</sup>
Delaware	274 3-year-olds; 604 4-year-olds <sup>4</sup>
District of Columbia	72 children under age 3; 6,360 3-year-olds; 7,237 4-year-olds; 94 5-year-olds
Florida	173,633 4-year-olds <sup>7</sup>
Georgia	80,493 4-year-olds <sup>7</sup>
Hawaii	415 4-year-olds
Illinois	33,598 3-year-olds; 47,360 4-year-olds; 203 5-year-olds
Iowa Shared Visions	568 3-year-olds; 726 4-year-olds; 5 5-year-olds
Iowa SWVPP	676 3-year-olds; 25,802 4-year-olds; 232 5-year-olds <sup>4</sup>
Kansas Preschool Pilot	897 3-year-olds; 2,047 4-year-olds <sup>9</sup>
Kansas PA AR	8,064 4-year-olds <sup>7</sup>
Kentucky	4,854 3-year-olds; 16,497 4-year-olds
Louisiana 8(g)	2,296 4-year-olds
Louisiana LA 4	15,313 4-year-olds
Louisiana NSECD	1,232 4-year-olds
Maine	5,805 4-year-olds; 310 5-year-olds
Maryland	139 children under age 3; 4,000 3-year-olds; 27,780 4-year-olds; 143 5-year-olds
Massachusetts UPK	227 children under age 3; 2,133 3-year-olds; 2,982 4-year-olds; 1,641 5-year-olds
Massachusetts Chapter 70	9,658 3-year-olds; 18,660 4-year-olds; 1,945 5-year-olds
Michigan	37,140 4-year-olds
Minnesota HdSt	Age breakdown not available
Minnesota VPK/SRP	7,035 4-year-olds
Mississippi	1,954 4-year-olds <sup>4</sup>
Missouri PP	384 3-year-olds; 946 4-year-olds
Missouri Pre-K FF	713 3-year-olds; 3,680 4-year-olds; 65 5-year-olds
Montana	1 child under age 3; 2 3-year-olds; 269 4-year-olds; 67 5-year-olds <sup>4</sup>
Nebraska	629 children under age 3; 4,201 3-year-olds; 9,057 4-year-olds; 70 5-year-olds
Nevada	2,139 4-year-olds
New Jersey Abbott	20,446 3-year-olds; 25,973 4-year-olds
New Jersey ECPA	796 3-year-olds; 5,009 4-year-olds
New Jersey ELLI	90 3-year-olds; 239 4-year-olds <sup>6</sup>
New Mexico	1,264 3-year-olds; 9,987 4-year-olds
New York	4,692 3-year-olds; 121,610 4-year-olds
North Carolina	29,509 4-year-olds
North Dakota	1,062 4-year-olds <sup>4</sup>
Ohio	1,779 3-year-olds; 16,091 4-year-olds <sup>5</sup>
Oklahoma	1,567 3-year-olds; 40,625 4-year-olds; 414 5-year-olds <sup>4</sup>
Oregon Pre-K	3,210 3-year-olds; 4,619 4-year-olds
Oregon Preschool Promise	383 3-year-olds; 1,148 4-year-olds
Pennsylvania RTL	Age breakdown not available
Pennsylvania HSSAP	228 children under age 3; 2,502 3-year-olds; 4,043 4-year-olds; 419 5-year-olds
Pennsylvania K4 & SBPK	Age breakdown not available
Pennsylvania PKC	182 children under age 3; 8,467 3-year-olds; 15,555 4-year-olds; 936 5-year-olds
Rhode Island	1,080 4-year-olds
South Carolina	284 3-year-olds; 28,137 4-year-olds; 201 5-year-olds
Tennessee	67 3-year-olds; 17,812 4-year-olds <sup>3</sup>
Texas	35,271 3-year-olds; 203,650 4-year-olds
Vermont	3,830 3-year-olds; 4,818 4-year-olds; 159 5-year-olds <sup>5</sup>
Virginia	17,657 4-year-olds
Washington	5,059 3-year-olds; 8,432 4-year-olds
West Virginia	257 children under age 3; 1,150 3-year-olds; 11,913 4-year-olds; 214 5-year-olds <sup>4</sup>
Wisconsin 4K	Age breakdown not available
Wisconsin HdSt	Age breakdown not available <sup>5</sup>
Guam	72 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	Enrollment (new seats) in state preschool funded by a 2014 Preschool Development Grant
Alabama	State had 2014 PDG funding but did not use it in 2018-2019
Alaska	State did not have 2014 PDG funding
Arizona	State used 2014 PDG funding, no new seats in state-funded preschool <sup>7</sup>
Arkansas	State used 2014 PDG funding, no new seats in state-funded preschool <sup>7</sup>
California CSPP	State did not have 2014 PDG funding
California TK	State did not have 2014 PDG funding
Colorado	State did not have 2014 PDG funding
Connecticut CDCC	State used 2014 PDG funding, no new seats in state-funded preschool
Connecticut SR	State used 2014 PDG funding, no new seats in state-funded preschool
Connecticut Smart Start	State used 2014 PDG funding, no new seats in state-funded preschool
Delaware	State did not have 2014 PDG funding
District of Columbia	State did not have 2014 PDG funding
Florida	State did not have 2014 PDG funding
Georgia	State did not have 2014 PDG funding
Hawaii	State used 2014 PDG funding, no new seats in state-funded preschool <sup>6</sup>
Illinois	2,348 children
Iowa Shared Visions	State did not have 2014 PDG funding
Iowa SWVPP	State did not have 2014 PDG funding
Kansas Preschool Pilot	State did not have 2014 PDG funding
Kansas PA AR	State did not have 2014 PDG funding
Kentucky	State did not have 2014 PDG funding
Louisiana 8(g)	State used 2014 PDG funding, no new seats in state-funded preschool <sup>8</sup>
Louisiana LA 4	State used 2014 PDG funding, no new seats in state-funded preschool <sup>4</sup>
Louisiana NSECD	State used 2014 PDG funding, no new seats in state-funded preschool <sup>3</sup>
Maine	State used 2014 PDG funding, no new seats in state-funded preschool
Maryland	1,509 children
Massachusetts UPK	State used 2014 PDG funding, no new seats in state-funded preschool
Massachusetts Chapter 70	State used 2014 PDG funding, no new seats in state-funded preschool
Michigan	State did not have 2014 PDG funding
Minnesota HdSt	State did not have 2014 PDG funding
Minnesota VPK/SRP	State did not have 2014 PDG funding
Mississippi	State did not have 2014 PDG funding
Missouri PP	State did not have 2014 PDG funding
Missouri Pre-K FF	State did not have 2014 PDG funding
Montana	State used 2014 PDG funding, no new seats in state-funded preschool
Nebraska	State did not have 2014 PDG funding
Nevada	State used 2014 PDG funding, no new seats in state-funded preschool <sup>7</sup>
New Jersey Abbott	1,295 children across NJ's three programs
New Jersey ECPA	1,295 children across NJ's three programs
New Jersey ELLI	1,295 children across NJ's three programs
New Mexico	State did not have 2014 PDG funding
New York	2,465 children
North Carolina	State did not have 2014 PDG funding
North Dakota	State did not have 2014 PDG funding
Ohio	State did not have 2014 PDG funding
Oklahoma	State did not have 2014 PDG funding
Oregon Pre-K	State did not have 2014 PDG funding
Oregon Preschool Promise	State did not have 2014 PDG funding
Pennsylvania RTL	State did not have 2014 PDG funding
Pennsylvania HSSAP	State did not have 2014 PDG funding
Pennsylvania K4 & SBPK	State did not have 2014 PDG funding
Pennsylvania PKC	State did not have 2014 PDG funding
Rhode Island	State used 2014 PDG funding, no new seats in state-funded preschool <sup>5</sup>
South Carolina	State did not have 2014 PDG funding
Tennessee	State used 2014 PDG funding, no new seats in state-funded preschool
Texas	State did not have 2014 PDG funding
Vermont	State used 2014 PDG funding, no new seats in state-funded preschool
Virginia	State used 2014 PDG funding, no new seats in state-funded preschool <sup>8</sup>
Washington	State did not have 2014 PDG funding
West Virginia	State did not have 2014 PDG funding
Wisconsin 4K	State did not have 2014 PDG funding
Wisconsin HdSt	State did not have 2014 PDG funding
Guam	State did not have 2014 PDG funding

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

STATE	Enrollment (enhanced seats) in state preschool funded by a 2014 Preschool Development Grant	Does the State have plans to sustain PDG enrollment?
Alabama	State had 2014 PDG funding but did not use it in 2018-2019	Yes <sup>8</sup>
Alaska	State did not have 2014 PDG funding	NA
Arizona	State used 2014 PDG funding, no enhanced seats in state-funded preschool	The state is working on a plan
Arkansas	1,464 children	The state is working on a plan
California CSPP	State did not have 2014 PDG funding	NA
California TK	State did not have 2014 PDG funding	NA
Colorado	State did not have 2014 PDG funding	NA
Connecticut CDCC	State used 2014 PDG funding, no enhanced seats in state-funded preschool	Yes
Connecticut SR	740 children	Yes <sup>6</sup>
Connecticut Smart Start	State used 2014 PDG funding, no enhanced seats in state-funded preschool	Yes
Delaware	State did not have 2014 PDG funding	NA
District of Columbia	State did not have 2014 PDG funding	NA
Florida	State did not have 2014 PDG funding	NA
Georgia	State did not have 2014 PDG funding	NA
Hawaii	State used 2014 PDG funding, no enhanced seats in state-funded preschool	Yes <sup>7</sup>
Illinois	1,869 children	Yes <sup>7</sup>
Iowa Shared Visions	State did not have 2014 PDG funding	NA
Iowa SWVPP	State did not have 2014 PDG funding	NA
Kansas Preschool Pilot	State did not have 2014 PDG funding	NA
Kansas PA AR	State did not have 2014 PDG funding	NA
Kentucky	State did not have 2014 PDG funding	NA
Louisiana 8(g)	State used 2014 PDG funding, no enhanced seats in state-funded preschool <sup>8</sup>	The state is working on a plan
Louisiana LA 4	State used 2014 PDG funding, no enhanced seats in state-funded preschool <sup>4</sup>	The state is working on a plan
Louisiana NSECD	State used 2014 PDG funding, no enhanced seats in state-funded preschool <sup>3</sup>	The state is working on a plan
Maine	434 children	Yes <sup>3</sup>
Maryland	2,976 children	Yes <sup>9</sup>
Massachusetts UPK	State used 2014 PDG funding, no enhanced seats in state-funded preschool	Yes <sup>2</sup>
Massachusetts Chapter 70	State used 2014 PDG funding, no enhanced seats in state-funded preschool	Yes <sup>3</sup>
Michigan	State did not have 2014 PDG funding	NA
Minnesota HdSt	State did not have 2014 PDG funding	NA
Minnesota VPK/SRP	State did not have 2014 PDG funding	NA
Mississippi	State did not have 2014 PDG funding	NA
Missouri PP	State did not have 2014 PDG funding	NA
Missouri Pre-K FF	State did not have 2014 PDG funding	NA
Montana	State used 2014 PDG funding, no enhanced seats in state-funded preschool	No
Nebraska	State did not have 2014 PDG funding	NA
Nevada	2,139 children <sup>7</sup>	Yes <sup>3</sup>
New Jersey Abbott	692 children across NJ's three programs	Yes <sup>6</sup>
New Jersey ECPA	692 children across NJ's three programs	Yes <sup>7</sup>
New Jersey ELLI	692 children across NJ's three programs	Yes <sup>7</sup>
New Mexico	State did not have 2014 PDG funding	NA
New York	State used 2014 PDG funding, no enhanced seats in state-funded preschool	Yes <sup>3</sup>
North Carolina	State did not have 2014 PDG funding	NA
North Dakota	State did not have 2014 PDG funding	NA
Ohio	State did not have 2014 PDG funding	NA
Oklahoma	State did not have 2014 PDG funding	NA
Oregon Pre-K	State did not have 2014 PDG funding	NA
Oregon Preschool Promise	State did not have 2014 PDG funding	NA
Pennsylvania RTL	State did not have 2014 PDG funding	NA
Pennsylvania HSSAP	State did not have 2014 PDG funding	NA
Pennsylvania K4 & SBPK	State did not have 2014 PDG funding	NA
Pennsylvania PKC	State did not have 2014 PDG funding	NA
Rhode Island	State used 2014 PDG funding, no enhanced seats in state-funded preschool <sup>5</sup>	Yes <sup>6</sup>
South Carolina	State did not have 2014 PDG funding	The state is working on a plan
Tennessee	2,733 children	The state is working on a plan
Texas	State did not have 2014 PDG funding	NA
Vermont	496 children	Yes <sup>6</sup>
Virginia	2,285 children <sup>8</sup>	Yes <sup>9</sup>
Washington	State did not have 2014 PDG funding	NA
West Virginia	State did not have 2014 PDG funding	NA
Wisconsin 4K	State did not have 2014 PDG funding	NA
Wisconsin HdSt	State did not have 2014 PDG funding	NA
Guam	State did not have 2014 PDG funding	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

STATE	Special education enrollment in state-funded preschool
Alabama	675 4-year-olds <sup>9</sup>
Alaska	Data not available
Arizona	156 children (60 3-year-olds; 79 4-year-olds; 17 5-year-olds) <sup>8</sup>
Arkansas	1,694 children (34 children under age 3; 476 3-year-olds; 1,181 4-year-olds; 3 5-year-olds) <sup>8</sup>
California CSPP	3,870 children (6 children under age 3; 1,485 3-year-olds; 2,379 4-year-olds) <sup>7</sup>
California TK	10,228 4-year-olds <sup>5</sup>
Colorado	776 children (176 3-year-olds; 600 4-year-olds) <sup>9</sup>
Connecticut CDCC	Data not available
Connecticut SR	1,082 children
Connecticut Smart Start	129 children
Delaware	107 3- and 4-year olds
District of Columbia	1,537 children (17 children under age 3; 626 3-year-olds; 858 4-year-olds; 36 5-year-olds)
Florida	Data not available <sup>8</sup>
Georgia	3,078 4-year-olds <sup>8</sup>
Hawaii	13 4-year-olds
Illinois	15,035 children (7,675 3-year-olds; 7,239 4-year-olds; 121 5-year-olds)
Iowa Shared Visions	172 children (89 3-year-olds; 83 4-year-olds) <sup>7</sup>
Iowa SWVPP	1,475 children (348 3-year-olds; 1,065 4-year-olds; 62 5-year-olds) <sup>4</sup>
Kansas Preschool Pilot	Data not available <sup>10</sup>
Kansas PA AR	Data not available <sup>8</sup>
Kentucky	11,090 children (4,854 3-year-olds; 6,236 4-year-olds)
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Maine	833 4- and 5-year-olds
Maryland	Data not available <sup>10</sup>
Massachusetts UPK	712 children (17 children under 3; 209 3-year-olds; 311 4-year-olds; 175 5-year-olds)
Massachusetts Chapter 70	10,070 children (3,783 3-year-olds; 5,616 4-year-olds; 671 5-year-olds)
Michigan	4,029 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Mississippi	160 4-year-olds <sup>4</sup>
Missouri PP	145 children (49 3-year-olds; 96 4-year-olds)
Missouri Pre-K FF	519 children (106 3-year-olds; 402 4-year-olds; 11 5-year-olds)
Montana	Data not available
Nebraska	3,828 children (348 children under age 3; 1,346 3-year-olds; 2,065 4-year-olds; 69 5-year-olds)
Nevada	400 4-year-olds <sup>9</sup>
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	882 children (8 3-year-olds; 874 4-year-olds)
New York	14,849 3- and 4-year-olds
North Carolina	1,682 4-year-olds
North Dakota	Data not available
Ohio	1,907 children (224 3-year-olds; 1,683 4-year-olds)
Oklahoma	3,201 4-year-olds; Data not available: 3-year-olds <sup>5</sup>
Oregon Pre-K	1,718 children (707 3-year-olds; 1,011 4-year-olds)
Oregon Preschool Promise	370 children (81 3-year-olds; 289 4-year-olds)
Pennsylvania RTL	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Pennsylvania HSSAP	313 children (10 children under 3; 76 3-year-olds; 220 4-year-olds; 7 5-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	1,249 children (10 children under 3; 389 3-year-olds; 811 4-year-olds; 39 5-year-olds)
Rhode Island	125 4-year-olds
South Carolina	3,463 children (159 3-year-olds; 3,246 4-year-olds; 58 5-year-olds)
Tennessee	1,667 4-year-olds
Texas	Data not available
Vermont	1,506 children (605 3-year-olds; 780 4-year-olds; 54 5-year-olds) <sup>7</sup>
Virginia	1,790 4-year-olds
Washington	1,609 children (592 3-year-olds; 1,017 4-year-olds)
West Virginia	2,772 children (257 children under 3; 1,150 3-year-olds; 1,257 4-year-olds; 108 5-year-olds) <sup>4</sup>
Wisconsin 4K	5,668 children
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 '18-'19 school year.

ACCESS

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	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; Children attend state-funded preschool and Head Start in other ways <sup>6</sup>
Arizona	Unknown <sup>9</sup>
Arkansas	Unknown <sup>9</sup>
California CSPP	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 <sup>8</sup>
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 <sup>10</sup>
Connecticut CDCC	Children are enrolled in part-day state-funded preschool and part-day Head Start
Connecticut SR	Children attend Head Start and use School Readiness as a wrap around service
Connecticut Smart Start	No dual enrollment
Delaware	Unknown <sup>5</sup>
District of Columbia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Florida	Children are enrolled in part-day state-funded preschool and part-day Head Start
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 <sup>8</sup>
Iowa Shared Visions	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; Some awarded grantees are Head Start programs and funds are used to offer an extended day of care/services <sup>9</sup>
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 <sup>5</sup>
Kansas Preschool Pilot	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 <sup>11</sup>
Kansas PA AR	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 <sup>9</sup>
Kentucky	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds <sup>4</sup>
Louisiana 8(g)	No dual enrollment
Louisiana LA 4	No dual enrollment
Louisiana NSECD	No dual enrollment
Maine	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 <sup>4</sup>
Maryland	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 <sup>11</sup>
Massachusetts UPK	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Some of the UPK grantees are also Head Start Programs
Massachusetts Chapter 70	Unknown
Michigan	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds (GSRP/Head Start Blend) <sup>8</sup>
Minnesota HdSt	This state-funded preschool program is Head Start
Minnesota VPK/SRP	VPK programs are encouraged to blend funds to deliver full-day preschool programming <sup>7</sup>
Mississippi	All of the ELCs have Head Start partners <sup>5</sup>
Missouri PP	Unknown
Missouri Pre-K FF	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children attend state-funded preschool and Head Start in other ways
Montana	One Head Start grantee was selected to participate in Montana STARS <sup>5</sup>
Nebraska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCESS

STATE	Are children enrolled in both Head Start and state-funded preschool?
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	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds <sup>8</sup>
New Mexico	Children are enrolled in part-day state-funded preschool and part-day Head Start <sup>3</sup>
New York	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
North Carolina	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
North Dakota	State funding may be used to serve children in Head Start locations only if the funding is going to support children who are not already funded by Head Start <sup>5</sup>
Ohio	Unknown
Oklahoma	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds <sup>6</sup>
Oregon Pre-K	No dual enrollment
Oregon Preschool Promise	No dual enrollment <sup>7</sup>
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Child enrolled in state-funded PreK might also be enrolled in Head Start as long as the hours of instruction do not overlap
Rhode Island	No dual enrollment
South Carolina	No dual enrollment <sup>9</sup>
Tennessee	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children attend state-funded preschool and use Head Start for wrap around services
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 <sup>3</sup>
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 <sup>8</sup>
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 <sup>4</sup>
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 '18-'19 school year.

## ACCESS

STATE	Number of children dually enrolled in both Head Start and state-funded preschool
Alabama	1,746 4-year-olds <sup>10</sup>
Alaska	Data not available
Arizona	Unknown
Arkansas	Unknown <sup>9</sup>
California CSPP	Data not available <sup>9</sup>
California TK	Unknown
Colorado	Data not available <sup>11</sup>
Connecticut CDCC	297 children
Connecticut SR	825 children
Connecticut Smart Start	None
Delaware	Unknown
District of Columbia	4,837 children (2,137 3-year-olds; 2,700 4-year-olds)
Florida	Data not available
Georgia	4,338 4-year-olds
Hawaii	None
Illinois	4,044 children (1,468 3-year-olds; 2,573 4-year-olds; 3 5-year-olds)
Iowa Shared Visions	480 children (202 3-year-olds; 278 4-year-olds) <sup>8</sup>
Iowa SWVPP	1,597 children (96 3-year-olds; 1,501 4-year-olds)
Kansas Preschool Pilot	Data not available
Kansas PA AR	Data not available
Kentucky	783 4-year-olds <sup>5</sup>
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	800 4-year-olds
Maryland	439 4-year-olds
Massachusetts UPK	4,002 children (73 under age 3; 1,128 3-year-olds; 1,841 4-year-olds; 960 5-year-olds)
Massachusetts Chapter 70	Unknown
Michigan	5,888 4-year-olds <sup>8</sup>
Minnesota HdSt	1,202 children <sup>7</sup>
Minnesota VPK/SRP	Data not available
Mississippi	932 4-year-olds <sup>5</sup>
Missouri PP	Unknown
Missouri Pre-K FF	Data not available
Montana	None <sup>6</sup>
Nebraska	1,947 (774 3-year-olds; 1,173 4-year-olds)
Nevada	None
New Jersey Abbott	4,616 children
New Jersey ECPA	5 children
New Jersey ELLI	None
New Mexico	Data not available <sup>4</sup>
New York	11,136 children (950 3-year-olds; 10,186 4-year-olds)
North Carolina	4,511 4-year-olds
North Dakota	None <sup>6</sup>
Ohio	Unknown
Oklahoma	Data not available <sup>4</sup>
Oregon Pre-K	None
Oregon Preschool Promise	None
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Data not available
Rhode Island	None
South Carolina	None
Tennessee	Data not available
Texas	Data not available
Vermont	Data not available
Virginia	None
Washington	None
West Virginia	4,443 children (42 2-year-olds; 303 3-year-olds; 4,055 4-year-olds; 43 5-year-olds)
Wisconsin 4K	Data not available
Wisconsin HdSt	615 children
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



ACCESS

STATE	Preschool enrollment by program location
Alabama	Public schools: 13,258; Head Start: 1,746; Other public settings: 710; Other private settings: 1,506 <sup>10</sup>
Alaska	Data not available
Arizona	Data not available <sup>10</sup>
Arkansas	Public schools: 12,383; Head Start: 738; Other public settings: 577; Other private settings: 6,488
California CSPP	Public schools: 97,413; Other public settings: 3,392; Other private settings: 40,115
California TK	Public schools: 104,694
Colorado	Public schools: 17,006; Head Start: 2,019; Other public settings: 482; Other private settings: 2,437
Connecticut CDCC	Head Start: 297; Other private settings: 2,184
Connecticut SR	Public schools: 3,572; Head Start: 825; Other private settings: 7,566 <sup>7</sup>
Connecticut Smart Start	Public schools: 651
Delaware	Public schools: 420; Head Start: 295; Other public settings: 15; Other private settings: 115
District of Columbia	Public schools (DCPS): 5,961; Public charter schools: 6,890; Community-based organizations: 912
Florida	Data not available
Georgia	Public schools: 39,549; Head Start: 4,338; Other public settings: 937; Other private settings: 35,669
Hawaii	Public schools: 415
Illinois	Public schools: 70,259; Other public settings: 8,397; Other private settings: 2,505
Iowa Shared Visions	Public schools: 685; Head Start: 464; Other public settings: 70; Other private settings: 80
Iowa SWVPP	Public schools: 18,954; Head Start: 395; Other private settings: 7,361 <sup>6</sup>
Kansas Preschool Pilot	Data not available <sup>12</sup>
Kansas PA AR	Data not available <sup>10</sup>
Kentucky	Data not available
Louisiana 8(g)	Public schools: 2,296
Louisiana LA 4	Public schools: 15,243; Other private settings: 70
Louisiana NSECD	Other private settings: 1,232
Maine	Data not available
Maryland	Public schools: 30,947; Head Start: 439; Other private settings: 676
Massachusetts UPK	Public schools: 214; Head Start: 4,002; Other private settings: 2,767 <sup>3</sup>
Massachusetts Chapter 70	Public schools: 30,263 <sup>4</sup>
Michigan	Public schools: 21,913; Head Start: 6,314; Other public settings: 4,828; Other private settings: 4,085
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	Public schools: 1,021; Head Start: 1,110; Other private settings: 95 <sup>4</sup>
Missouri PP	Public schools: 1,192; Other public settings: 16; Other private settings: 122
Missouri Pre-K FF	Public schools: 4,458
Montana	Public schools: 186; Head Start: 34; Other private settings: 120
Nebraska	Data not available
Nevada	Public schools: 2,634; Head Start: 120; Higher Ed: 42; United Way: 723 <sup>10</sup>
New Jersey Abbott	Public schools: 22,375; Head Start and other private settings: 24,044
New Jersey ECPA	Public schools: 5,757; Head Start and other private settings: 48
New Jersey ELLI	Public schools: 329
New Mexico	Public schools: 6,792; Head Start: 346; Other public settings: 605; Other private settings: 3,508
New York	Public schools: 54,854; Head Start: 11,136; Other public settings: 2,527; Other private settings: 57,785
North Carolina	Public schools: 13,856; Head Start: 4,511; Other private settings: 11,142
North Dakota	Data not available
Ohio	Public schools: 13,047; Other private settings: 4,823
Oklahoma	Data not available
Oregon Pre-K	Public schools: 797; Head Start: 5,481; Other public settings: 1,551
Oregon Preschool Promise	Public schools: 551; Head Start: 253; Other public settings: 337; Other private settings: 390
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Public schools: 904; Head Start: 4,305; Other private settings: 1,983
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	Public schools: 5,894; Head Start: 6,378; Other private settings: 12,831; Unknown: 37
Rhode Island	Public schools: 306; Head Start: 396; Other private settings: 378
South Carolina	Public schools: 26,249; Head Start: 99; Other private settings: 2,274
Tennessee	Data not available
Texas	Data not available
Vermont	Data not available
Virginia	Public schools: 17,113; Other private settings: 544
Washington	Public schools: 7,539; Head Start: 1,646; Other public settings: 365; Other private settings: 3,941 <sup>9</sup>
West Virginia	Public schools: 13,534 <sup>4</sup>
Wisconsin 4K	Data not available
Wisconsin HdSt	Enrollment by grantee type: 3 Cooperative Educational Services Agency, 22 Private or public agencies, 5 Public Schools, 9 Tribal grantees <sup>6</sup>
Guam	Public schools: 72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCESS

## Preschool enrollment by operating schedule

STATE	
Alabama	Extended-day: 18,756
Alaska	Data not available
Arizona	Data not available <sup>11</sup>
Arkansas	Extended-day: 20,186
California CSPP	Extended-day: 44,014; Part-day: 96,906 <sup>10</sup>
California TK	Data not available <sup>7</sup>
Colorado	Data not available <sup>12</sup>
Connecticut CDCC	Extended-day: 2,184; Part-day: 297
Connecticut SR	Extended-day: 8,237; School-day: 2,099; Part-day: 1,627 <sup>7</sup>
Connecticut Smart Start	School-day: 651
Delaware	Data not available
District of Columbia	Extended-day: 13,763
Florida	Data not available
Georgia	Extended-day: 80,493
Hawaii	School-day: 415
Illinois	School-day: 23,878; Part-day: 57,283
Iowa Shared Visions	Extended-day: 1,000; School-day: 75; Part-day: 224 <sup>9</sup>
Iowa SWVPP	Data not available <sup>7</sup>
Kansas Preschool Pilot	Extended-day: 171; School-day: 137; Part-day: 2,676 <sup>13</sup>
Kansas PA AR	Extended-day: 652; School-day: 137; Part-day: 7,275 <sup>11</sup>
Kentucky	Data not available
Louisiana 8(g)	School-day: 2,296
Louisiana LA 4	School-day: 15,313
Louisiana NSECD	School-day: 1,232
Maine	Data not available
Maryland	Extended-day: 14,684; Part-day: 17,378
Massachusetts UPK	Extended-day: 5,693; School-day: 1,186; Part-day: 104
Massachusetts Chapter 70	Data not available
Michigan	Extended-day: 33,872; Part-day: 3,268 <sup>9</sup>
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Extended-day: 815; School-day: 2,985; Part-day: 3,235
Mississippi	School-day: 1,954 <sup>6</sup>
Missouri PP	School-day: 1,311; Part-day: 19
Missouri Pre-K FF	School-day: 3,596; Part-day: 862
Montana	Extended-day: 103; School-day: 237
Nebraska	Data not available
Nevada	School-day: 2,139 <sup>11</sup>
New Jersey Abbott	School-day: 46,419
New Jersey ECPA	School-day: 2,474; Part-day: 3,331
New Jersey ELLI	School-day: 99; Part-day: 230
New Mexico	Extended-day: 3,209; School-day: 3,166; Part-day: 4,876
New York	School-day: 98,096; Part-day: 28,206
North Carolina	Extended-day: 29,509
North Dakota	Data not available
Ohio	Part-day: 17,870 <sup>6</sup>
Oklahoma	School-day: 34,249; Part-day: 5,587; Determined locally: 2,770 <sup>7</sup>
Oregon Pre-K	Extended-day: 343; Part-day: 7,570 <sup>3</sup>
Oregon Preschool Promise	Extended-day: 423; School-day: 1,108
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Data not available
Pennsylvania K4 & SBPK	School-day: 6,585; Part-day: 2,306
Pennsylvania PKC	School-day: 23,491; Part-day: 1,649
Rhode Island	School-day: 1,080
South Carolina	Extended-day: 12,946; School-day: 15,676 <sup>10</sup>
Tennessee	School-day: 17,879 <sup>4</sup>
Texas	School-day: 138,554; Part-day: 100,367
Vermont	Data not available
Virginia	School-day: 17,122; Part-day: 535
Washington	Extended-day: 506; School-day: 2,598; Part-day: 10,387
West Virginia	School-day: 13,033; Part-day: 501 <sup>5</sup>
Wisconsin 4K	Data not available <sup>5</sup>
Wisconsin HdSt	Data not available
Guam	School-day: 72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OPERATING SCHEDULE

STATE	Minimum hours per day funded to operate using state funds	Days per week funded to operate using state funds
Alabama	6.5 <sup>11</sup>	5 days per week <sup>11</sup>
Alaska	Determined locally <sup>7</sup>	Determined locally <sup>7</sup>
Arizona	34 hours per month <sup>12</sup>	34 hours per month <sup>12</sup>
Arkansas	7 <sup>10</sup>	5 days per week
California CSPP	3 <sup>10</sup>	5 days per week <sup>10</sup>
California TK	3 <sup>8</sup>	5 days per week <sup>8</sup>
Colorado	2.5 <sup>12</sup>	Determined locally <sup>12</sup>
Connecticut CDCC	10 <sup>5</sup>	5 days per week
Connecticut SR	2.5 <sup>8</sup>	5 days per week
Connecticut Smart Start	6	5 days per week
Delaware	3.5 <sup>6</sup>	5 days per week
District of Columbia	6.5	5 days per week
Florida	Determined locally <sup>9</sup>	Determined locally <sup>9</sup>
Georgia	6.5	5 days per week
Hawaii	Per Hawaii Department of Education's school-day schedule (30.5 hours per week) <sup>8</sup>	5 days per week
Illinois	2.5	5 days per week
Iowa Shared Visions	No minimum requirement <sup>9</sup>	Determined locally <sup>9</sup>
Iowa SWVPP	At least 10 hours per week <sup>7</sup>	Determined locally <sup>7</sup>
Kansas Preschool Pilot	465 hours per year	Determined locally
Kansas PA AR	465 hours per year	Determined locally
Kentucky	2.5 <sup>6</sup>	Determined locally <sup>7</sup>
Louisiana 8(g)	6 <sup>9</sup>	5 days per week
Louisiana LA 4	6 <sup>5</sup>	5 days per week
Louisiana NSECD	6 <sup>4</sup>	5 days per week
Maine	2 <sup>5</sup>	Determined locally <sup>5</sup>
Maryland	2.5 <sup>12</sup>	5 days per week <sup>13</sup>
Massachusetts UPK	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>
Massachusetts Chapter 70	Determined locally <sup>5</sup>	Determined locally <sup>5</sup>
Michigan	3 hours per day for part-day programs <sup>10</sup>	4 days per week <sup>11</sup>
Minnesota HdSt	Determined locally <sup>8</sup>	Determined locally <sup>8</sup>
Minnesota VPK/SRP	350 instructional hours per school year <sup>8</sup>	Determined locally <sup>8</sup>
Mississippi	4 <sup>6</sup>	5 days per week <sup>6</sup>
Missouri PP	3 <sup>5</sup>	Determined locally <sup>6</sup>
Missouri Pre-K FF	No minimum requirement	Determined locally
Montana	5.5 <sup>7</sup>	Determined locally
Nebraska	12 hours per week <sup>5</sup>	Determined locally <sup>5</sup>
Nevada	5	Determined locally <sup>12</sup>
New Jersey Abbott	6 <sup>7</sup>	5 days per week
New Jersey ECPA	2.5 <sup>8</sup>	5 days per week
New Jersey ELLI	2.5 <sup>9</sup>	5 days per week
New Mexico	2.5 <sup>5</sup>	Determined locally
New York	2.5 <sup>4</sup>	5 days per week
North Carolina	6.5	5 days per week
North Dakota	Determined locally	Determined locally
Ohio	2.5 <sup>6</sup>	Determined locally
Oklahoma	2.5 <sup>8</sup>	5 days per week <sup>8</sup>
Oregon Pre-K	3.5 <sup>4</sup>	Determined locally <sup>5</sup>
Oregon Preschool Promise	Determined locally <sup>8</sup>	Determined locally <sup>8</sup>
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP	3.5 <sup>6</sup>	Determined locally <sup>6</sup>
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania PKC	2.5 <sup>6</sup>	5 days per week
Rhode Island	6	5 days per week
South Carolina	CERDEP: 6.5; EIA 4K: 4 <sup>10</sup>	5 days per week
Tennessee	5.5 <sup>4</sup>	5 days per week
Texas	3 <sup>4</sup>	5 days per week
Vermont	10 hours per week	Determined locally <sup>8</sup>
Virginia	3 <sup>10</sup>	5 days per week
Washington	2.5 <sup>10</sup>	Determined locally <sup>11</sup>
West Virginia	1,500 minutes (25 hours) per week <sup>5</sup>	At least 4 days per week <sup>5</sup>
Wisconsin 4K	2.5 <sup>6</sup>	Determined locally <sup>6</sup>
Wisconsin HdSt	3.5 <sup>7</sup>	Determined locally <sup>7</sup>
Guam	6	5 days per week

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OPERATING SCHEDULE

STATE	Hours per year funded to operate using state funds	State-funded annual operating schedule
Alabama	1,170 <sup>11</sup>	School year or academic year <sup>11</sup>
Alaska	Determined locally <sup>7</sup>	Determined locally <sup>7</sup>
Arizona	Part-day: 400; Full-day: 1,120 <sup>12</sup>	Determined locally <sup>12</sup>
Arkansas	1,246	School year or academic year <sup>10</sup>
California CSPP	Part Day/Part Year: minimum of 175 days/year; Full Day/Full Year: minimum of 246 days/year	Determined locally
California TK	600	School year or academic year
Colorado	Part-day: 360; Full-day: 720 <sup>12</sup>	School year or academic year <sup>12</sup>
Connecticut CDCC	Minimum of 1,560 hours/year	Full calendar year <sup>6</sup>
Connecticut SR	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450 <sup>8</sup>	Determined locally <sup>8</sup>
Connecticut Smart Start	1,080	School year or academic year <sup>6</sup>
Delaware	At least 560 <sup>7</sup>	Minimum 160 days/year <sup>7</sup>
District of Columbia	1,170	School year or academic year
Florida	School-year programs: 540; Summer programs: 300 <sup>9</sup>	Determined locally <sup>9</sup>
Georgia	1,170	School year or academic year
Hawaii	1,080 <sup>8</sup>	School year or academic year <sup>8</sup>
Illinois	2.5 to 6 hours/day, 5 days/week for approximately 180 days/year	School year or academic year
Iowa Shared Visions	Determined locally <sup>9</sup>	Determined locally <sup>9</sup>
Iowa SWVPP	Approximately 350 <sup>8</sup>	School year or academic year <sup>8</sup>
Kansas Preschool Pilot	465 <sup>14</sup>	School year or academic year
Kansas PA AR	465 <sup>12</sup>	School year or academic year
Kentucky	Unknown	School year or academic year <sup>8</sup>
Louisiana 8(g)	1,062	School year or academic year
Louisiana LA 4	1,062	School year or academic year
Louisiana NSECD	1,050	School year or academic year
Maine	Minimally 350 hours per year <sup>5</sup>	School year or academic year
Maryland	Extended-Day: 1,255.34; Part-Day: 839.79	School year or academic year
Massachusetts UPK	Determined locally <sup>4</sup>	Determined locally <sup>4</sup>
Massachusetts Chapter 70	Determined locally	Determined locally
Michigan	Part-day: 360; School-day: 780 <sup>11</sup>	Determined locally <sup>11</sup>
Minnesota HdSt	Per Federal Head Start Performance Standards <sup>8</sup>	Determined locally <sup>8</sup>
Minnesota VPK/SRP	Minimum of 350 hours; Funded up to 510 hours <sup>8</sup>	School year or academic year <sup>9</sup>
Mississippi	Part-time: 540; Full-time: 1,080	School year or academic year
Missouri PP	Determined locally <sup>6</sup>	School or academic year (schools/government entities only); Full calendar year <sup>7</sup>
Missouri Pre-K FF	1,044 hours/year (school-day), 522 hours/year (part-day)	School year or academic year
Montana	28 hours/week <sup>7</sup>	School year or academic year
Nebraska	450 if receiving a grant or qualified to have State Aid calculated <sup>5</sup>	School year or academic year
Nevada	Determined locally	Determined locally <sup>13</sup>
New Jersey Abbott	1,080	School year or academic year <sup>7</sup>
New Jersey ECPA	450 to 1,080	School year or academic year <sup>8</sup>
New Jersey ELLI	450 to 1,080	School year or academic year <sup>9</sup>
New Mexico	Part-day: 450; Extended-day or School-day: 900 <sup>5</sup>	Determined locally
New York	Part-day: 450; Full-day: 900	School year or academic year
North Carolina	1,170	School year or academic year <sup>6</sup>
North Dakota	400 <sup>7</sup>	School year or academic year
Ohio	455	School year or academic year
Oklahoma	1,080 hours or 175 school days <sup>8</sup>	School year or academic year <sup>8</sup>
Oregon Pre-K	Per Federal Head Start Program Performance Standards <sup>5</sup>	School year or academic year <sup>5</sup>
Oregon Preschool Promise	900 <sup>8</sup>	Determined locally <sup>8</sup>
Pennsylvania RTL	450 to 990	School year or academic year <sup>1</sup>
Pennsylvania HSSAP	360 <sup>6</sup>	Determined locally <sup>6</sup>
Pennsylvania K4 & SBPK	450 to 990	School year or academic year <sup>3</sup>
Pennsylvania PKC	Determined locally	School year or academic year <sup>7</sup>
Rhode Island	1,080	School year or academic year
South Carolina	CERDEP: 1,170 (public), 1,870 hours (First Steps); EIA 4K: 720 <sup>10</sup>	School year or academic year <sup>10</sup>
Tennessee	990	School year or academic year <sup>5</sup>
Texas	540 <sup>4</sup>	School year or academic year
Vermont	350	School year or academic year
Virginia	990 hours or 180 days	School year or academic year
Washington	Part-day 320 or 360; Full School-day: 1,000; Extended-day: 2,370 <sup>10</sup>	School year (part-day and full school-day models); Calendar year (extended-day model)
West Virginia	800 hours (48,000 minutes) per year <sup>5</sup>	School year or academic year <sup>5</sup>
Wisconsin 4K	437 <sup>6</sup>	Determined locally <sup>6</sup>
Wisconsin HdSt	Per Federal Head Start Performance Standards	Per Federal Head Start Performance Standards
Guam	978	School year or academic year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

AGE ELIGIBILITY

STATE	Minimum age for preschool eligibility	Minimum age for kindergarten eligibility
Alabama	4 by September 1 <sup>12</sup>	5 by September 1 <sup>12</sup>
Alaska	Determined locally <sup>8</sup>	5 years by September 1
Arizona	No minimum age	5 by September 1
Arkansas	3 by August 1	5 by August 1
California CSPP	3 by September 1 <sup>11</sup>	5 by September 1 <sup>11</sup>
California TK	5 by December 2 <sup>9</sup>	5 by September 1 <sup>9</sup>
Colorado	3 on or before October 1	5 on or before October 1 <sup>13</sup>
Connecticut CDCC	3 by January 1 <sup>7</sup>	5 on or before January 1
Connecticut SR	2 years, 9 months by September 1 <sup>9</sup>	5 on or before January 1 <sup>9</sup>
Connecticut Smart Start	2 years, 9 months by September 1 <sup>7</sup>	5 on or before January 1
Delaware	3 by August 31 <sup>8</sup>	5 by August 31
District of Columbia	3 by September 30 <sup>6</sup>	5 by September 30 <sup>6</sup>
Florida	4 by September 1 <sup>10</sup>	5 by September 1 <sup>10</sup>
Georgia	4 by September 1 <sup>9</sup>	5 by September 1 <sup>9</sup>
Hawaii	4 on or before July 31	5 on or before July 31
Illinois	3 by September 1 <sup>9</sup>	5 by September 1 <sup>9</sup>
Iowa Shared Visions	3 by September 15 <sup>10</sup>	5 by September 15
Iowa SWVPP	4 on or before September 15 <sup>9</sup>	5 on or before September 15
Kansas Preschool Pilot	3 by August 31 <sup>16</sup>	5 years by August 31
Kansas PA AR	3 by August 31 <sup>13</sup>	5 years by August 31
Kentucky	3 by August 1 <sup>9</sup>	5 by August 1
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	5 by October 15
Maryland	4 by September 1 <sup>14</sup>	5 by September 1 <sup>14</sup>
Massachusetts UPK	2 years, 9 months by locally determined date <sup>5</sup>	Determined locally <sup>5</sup>
Massachusetts Chapter 70	3 by locally determined date <sup>6</sup>	5 by locally determined date <sup>6</sup>
Michigan	4 by September 1 <sup>12</sup>	5 by September 1 <sup>12</sup>
Minnesota HdSt	3 per federal Head Start Performance Standards <sup>9</sup>	5 by September 1
Minnesota VPK/SRP	4 by September 1	5 by September 1
Mississippi	4 by September 1	5 by September 1
Missouri PP	3 by July 31 <sup>8</sup>	5 by July 31
Missouri Pre-K FF	3 by July 31	5 by July 31
Montana	4 years by September 10	5 years by September 10 <sup>8</sup>
Nebraska	Determined locally <sup>6</sup>	5 by August 1 <sup>6</sup>
Nevada	3 by September 30 <sup>14</sup>	5 by September 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date <sup>6</sup>	5 by locally determined date
New Mexico	3 by August 31 <sup>6</sup>	5 by August 31
New York	3 by December 1	5 by December 1 <sup>5</sup>
North Carolina	4 by August 31	5 by August 31 <sup>7</sup>
North Dakota	4 by August 1 <sup>8</sup>	5 by August 1
Ohio	4 by August 1 or September 30 <sup>7</sup>	5 by August 1 or September 30
Oklahoma	4 by September 1 <sup>9</sup>	5 by September 1
Oregon Pre-K	3 by September 1	5 by September 1
Oregon Preschool Promise	3 by September 1	5 by September 1
Pennsylvania RTL	Determined locally	Determined locally
Pennsylvania HSSAP	Determined locally <sup>7</sup>	Determined locally <sup>7</sup>
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania PKC	Determined locally <sup>8</sup>	Determined locally <sup>8</sup>
Rhode Island	4 by September 1	5 by September 1
South Carolina	4 by September 1 <sup>11</sup>	5 by September 1
Tennessee	3 by August 15 <sup>6</sup>	5 by August 15
Texas	3 by September 1	5 by September 1
Vermont	3 by locally determined date <sup>9</sup>	5 by locally determined date <sup>9</sup>
Virginia	4 by September 30	5 by September 30
Washington	3 by August 31 <sup>12</sup>	5 by August 31
West Virginia	4 before July 1 <sup>6</sup>	5 before September 1 <sup>6</sup>
Wisconsin 4K	4 by September 1 <sup>7</sup>	5 by September 1
Wisconsin HdSt	3 by September 1 <sup>7</sup>	5 by September 1
Guam	4 by July 30	5 by July 30

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OTHER ELIGIBILITY POLICIES

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 <sup>12</sup>
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 <sup>13</sup>
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age <sup>11</sup>
California CSPP	Eligibility is determined by individual child or family characteristics in addition to age <sup>12</sup>
California TK	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>10</sup>
Colorado	Eligibility is determined by individual child or family characteristics in addition to age <sup>14</sup>
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut SR	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>10</sup>
Connecticut Smart Start	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>8</sup>
Delaware	Eligibility is determined by individual child or family characteristics in addition to age <sup>9</sup>
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Florida	All age-eligible children in districts offering the program, or in the entire state, may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Hawaii	Eligibility is determined by individual child or family characteristics in addition to age <sup>9</sup>
Illinois	Eligibility is determined by individual child or family characteristics in addition to age <sup>10</sup>
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age <sup>11</sup>
Iowa SWVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>10</sup>
Kansas Preschool Pilot	Eligibility is determined by individual child or family characteristics in addition to age <sup>16</sup>
Kansas PA AR	Eligibility is determined by individual child or family characteristics in addition to age <sup>14</sup>
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age <sup>10</sup>
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age <sup>10</sup>
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	Eligibility is determined by individual child or family characteristics in addition to age <sup>6</sup>
Maryland	Eligibility is determined by individual child or family characteristics in addition to age <sup>15</sup>
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>6</sup>
Massachusetts Chapter 70	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>6</sup>
Michigan	Eligibility is determined by individual child or family characteristics in addition to age <sup>13</sup>
Minnesota HdSt	Eligibility is determined by individual child or family characteristics in addition to age <sup>10</sup>
Minnesota VPK/SRP	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>10</sup>
Mississippi	Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age <sup>7</sup>
Missouri PP	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>9</sup>
Missouri Pre-K FF	Eligibility is determined by individual child or family characteristics in addition to age <sup>2</sup>
Montana	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>9</sup>
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age <sup>7</sup>
Nevada	Eligibility is determined by individual child or family characteristics in addition to age <sup>15</sup>
New Jersey Abbott	All age-eligible resident children in districts offering the program may enroll
New Jersey ECPA	All age-eligible resident children in districts offering the program may enroll <sup>9</sup>
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age <sup>10</sup>
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>7</sup>
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>6</sup>
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age <sup>8</sup>
North Dakota	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age <sup>8</sup>
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>10</sup>
Oregon Pre-K	Eligibility is determined by individual child or family characteristics in addition to age <sup>6</sup>
Oregon Preschool Promise	Eligibility is determined by individual child or family characteristics in addition to age <sup>9</sup>
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age <sup>2</sup>
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age <sup>8</sup>
Pennsylvania K4 & SBPK	K4: All age-eligible children in districts offering the program, or in the entire state, may enroll; SBPK: Eligibility is determined by individual child or family characteristics in addition to age
Pennsylvania PKC	Eligibility is determined by individual child or family characteristics in addition to age <sup>9</sup>
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>7</sup>
South Carolina	Eligibility is determined by individual child or family characteristics in addition to age <sup>12</sup>
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age <sup>7</sup>
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 <sup>4</sup>
Virginia	Eligibility is determined by individual child or family characteristics in addition to age <sup>11</sup>
Washington	Eligibility is determined by individual child or family characteristics in addition to age <sup>12</sup>
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 <sup>8</sup>
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age <sup>8</sup>
Guam	All age-eligible children in districts offering the program, or in the entire state, may enroll <sup>4</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OTHER ELIGIBILITY POLICIES

STATE	Income requirement
Alabama	None
Alaska	None
Arizona	At or below 200% of FPL.
Arkansas	200% of FPL <sup>11</sup>
California CSPP	70% of SMI at initial enrollment; 85% of SMI when recertified for enrollment <sup>12</sup>
California TK	None
Colorado	Eligible for free or reduced-price lunch <sup>14</sup>
Connecticut CDCC	75% of SMI
Connecticut SR	None
Connecticut Smart Start	None
Delaware	100% of FPL <sup>9</sup>
District of Columbia	None
Florida	None
Georgia	None
Hawaii	300% of FPL <sup>9</sup>
Illinois	None
Iowa Shared Visions	Eligible for free lunch, or 130% of FPL <sup>11</sup>
Iowa SWVPP	None
Kansas Preschool Pilot	Eligible for free or reduced-price lunch, or 185% of FPL <sup>16</sup>
Kansas PA AR	Eligible for free lunch, or 130% of FPL <sup>14</sup>
Kentucky	160% of FPL <sup>10</sup>
Louisiana 8(g)	200% of FPL <sup>10</sup>
Louisiana LA 4	200% of FPL <sup>6</sup>
Louisiana NSECD	200% of FPL <sup>5</sup>
Maine	None
Maryland	Eligible for free or reduced-price lunch, or 185% of FPL <sup>15</sup>
Massachusetts UPK	None
Massachusetts Chapter 70	None
Michigan	250% of FPL, with some exception for up to 300% of FPL <sup>13</sup>
Minnesota HdSt	Per Federal Head Start requirements: 100% of FPL <sup>10</sup>
Minnesota VPK/SRP	None
Mississippi	None
Missouri PP	None
Missouri Pre-K FF	Eligible for free or reduced-price lunch, or 185% of FPL
Montana	None
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL <sup>7</sup>
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% of FPL <sup>10</sup>
New Mexico	None
New York	None
North Carolina	75% of SMI <sup>8</sup>
North Dakota	Eligible for free or reduced-price lunch, or 185% of FPL
Ohio	At or below 200% of FPL <sup>8</sup>
Oklahoma	None
Oregon Pre-K	100% of FPL <sup>6</sup>
Oregon Preschool Promise	200% of FPL <sup>10</sup>
Pennsylvania RTL	None
Pennsylvania HSSAP	100% of FPL <sup>8</sup>
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	300% of FPL
Rhode Island	None
South Carolina	Eligible for free or reduced-price lunch or Medicaid, or 185% of FPL <sup>12</sup>
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	None
Virginia	200% of FPL; 350% of FPL for students with disabilities <sup>11</sup>
Washington	110% FPL
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	Per Federal Head Start income criteria <sup>8</sup>
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OTHER ELIGIBILITY POLICIES

STATE	How is the income requirement applied to determine eligibility?
Alabama	NA
Alaska	NA
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 pay according to a sliding fee scale <sup>11</sup>
California CSPP	Part-day CSPP: once all eligible children are enrolled, contractors may enroll up to 10% of children whose families exceed the income eligibility threshold by no more than 15% <sup>12</sup>
California TK	NA
Colorado	Income is one of several eligibility criteria for children <sup>14</sup>
Connecticut CDCC	100% of children must meet the income requirement <sup>8</sup>
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Per the Federal Head Start Program Performance Standards <sup>9</sup>
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Priority is given to families at or below 300% FPL <sup>9</sup>
Illinois	NA
Iowa Shared Visions	At least 80% of children must meet the income criteria <sup>11</sup>
Iowa SWVPP	NA
Kansas Preschool Pilot	At least 50% of the children enrolled must meet one or more of the risk factors, which include income <sup>16</sup>
Kansas PA AR	All children enrolled must meet one or more of the risk factors, which include income <sup>14</sup>
Kentucky	Once all at-risk 4-year-olds (160% FPL) and 3- & 4-year-olds with disabilities are served, other children may enroll if space is available <sup>10</sup>
Louisiana 8(g)	Priority is given to students at or below 200% FPL <sup>10</sup>
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA
Maryland	All Maryland Prekindergarten Program children are at 185% FPL or below, except for PDG (200% FPL) and State PreK Expansion children (300% FPL) <sup>15</sup>
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan	90% of children must meet income eligibility of 250% FPL, with exceptions for up to 300% FPL if sufficient numbers of children cannot be recruited at 250% FPL <sup>13</sup>
Minnesota HdSt	Per the Federal Head Start Program Performance Standards <sup>10</sup>
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri PP	NA
Missouri Pre-K FF	100% of children must meet the income requirement
Montana	NA
Nebraska	70% of children must have one risk factor <sup>7</sup>
Nevada	NA
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	100% of children must meet the income requirement <sup>10</sup>
New Mexico	NA
New York	NA
North Carolina	20% of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, if they have another designated risk factor
North Dakota	100% of children must meet the income requirement
Ohio	100% of children must meet the income requirement <sup>8</sup>
Oklahoma	NA
Oregon Pre-K	Per the Federal Head Start Program Performance Standards <sup>6</sup>
Oregon Preschool Promise	100% of children must meet the income requirement <sup>10</sup>
Pennsylvania RTL	NA
Pennsylvania HSSAP	Per the Federal Head Start Program Performance Standards: at least 90% of children
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	100% of children must meet the income requirement <sup>9</sup>
Rhode Island	NA
South Carolina	CERDEP: once all income-eligible children are served, students with other risk factors may enroll; EIA 4K: districts may prioritize other risk factors <sup>13</sup>
Tennessee	100% of children must meet the income requirement <sup>7</sup>
Texas	Eligibility for free and reduced price lunch is one of seven ways to qualify <sup>5</sup>
Vermont	NA
Virginia	85% of children must meet the income requirement <sup>11</sup>
Washington	90% of children must meet the income requirement <sup>13</sup>
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Per federal Head Start requirements, 10% of children may be over the low-income guidelines <sup>8</sup>
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Alaska	Determined locally
Arizona	None
Arkansas	Child disability or developmental delay; Low parent 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 on active military duty; Child with an incarcerated parent; Child in custody or/living with a family member other than mother or father <sup>11</sup>
California CSPP	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Families whose children are receiving CPS or are at risk of abuse, neglect or exploitation; Families receiving cash aid <sup>12</sup>
California TK	NA
Colorado	Child disability or developmental delay; Low parent education; 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 locally determined risk factors <sup>14</sup>
Connecticut CDCC	None
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) <sup>10</sup>
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; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care <sup>9</sup>
Illinois	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Low income <sup>10</sup>
Iowa Shared Visions	Child disability or developmental delay; Low parent 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 factors <sup>11</sup>
Iowa SWVPP	NA
Kansas Preschool Pilot	Child disability or developmental delay; Low parent education; 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 factors <sup>16</sup>
Kansas PA AR	Child disability or developmental delay; Low parent education; 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 <sup>14</sup>
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care <sup>10</sup>
Louisiana 8(g)	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors <sup>10</sup>
Louisiana LA 4	Homelessness or unstable housing; Child history of foster care
Louisiana NSECD	Homelessness or unstable housing; Child history of foster care
Maine	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty <sup>5</sup>
Maryland	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty <sup>15</sup>
Massachusetts UPK	NA
Massachusetts Chapter 70	NA
Michigan	Child disability or developmental delay; Low parent 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 on active military duty <sup>13</sup>
Minnesota HdSt	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty <sup>10</sup>
Minnesota VPK/SRP	NA
Mississippi	Child disability or developmental delay; Homelessness or unstable housing <sup>7</sup>
Missouri PP	NA
Missouri Pre-K FF	None
Montana	NA
Nebraska	Child disability or developmental delay; Low parent education; Home language other than English; Teen parent; Low birth weight or other child health risk <sup>7</sup>
Nevada	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty <sup>16</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OTHER ELIGIBILITY POLICIES

STATE	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	Determined locally <sup>10</sup>
New Mexico	NA
New York	NA
North Carolina	Child disability or developmental delay; Homelessness or unstable housing; Home language other than English; Risk child will not be ready for kindergarten; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Chronic health condition; Child had an IEP <sup>8</sup>
North Dakota	None
Ohio	None
Oklahoma	NA
Oregon Pre-K	Homelessness or unstable housing; Child history of foster care <sup>6</sup>
Oregon Preschool Promise	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty <sup>8</sup>
Pennsylvania K4 & SBPK	K4: NA; SBPK: Locally determined risk factors
Pennsylvania PKC	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty <sup>7</sup>
Rhode Island	NA
South Carolina	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors <sup>12</sup>
Tennessee	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors <sup>8</sup>
Texas	Homelessness or unstable housing; Home language other than English; Child history of foster care; Parent on active military duty; Parent injured while on active duty <sup>6</sup>
Vermont	NA
Virginia	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factors <sup>11</sup>
Washington	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Risk child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Other risk factors <sup>13</sup>
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other risk factors <sup>8</sup>
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

OTHER ELIGIBILITY POLICIES

STATE	Sliding scale based on income	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes <sup>13</sup>	No
Alaska	Determined locally	No
Arizona	No <sup>14</sup>	Yes <sup>15</sup>
Arkansas	Yes <sup>11</sup>	No
California CSPP	Yes <sup>13</sup>	Yes <sup>14</sup>
California TK	No	No
Colorado	No <sup>15</sup>	No
Connecticut CDCC	Yes	Yes <sup>8</sup>
Connecticut SR	Yes	Yes <sup>11</sup>
Connecticut Smart Start	Determined locally <sup>9</sup>	No
Delaware	No	Yes <sup>11</sup>
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Hawaii	No	No
Illinois	No	No
Iowa Shared Visions	Determined locally <sup>11</sup>	No
Iowa SWVPP	No	No
Kansas Preschool Pilot	No	Yes <sup>17</sup>
Kansas PA AR	No	Yes <sup>15</sup>
Kentucky	Determined locally <sup>11</sup>	No
Louisiana 8(g)	Determined locally <sup>11</sup>	No
Louisiana LA 4	Determined locally <sup>7</sup>	No
Louisiana NSECD	Determined locally <sup>6</sup>	No
Maine	No	Yes <sup>7</sup>
Maryland	No	No
Massachusetts UPK	Determined locally <sup>7</sup>	No
Massachusetts Chapter 70	Determined locally	No
Michigan	Yes <sup>13</sup>	No
Minnesota HdSt	No	Yes <sup>11</sup>
Minnesota VPK/SRP	No	Yes <sup>11</sup>
Mississippi	No	No
Missouri PP	Determined locally <sup>10</sup>	No
Missouri Pre-K FF	No	No
Montana	No	No
Nebraska	Determined locally <sup>8</sup>	No
Nevada	No	Yes <sup>17</sup>
New Jersey Abbott	No	Yes <sup>8</sup>
New Jersey ECPA	No	Yes <sup>10</sup>
New Jersey ELLI	No	Yes <sup>11</sup>
New Mexico	No	No
New York	No <sup>7</sup>	No
North Carolina	No	No
North Dakota	Determined locally <sup>9</sup>	No
Ohio	Determined locally <sup>8</sup>	No
Oklahoma	No	No
Oregon Pre-K	No	No
Oregon Preschool Promise	No	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	No	No
Rhode Island	No	No
South Carolina	No	No
Tennessee	No <sup>9</sup>	No
Texas	No	No
Vermont	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
Guam	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	Maximum class size
Alabama	4-year-olds: 20 <sup>14</sup>
Alaska	3- and 4-year-olds: Determined locally
Arizona	3-year-olds: 26; 4-year-olds: 30; mixed-age: 26 <sup>16</sup>
Arkansas	3- and 4-year-olds: 20 <sup>12</sup>
California CSPP	3- and 4-year-olds: No limit <sup>15</sup>
California TK	4-year-olds: 33; mixed-age: 24
Colorado	3- and 4-year-olds: 16
Connecticut CDCC	3- and 4-year-olds: 20
Connecticut SR	3- and 4-year-olds: 20
Connecticut Smart Start	3- and 4-year-olds: 18
Delaware	3-year-olds: 17; 4-year-olds: 20 <sup>11</sup>
District of Columbia	3-year-olds: 16; 4-year-olds: 20 (DCPS & CBO only); mixed-age: 17 (DCPS), 16 (CBO) <sup>7</sup>
Florida	4-year-olds: 12 (summer); 20 (school year)
Georgia	4-year-olds: 22 <sup>10</sup>
Hawaii	4-year-olds: 20
Illinois	3- and 4-year-olds: 20
Iowa Shared Visions	3- and 4-year-olds: 20 <sup>12</sup>
Iowa SWVPP	3-year-olds: 18; 4-year-olds: 20; mixed-age: 18 or 20 depending on majority age group
Kansas Preschool Pilot	3- and 4-year-olds: 25
Kansas PA AR	3- and 4-year-olds: 25
Kentucky	3- and 4-year-olds: 20
Louisiana 8(g)	4-year-olds: 20
Louisiana LA 4	4-year-olds: 20
Louisiana NSECD	4-year-olds: 20
Maine	4-year-olds: 16
Maryland	3- and 4-year-olds: 20 <sup>16</sup>
Massachusetts UPK	3- and 4-year-olds: 20; mixed-age: Depends on the ages of the children
Massachusetts Chapter 70	3- and 4-year-olds: No limit <sup>7</sup>
Michigan	4-year-olds: 18
Minnesota HdSt	3-year-olds: 15; 4-year-olds: 20; mixed-age: 20 <sup>12</sup>
Minnesota VPK/SRP	4-year-olds: 20 <sup>12</sup>
Mississippi	4-year-olds: 20
Missouri PP	3- and 4-year-olds: 20
Missouri Pre-K FF	3- and 4-year-olds: No limit
Montana	4-year-olds and mixed-age: 18 <sup>10</sup>
Nebraska	3- and 4-year-olds: 20
Nevada	3-year-olds: 16; 4-year-olds: 20; mixed-age: 20 <sup>18</sup>
New Jersey Abbott	3- and 4-year-olds: 15
New Jersey ECPA	3- and 4-year-olds: 18
New Jersey ELLI	3- and 4-year-olds: 20
New Mexico	3-year-olds: 16; 4-year-olds: 20 <sup>8</sup>
New York	3- and 4-year-olds: 20
North Carolina	4-year-olds: 18
North Dakota	4-year-olds: No limit
Ohio	3-year-olds: 24; 4-year-olds: 28; mixed-age: 24 <sup>9</sup>
Oklahoma	3-year-olds: 18; 4-year-olds: 20
Oregon Pre-K	3-year-olds: 17; 4-year-olds: 20
Oregon Preschool Promise	3- and 4-year-olds: 20 <sup>11</sup>
Pennsylvania RTL	3- and 4-year-olds: 20
Pennsylvania HSSAP	3- and 4-year-olds: 20
Pennsylvania K4 & SBPK	3- and 4-year-olds: 20 (SBPK); No limit (K4)
Pennsylvania PKC	3- and 4-year-olds: 20 <sup>10</sup>
Rhode Island	4-year-olds: 18
South Carolina	4-year-olds: 20 <sup>14</sup>
Tennessee	3- and 4-year-olds: 20
Texas	3- and 4-year-olds: No limit <sup>7</sup>
Vermont	3- and 4-year-olds: 20 <sup>10</sup>
Virginia	4-year-olds: 18
Washington	3- and 4-year-olds: 20
West Virginia	3- and 4-year-olds: 20 <sup>7</sup>
Wisconsin 4K	4-year-olds: Determined locally <sup>9</sup>
Wisconsin HdSt	3-year-olds: 17; 4-year-olds: 20; mixed-age: 17 <sup>7</sup>
Guam	4-year-olds: 18

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	Staff to child ratio requirement
Alabama	4-year-olds: 1:10 <sup>14</sup>
Alaska	3- and 4-year-olds: Determined locally
Arizona	3-year-olds: 1:13; 4-year-olds: 1:15; mixed-age: 1:13 <sup>16</sup>
Arkansas	3- and 4-year-olds: 1:10
California CSPP	3- and 4-year-olds: 1:8; mixed-age: 1:8 for classrooms consisting of only CSPP-enrolled children <sup>16</sup>
California TK	4-year-olds: 1:33; mixed-age: 1:24 <sup>11</sup>
Colorado	3- and 4-year-olds: 1:8
Connecticut CDCC	3- and 4-year-olds: 1:10
Connecticut SR	3- and 4-year-olds: 1:10
Connecticut Smart Start	3- and 4-year-olds: 1:9
Delaware	3-year-olds: 2:17; 4-year-olds: 1:10 <sup>11</sup>
District of Columbia	3-year-olds: 1:8; 4-year-olds: 1:10 (DCPS & CBO only); mixed-age: 2:17 (DCPS), 1:8 (CBO) <sup>7</sup>
Florida	4-year-olds: 1:12 (summer); 1:11 or 2:12-20 (school year)
Georgia	4-year-olds: 1:11 <sup>10</sup>
Hawaii	4-year-olds: 1:10
Illinois	3- and 4-year-olds: 1:10
Iowa Shared Visions	3- and 4-year-olds: 1:8 <sup>12</sup>
Iowa SWVPP	3-year-olds: 1:9; 4-year-olds: 1:10; mixed-age: 1:9 or 10 depending on majority age group
Kansas Preschool Pilot	3- and 4-year-olds: 1:10 <sup>18</sup>
Kansas PA AR	3- and 4-year-olds: 1:10
Kentucky	3- and 4-year-olds: 1:10
Louisiana 8(g)	4-year-olds: 1:10
Louisiana LA 4	4-year-olds: 1:10
Louisiana NSECD	4-year-olds: 1:10
Maine	4-year-olds: 1:8 <sup>8</sup>
Maryland	3- and 4-year-olds: 1:6
Massachusetts UPK	3- and 4-year-olds: 1:6-10 depending on program type
Massachusetts Chapter 70	3- and 4-year-olds: 2:15 or 1:10 <sup>7</sup>
Michigan	4-year-olds: 1:8 <sup>14</sup>
Minnesota HdSt	3-year-olds: 2:15; 4-year-olds: 1:10; mixed-age: 1:10 <sup>12</sup>
Minnesota VPK/SRP	4-year-olds: 1:10 <sup>12</sup>
Mississippi	4-year-olds: 1:10
Missouri PP	3- and 4-year-olds: 1:10
Missouri Pre-K FF	3- and 4-year-olds: 1:10
Montana	4-year-olds and mixed-age: 1:10
Nebraska	3- and 4-year-olds: 1:10
Nevada	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: 1:10 <sup>18</sup>
New Jersey Abbott	3- and 4-year-olds: 2:15 <sup>9</sup>
New Jersey ECPA	3- and 4-year-olds: 1:9
New Jersey ELLI	3- and 4-year-olds: 1:10
New Mexico	3-year-olds: 1:8; 4-year-olds: 1:10; mixed-age: 1:8 <sup>8</sup>
New York	3- and 4-year-olds: 1:9 <sup>8</sup>
North Carolina	4-year-olds: 1:9 <sup>9</sup>
North Dakota	4-year-olds: No limit
Ohio	3-year-olds: 1:12; 4-year-olds: 1:14; mixed-age: 1:12 <sup>9</sup>
Oklahoma	3-year-olds: 1:9; 4-year-olds: 1:10
Oregon Pre-K	3-year-olds: 2:17; 4-year-olds: 1:10
Oregon Preschool Promise	3- and 4-year-olds: 1:10 <sup>11</sup>
Pennsylvania RTL	3- and 4-year-olds: 1:10
Pennsylvania HSSAP	3- and 4-year-olds: 1:10
Pennsylvania K4 & SBPK	3- and 4-year-olds: 1:10 (SBPK); No limit (K4)
Pennsylvania PKC	3- and 4-year-olds: 1:10 <sup>10</sup>
Rhode Island	4-year-olds: 1:9
South Carolina	4-year-olds: 1:10 <sup>14</sup>
Tennessee	3- and 4-year-olds: 1:10
Texas	3- and 4-year-olds: No limit <sup>7</sup>
Vermont	3- and 4-year-olds: 1:10
Virginia	4-year-olds: 1:9
Washington	3- and 4-year-olds: 1:10
West Virginia	3- and 4-year-olds: 1:10 <sup>7</sup>
Wisconsin 4K	4-year-olds: Determined locally <sup>9</sup>
Wisconsin HdSt	3-year-olds: 2:17; 4-year-olds: 1:10; mixed-age: 2:17 <sup>7</sup>
Guam	4-year-olds: 1:9

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	Meal requirements
Alabama	Lunch <sup>15</sup>
Alaska	No meals are required, determined locally
Arizona	Requirements depend on length of program day <sup>17</sup>
Arkansas	Breakfast, Lunch, Snack
California CSPP	Requirements depend on length of program day <sup>17</sup>
California TK	At least one meal to children who qualify for FRPL <sup>12</sup>
Colorado	Requirements depend on length of program day <sup>16</sup>
Connecticut CDCC	Breakfast, Lunch, Snack
Connecticut SR	Requirements depend on length of program day <sup>12</sup>
Connecticut Smart Start	No meals are required
Delaware	At least one meal <sup>12</sup>
District of Columbia	Breakfast, Lunch, Snack
Florida	Requirements depend on length of program day <sup>11</sup>
Georgia	Lunch <sup>11</sup>
Hawaii	Lunch <sup>10</sup>
Illinois	Lunch and snack (school-day); Snack (part-day)
Iowa Shared Visions	At least one meal, requirements depend on hours of operation <sup>13</sup>
Iowa SWVPP	Snack <sup>11</sup>
Kansas Preschool Pilot	No meals are required
Kansas PA AR	No meals are required
Kentucky	Breakfast and/or Lunch <sup>12</sup>
Louisiana 8(g)	Breakfast, Lunch, Snack <sup>12</sup>
Louisiana LA 4	Breakfast, Lunch, Snack
Louisiana NSECD	Breakfast, Lunch, Snack
Maine	At least snack; Other meals depend on length of program day
Maryland	Breakfast, Lunch
Massachusetts UPK	Requirements depend on length of program day <sup>8</sup>
Massachusetts Chapter 70	No meals are required
Michigan	Requirements depend on length of program day <sup>15</sup>
Minnesota HdSt	At least one meal <sup>13</sup>
Minnesota VPK/SRP	No meals are required <sup>13</sup>
Mississippi	At least one meal <sup>8</sup>
Missouri PP	Requirements depend on length of program day <sup>11</sup>
Missouri Pre-K FF	No meals are required
Montana	No meals are required <sup>11</sup>
Nebraska	One meal and/or snack <sup>9</sup>
Nevada	Lunch <sup>19</sup>
New Jersey Abbott	Breakfast, Lunch, Snack
New Jersey ECPA	Requirements depend on length of program day <sup>11</sup>
New Jersey ELLI	Requirements depend on length of program day <sup>12</sup>
New Mexico	At least one meal <sup>9</sup>
New York	Requirements depend on length of program day <sup>9</sup>
North Carolina	Lunch and either breakfast and a snack or two snacks
North Dakota	No meals are required <sup>10</sup>
Ohio	Requirements depend on length of program day <sup>10</sup>
Oklahoma	Breakfast and/or lunch <sup>11</sup>
Oregon Pre-K	At least lunch and either breakfast or snack <sup>7</sup>
Oregon Preschool Promise	At least one meal and one snack or two meals <sup>12</sup>
Pennsylvania RTL	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Pennsylvania K4 & SBPK	No meals are required
Pennsylvania PKC	At least one meal (half-day); At least one meal and snack (full-day) <sup>11</sup>
Rhode Island	Lunch, Snack <sup>8</sup>
South Carolina	At least one meal <sup>15</sup>
Tennessee	Breakfast, Lunch <sup>10</sup>
Texas	Requirements depend on length of program day <sup>8</sup>
Vermont	Snack <sup>11</sup>
Virginia	No meals are required <sup>12</sup>
Washington	At least one meal <sup>14</sup>
West Virginia	Lunch and either breakfast or snack <sup>8</sup>
Wisconsin 4K	Requirements depend on length of program day <sup>10</sup>
Wisconsin HdSt	At least one meal <sup>9</sup>
Guam	Breakfast, Lunch

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	Required screenings
Alabama	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental <sup>16</sup>
Alaska	None <sup>9</sup>
Arizona	Immunizations <sup>18</sup>
Arkansas	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam <sup>13</sup>
California CSPP	Vision; Hearing; Immunizations; Full physical exam <sup>18</sup>
California TK	Vision; Hearing; Immunizations; Dental; Full physical exam <sup>13</sup>
Colorado	None <sup>17</sup>
Connecticut CDCC	Immunizations; Full physical exam
Connecticut SR	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>13</sup>
Connecticut Smart Start	None
Delaware	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>13</sup>
District of Columbia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>8</sup>
Florida	None <sup>12</sup>
Georgia	Vision; Hearing; Height/weight/BMI; Immunizations; Dental <sup>12</sup>
Hawaii	Full physical exam (includes vision and hearing screenings) <sup>11</sup>
Illinois	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam <sup>11</sup>
Iowa Shared Visions	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam <sup>14</sup>
Iowa SWVPP	Vision; Hearing; Immunizations; Full physical exam <sup>12</sup>
Kansas Preschool Pilot	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental <sup>19</sup>
Kansas PA AR	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental <sup>16</sup>
Kentucky	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam <sup>13</sup>
Louisiana 8(g)	None <sup>13</sup>
Louisiana LA 4	Vision; Hearing; Immunizations <sup>8</sup>
Louisiana NSECD	Vision; Hearing; Immunizations <sup>7</sup>
Maine	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental <sup>9</sup>
Maryland	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam <sup>17</sup>
Massachusetts UPK	Varies based on where children are served <sup>9</sup>
Massachusetts Chapter 70	Vision; Hearing; Full physical exam <sup>8</sup>
Michigan	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam <sup>16</sup>
Minnesota HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>14</sup>
Minnesota VPK/SRP	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Developmental <sup>14</sup>
Mississippi	Vision; Hearing; Height/weight/BMI; Immunizations; Developmental <sup>9</sup>
Missouri PP	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>12</sup>
Missouri Pre-K FF	None
Montana	Immunizations; Psychosocial/behavioral; Developmental <sup>12</sup>
Nebraska	Determined locally
Nevada	Determined locally <sup>20</sup>
New Jersey Abbott	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental <sup>10</sup>
New Jersey ECPA	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental <sup>12</sup>
New Jersey ELLI	Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental <sup>13</sup>
New Mexico	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>10</sup>
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 <sup>10</sup>
North Dakota	None
Ohio	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Oklahoma	Vision; Hearing; Immunizations <sup>12</sup>
Oregon Pre-K	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>8</sup>
Oregon Preschool Promise	Immunizations; Developmental <sup>13</sup>
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 PKC	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>12</sup>
Rhode Island	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
South Carolina	Immunizations; Developmental <sup>16</sup>
Tennessee	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam <sup>11</sup>
Texas	Vision; Hearing; Immunizations <sup>9</sup>
Vermont	Vision; Hearing; Immunizations; Psychosocial/behavioral; Dental; Developmental <sup>12</sup>
Virginia	Vision; Hearing; Immunizations; Full physical exam <sup>13</sup>
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 <sup>9</sup>
Wisconsin 4K	Immunizations; Medical examination <sup>11</sup>
Wisconsin HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam <sup>10</sup>
Guam	Immunizations; Full physical exam <sup>5</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	Are referrals required for children who screen positive?	Are all programs required to offer, either directly or through active referral, any comprehensive services?
Alabama	Yes <sup>16</sup>	Yes
Alaska	No <sup>10</sup>	No <sup>11</sup>
Arizona	Yes <sup>18</sup>	Yes <sup>19</sup>
Arkansas	Yes	Yes
California CSPP	Yes	Yes
California TK	No	Yes
Colorado	No <sup>17</sup>	Yes <sup>18</sup>
Connecticut CDCC	No <sup>9</sup>	Yes
Connecticut SR	No <sup>14</sup>	Yes
Connecticut Smart Start	No	No <sup>10</sup>
Delaware	Yes	Yes <sup>14</sup>
District of Columbia	Yes <sup>9</sup>	Yes (CBOs & DCPS Title 1) <sup>10</sup>
Florida	Yes <sup>12</sup>	No
Georgia	Yes <sup>12</sup>	Yes <sup>12</sup>
Hawaii	Yes	Yes
Illinois	Yes	Yes
Iowa Shared Visions	Yes	Yes
Iowa SWVPP	Yes <sup>12</sup>	Yes
Kansas Preschool Pilot	No	Yes <sup>20</sup>
Kansas PA AR	No	Yes <sup>17</sup>
Kentucky	Yes <sup>13</sup>	Yes
Louisiana 8(g)	Yes	No <sup>14</sup>
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts UPK	No	Yes
Massachusetts Chapter 70	No <sup>9</sup>	Determined locally
Michigan	Yes <sup>17</sup>	Yes
Minnesota HdSt	Yes <sup>15</sup>	Yes <sup>15</sup>
Minnesota VPK/SRP	Yes <sup>15</sup>	Yes
Mississippi	Yes <sup>9</sup>	Yes
Missouri PP	Yes <sup>12</sup>	Yes <sup>12</sup>
Missouri Pre-K FF	No	No
Montana	No	No
Nebraska	Determined locally	Yes
Nevada	Yes <sup>21</sup>	Yes <sup>22</sup>
New Jersey Abbott	Yes	Yes <sup>11</sup>
New Jersey ECPA	Yes	Yes
New Jersey ELLI	Yes	Yes
New Mexico	Yes	Yes
New York	Yes	Yes <sup>10</sup>
North Carolina	Yes <sup>10</sup>	Yes <sup>11</sup>
North Dakota	No	Yes
Ohio	Yes	Yes
Oklahoma	Yes	Yes <sup>13</sup>
Oregon Pre-K	Yes	Yes
Oregon Preschool Promise	Yes	Yes
Pennsylvania RTL	Determined locally	Determined locally
Pennsylvania HSSAP	Yes	Yes
Pennsylvania K4 & SBPK	Yes	No
Pennsylvania PKC	Yes <sup>12</sup>	Yes
Rhode Island	Yes	Yes <sup>9</sup>
South Carolina	Yes	Yes <sup>17</sup>
Tennessee	Yes	Yes
Texas	Yes	Determined locally
Vermont	Yes	Yes
Virginia	No <sup>14</sup>	Yes <sup>15</sup>
Washington	Yes	Yes
West Virginia	Yes	Yes
Wisconsin 4K	Determined locally <sup>12</sup>	Determined locally <sup>13</sup>
Wisconsin HdSt	Yes <sup>10</sup>	Yes <sup>7</sup>
Guam	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



PROGRAM STANDARDS

SUPPORT SERVICES REQUIRED FOR ALL PROGRAMS

STATE	Education services or job training for parents	Parenting support or training	Parent involvement activities	Health services for parents
Alabama	No	Yes	Yes <sup>17</sup>	Yes
Alaska	NA	NA	NA	NA
Arizona	No	No	Yes <sup>20</sup>	No
Arkansas	No	Yes	Yes <sup>14</sup>	No
California CSPP	Yes	Yes	Yes <sup>19</sup>	Yes
California TK	No	No	No	No
Colorado	No	No	Yes <sup>18</sup>	No
Connecticut CDCC	No	No	Yes <sup>10</sup>	No
Connecticut SR	Yes	Yes	Yes	Yes
Connecticut Smart Start	NA	NA	NA	NA
Delaware	Yes	Yes	Yes <sup>15</sup>	Yes
District of Columbia	Yes	No	Yes <sup>11</sup>	No
Florida	NA	NA	NA	NA
Georgia	No	Yes	Yes <sup>13</sup>	No
Hawaii	No	No	No <sup>12</sup>	No
Illinois	No	Yes	Yes <sup>12</sup>	No
Iowa Shared Visions	No	Yes	Yes <sup>15</sup>	Yes
Iowa SWVPP	No	Yes	Yes <sup>13</sup>	No
Kansas Preschool Pilot	No	Yes	Yes <sup>21</sup>	No
Kansas PA AR	No	Yes	Yes <sup>18</sup>	No
Kentucky	Yes	Yes	Yes <sup>14</sup>	Yes
Louisiana 8(g)	NA	NA	NA	NA
Louisiana LA 4	Yes	Yes	Yes <sup>9</sup>	Yes
Louisiana NSECD	Yes	Yes	Yes <sup>8</sup>	Yes
Maine	No	No	Yes <sup>10</sup>	No
Maryland	No	No	No	No
Massachusetts UPK	No	No	Yes <sup>10</sup>	No
Massachusetts Chapter 70	NA	NA	NA	NA
Michigan	No	Yes	Yes <sup>18</sup>	No
Minnesota HdSt	Yes	Yes	Yes <sup>16</sup>	Yes
Minnesota VPK/SRP	Yes	Yes	Yes <sup>16</sup>	No
Mississippi	No	No	Yes <sup>10</sup>	No
Missouri PP	No	Yes	Yes <sup>13</sup>	No
Missouri Pre-K FF	NA	NA	NA	NA
Montana	NA	NA	NA	NA
Nebraska	No	No	Yes <sup>10</sup>	No
Nevada	No	Yes	Yes <sup>23</sup>	No
New Jersey Abbott	Yes	Yes	Yes <sup>12</sup>	No
New Jersey ECPA	No	Yes	Yes <sup>13</sup>	Yes
New Jersey ELLI	No	Yes	Yes <sup>14</sup>	Yes
New Mexico	No	Yes	Yes <sup>11</sup>	No
New York	No	Yes	Yes <sup>11</sup>	Yes
North Carolina	No	No	Yes <sup>12</sup>	No
North Dakota	No	No	Yes <sup>7</sup>	No
Ohio	No	No	Yes <sup>11</sup>	No
Oklahoma	No	No	Yes <sup>14</sup>	No
Oregon Pre-K	Yes	Yes	Yes <sup>9</sup>	No
Oregon Preschool Promise	No	No	Yes <sup>14</sup>	No
Pennsylvania RTL	NA	NA	NA	NA
Pennsylvania HSSAP	Yes	Yes	Yes <sup>9</sup>	Yes
Pennsylvania K4 & SBPK	NA	NA	NA	NA
Pennsylvania PKC	No	No	Yes <sup>13</sup>	No
Rhode Island	Yes	Yes	Yes <sup>10</sup>	Yes
South Carolina	No	Yes	Yes <sup>18</sup>	No
Tennessee	No	No	Yes <sup>12</sup>	Yes
Texas	NA	NA	NA	NA
Vermont	No	No	Yes <sup>13</sup>	No
Virginia	No	No	Yes <sup>16</sup>	No
Washington	No	Yes	Yes <sup>15</sup>	No
West Virginia	No	No	Yes <sup>10</sup>	No
Wisconsin 4K	NA	NA	NA	NA
Wisconsin HdSt	Yes	Yes	Yes <sup>7</sup>	Yes
Guam	No	Yes	Yes <sup>6</sup>	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

SUPPORT SERVICES REQUIRED FOR ALL PROGRAMS

STATE	Health services for children	Information about nutrition	Referral to social services	Transition to kindergarten activities
Alabama	Yes	Yes	Yes	Yes <sup>18</sup>
Alaska	NA	NA	NA	NA
Arizona	No	No	No	Yes <sup>21</sup>
Arkansas	Yes	Yes	Yes	Yes <sup>14</sup>
California CSPP	Yes	Yes	Yes	Yes <sup>20</sup>
California TK	No	No	No	No
Colorado	No	No	No	No <sup>18</sup>
Connecticut CDCC	No	No	No	No
Connecticut SR	Yes	Yes	Yes	Yes
Connecticut Smart Start	NA	NA	NA	NA
Delaware	Yes	Yes	Yes	Yes <sup>16</sup>
District of Columbia	No	Yes	Yes	Yes <sup>12</sup>
Florida	NA	NA	NA	NA
Georgia	No	No	No	Yes <sup>14</sup>
Hawaii	No	No	No	No <sup>12</sup>
Illinois	No	No	Yes	Yes <sup>13</sup>
Iowa Shared Visions	Yes	Yes	Yes	Yes <sup>16</sup>
Iowa SWVPP	Yes	Yes	Yes	Yes <sup>14</sup>
Kansas Preschool Pilot	No	No	Yes	Yes <sup>22</sup>
Kansas PA AR	No	No	Yes	Yes <sup>19</sup>
Kentucky	Yes	Yes	Yes	No <sup>15</sup>
Louisiana 8(g)	NA	NA	NA	NA
Louisiana LA 4	Yes	Yes	Yes	Yes <sup>10</sup>
Louisiana NSECD	Yes	No	Yes	Yes <sup>9</sup>
Maine	No	No	Yes	Yes <sup>11</sup>
Maryland	No	No	No	Yes <sup>18</sup>
Massachusetts UPK	No	No	No	Yes <sup>11</sup>
Massachusetts Chapter 70	NA	NA	NA	NA
Michigan	Yes	No	Yes	Yes <sup>19</sup>
Minnesota HdSt	Yes	Yes	Yes	Yes <sup>17</sup>
Minnesota VPK/SRP	Yes	No	Yes	Yes <sup>17</sup>
Mississippi	No	No	Yes	Yes <sup>11</sup>
Missouri PP	No	No	No	Yes <sup>14</sup>
Missouri Pre-K FF	NA	NA	NA	NA
Montana	NA	NA	NA	NA
Nebraska	No	No	No	Yes <sup>11</sup>
Nevada	No	No	No	No
New Jersey Abbott	Yes	Yes	Yes	Yes <sup>13</sup>
New Jersey ECPA	Yes	Yes	Yes	Yes <sup>14</sup>
New Jersey ELLI	Yes	Yes	Yes	Yes <sup>15</sup>
New Mexico	No <sup>12</sup>	No	Yes	Yes <sup>13</sup>
New York	Yes	Yes	Yes	Yes <sup>12</sup>
North Carolina	Yes	Yes	Yes	Yes <sup>13</sup>
North Dakota	No	No	No	No
Ohio	Yes	Yes	Yes	Yes <sup>12</sup>
Oklahoma	No	No	Yes	No
Oregon Pre-K	Yes	Yes	Yes	Yes <sup>9</sup>
Oregon Preschool Promise	No	Yes	Yes	Yes <sup>14</sup>
Pennsylvania RTL	NA	NA	NA	NA
Pennsylvania HSSAP	Yes	Yes	Yes	Yes <sup>10</sup>
Pennsylvania K4 & SBPK	NA	NA	NA	NA
Pennsylvania PKC	Yes	No	Yes	Yes <sup>14</sup>
Rhode Island	Yes	Yes	Yes	Yes <sup>11</sup>
South Carolina	No	No	Yes	Yes <sup>19</sup>
Tennessee	No	No	No	Yes <sup>13</sup>
Texas	NA	NA	NA	NA
Vermont	No	No	No	Yes <sup>14</sup>
Virginia	Yes	No	Yes	Yes <sup>17</sup>
Washington	Yes	Yes	Yes	Yes <sup>16</sup>
West Virginia	Yes <sup>11</sup>	No	No	Yes <sup>12</sup>
Wisconsin 4K	NA	NA	NA	NA
Wisconsin HdSt	Yes	Yes	Yes	Yes <sup>7</sup>
Guam	No	No	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

SUPPORT SERVICES REQUIRED FOR ALL PROGRAMS

STATE	Parent conferences and/or home visits	Locally determined comprehensive services	Other comprehensive services are required
Alabama	Yes	Yes	Yes <sup>19</sup>
Alaska	NA	NA	NA
Arizona	Yes <sup>20</sup>	No	No
Arkansas	Yes	Yes	No
California CSPP	Yes	Yes	Yes
California TK	Yes	No	No
Colorado	No	Yes	No
Connecticut CDCC	No	No	No
Connecticut SR	Yes	Yes	No
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	Yes	No
District of Columbia	Yes	Yes	No
Florida	NA	NA	NA
Georgia	Yes	Yes	Yes <sup>15</sup>
Hawaii	Yes <sup>12</sup>	No	No
Illinois	Yes	Yes	No
Iowa Shared Visions	Yes	Yes	No
Iowa SWVPP	Yes	Yes	No
Kansas Preschool Pilot	No	No	No
Kansas PA AR	No	No	No
Kentucky	Yes <sup>16</sup>	No	Yes <sup>16</sup>
Louisiana 8(g)	NA	NA	NA
Louisiana LA 4	Yes	Yes	No
Louisiana NSECD	Yes	Yes	No
Maine	Yes <sup>10</sup>	Yes	No
Maryland	No	No	No
Massachusetts UPK	Yes	No	No
Massachusetts Chapter 70	NA	NA	NA
Michigan	Yes <sup>18</sup>	No	No
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	No
Missouri PP	Yes	No	No
Missouri Pre-K FF	NA	NA	NA
Montana	NA	NA	NA
Nebraska	Yes <sup>10</sup>	Yes	No
Nevada	No	Yes	No
New Jersey Abbott	Yes	No	Yes
New Jersey ECPA	Yes	No	Yes
New Jersey ELLI	Yes	Yes	No
New Mexico	Yes <sup>11</sup>	Yes	No
New York	Yes	Yes	Yes
North Carolina	Yes	No	No
North Dakota	No	No	No
Ohio	Yes	No	No
Oklahoma	Yes	Yes	No
Oregon Pre-K	Yes	No	Yes
Oregon Preschool Promise	Yes <sup>14</sup>	Yes	No
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	Yes	No	No
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania PKC	Yes	Yes	No
Rhode Island	Yes	No	No
South Carolina	Yes	Yes	No
Tennessee	Yes	No	No <sup>14</sup>
Texas	NA	NA	NA
Vermont	Yes	No	No
Virginia	Yes <sup>16</sup>	Yes	Yes
Washington	Yes <sup>15</sup>	No	No
West Virginia	Yes <sup>10</sup>	No	No
Wisconsin 4K	NA	NA	NA
Wisconsin HdSt	Yes	Yes	Yes
Guam	Yes	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	The state has policies to regulate services for preschool DLLs	The state has policies/guidance requiring daily gross motor/physical activity/outdoor time
Alabama	Yes <sup>20</sup>	Yes: 1 hour <sup>21</sup>
Alaska	No	No
Arizona	No	Yes: 1 hour (full-day); Varies (part-day) <sup>22</sup>
Arkansas	No <sup>15</sup>	Yes: 30 minutes physical activity and 1 hour outdoor play <sup>16</sup>
California CSPP	Yes <sup>21</sup>	Yes: Number of hours per day not specified <sup>22</sup>
California TK	Yes <sup>14</sup>	No
Colorado	Yes <sup>19</sup>	Yes: 1 hour (full-day); 30 minutes (half-day) <sup>20</sup>
Connecticut CDCC	No <sup>11</sup>	Yes: Number of hours per day not specified <sup>12</sup>
Connecticut SR	No <sup>15</sup>	Yes: Number of hours per day not specified <sup>16</sup>
Connecticut Smart Start	No <sup>11</sup>	Yes: Number of hours per day not specified <sup>12</sup>
Delaware	Yes <sup>11</sup>	Yes: Number of hours per day not specified
District of Columbia	Yes <sup>13</sup>	Yes: 30 minutes (DCPS); 45 minutes (CBO); Determined locally (PCS)
Florida	No	Yes: Varies by length of program <sup>13</sup>
Georgia	Yes <sup>16</sup>	Yes: Per program licensing regulations <sup>17</sup>
Hawaii	Yes <sup>13</sup>	Yes: 30-45 minutes <sup>14</sup>
Illinois	Yes <sup>14</sup>	Yes: 60 (full-day) minutes; 30 minutes (half-day)
Iowa Shared Visions	Yes <sup>17</sup>	Yes: Per preschool program standards, locally adopted curriculum, & NAEYC standards <sup>18</sup>
Iowa SWVPP	Yes <sup>15</sup>	Yes: Per preschool program standards and locally adopted curriculum <sup>16</sup>
Kansas Preschool Pilot	Yes <sup>23</sup>	Yes: 30 minutes <sup>24</sup>
Kansas PA AR	Yes <sup>20</sup>	Yes: 30 minutes <sup>21</sup>
Kentucky	No	Yes: Number of hours per day not specified <sup>17</sup>
Louisiana 8(g)	No	No
Louisiana LA 4	No	No
Louisiana NSECD	No	No
Maine	Yes	Yes: Locally determined based on the length of the program day
Maryland	No <sup>19</sup>	No <sup>20</sup>
Massachusetts UPK	Yes <sup>12</sup>	Yes: 60 minutes (full-day) <sup>13</sup>
Massachusetts Chapter 70	Yes <sup>10</sup>	Yes: Number of hours per day not specified <sup>11</sup>
Michigan	Yes <sup>20</sup>	Yes: 30 minutes <sup>21</sup>
Minnesota HdSt	Yes <sup>18</sup>	Yes: Number of hours per day not specified <sup>19</sup>
Minnesota VPK/SRP	Yes <sup>18</sup>	Yes: Number of hours per day not specified, but must be included in daily program
Mississippi	No	Yes: 40 minutes (full-day); 30 minutes (part-day)
Missouri PP	No	Yes: 1 hour (full-day) <sup>15</sup>
Missouri Pre-K FF	No	No
Montana	No	Yes: Number of hours per day not specified
Nebraska	Yes <sup>12</sup>	Yes: Number of hours per day not specified <sup>13</sup>
Nevada	Yes <sup>24</sup>	No
New Jersey Abbott	Yes <sup>14</sup>	No <sup>15</sup>
New Jersey ECPA	Yes <sup>15</sup>	No <sup>16</sup>
New Jersey ELLI	Yes <sup>16</sup>	No <sup>17</sup>
New Mexico	Yes <sup>14</sup>	Yes: 30 minutes (part-day); 1 hour (school- or extended-day)
New York	Yes <sup>13</sup>	Yes: Number of hours per day not specified <sup>14</sup>
North Carolina	Yes <sup>14</sup>	Yes: 45 minutes <sup>15</sup>
North Dakota	No	No
Ohio	Yes <sup>13</sup>	Yes: Number of hours per day not specified
Oklahoma	Yes <sup>15</sup>	No <sup>16</sup>
Oregon Pre-K	Yes <sup>10</sup>	Yes: Number of hours per day not specified <sup>11</sup>
Oregon Preschool Promise	Yes <sup>15</sup>	No <sup>16</sup>
Pennsylvania RTL	Yes <sup>3</sup>	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	Yes <sup>4</sup>	No
Pennsylvania PKC	No	No <sup>15</sup>
Rhode Island	No	Yes: 1 hour <sup>12</sup>
South Carolina	Yes <sup>20</sup>	Yes: 20 minutes (public); 60 minutes (nonpublic)
Tennessee	Yes <sup>15</sup>	Yes: 1 hour
Texas	Yes	Yes: 30 minutes of moderate to vigorous daily physical activity
Vermont	No <sup>15</sup>	Yes: 60 minutes <sup>16</sup>
Virginia	No <sup>18</sup>	No
Washington	Yes <sup>17</sup>	Yes: Number of hours per day not specified <sup>18</sup>
West Virginia	Yes <sup>13</sup>	Yes: 1 hour <sup>14</sup>
Wisconsin 4K	No <sup>14</sup>	Yes: Number of hours per day not specified <sup>15</sup>
Wisconsin HdSt	No <sup>7</sup>	No <sup>11</sup>
Guam	Yes <sup>7</sup>	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PROGRAM STANDARDS

STATE	The state has policies that allow or require programs to provide transportation for preschoolers
Alabama	Yes, transportation services are allowed within state policy <sup>22</sup>
Alaska	Determined locally
Arizona	Yes, transportation services are allowed within state policy <sup>23</sup>
Arkansas	Yes, transportation services are allowed within state policy <sup>17</sup>
California CSPP	Yes, transportation services are allowed within state policy
California TK	Yes, transportation services are allowed within state policy
Colorado	Yes, transportation services are allowed within state policy <sup>21</sup>
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes, transportation services are allowed within state policy
District of Columbia	Yes, other <sup>14</sup>
Florida	Yes, transportation services are allowed within state policy
Georgia	Yes, transportation services are allowed within state policy <sup>18</sup>
Hawaii	No
Illinois	Yes, transportation is an allowable expenditure under the Early Childhood Block grant
Iowa Shared Visions	Yes, transportation services are allowed within state policy <sup>19</sup>
Iowa SWVPP	Yes, transportation services are allowed within state policy <sup>17</sup>
Kansas Preschool Pilot	Yes, transportation services are allowed within state policy <sup>25</sup>
Kansas PA AR	Yes, transportation services are allowed within state policy <sup>22</sup>
Kentucky	Yes, transportation services are allowed within state policy <sup>18</sup>
Louisiana 8(g)	No
Louisiana LA 4	Determined locally <sup>11</sup>
Louisiana NSECD	Determined locally <sup>10</sup>
Maine	Yes, transportation services are allowed within state policy <sup>12</sup>
Maryland	Yes, transportation services are allowed within state policy <sup>21</sup>
Massachusetts UPK	Yes, other <sup>14</sup>
Massachusetts Chapter 70	No <sup>12</sup>
Michigan	Yes, transportation services are allowed within state policy <sup>22</sup>
Minnesota HdSt	Yes, other <sup>20</sup>
Minnesota VPK/SRP	Yes, transportation services are required by state policy <sup>19</sup>
Mississippi	Yes, transportation services are allowed within state policy <sup>12</sup>
Missouri PP	Yes, transportation services are allowed within state policy
Missouri Pre-K FF	Yes, transportation services are allowed within state policy <sup>3</sup>
Montana	No
Nebraska	Yes, transportation services are allowed within state policy
Nevada	No
New Jersey Abbott	Yes, transportation services are allowed within state policy
New Jersey ECPA	Yes, transportation services are allowed within state policy
New Jersey ELLI	Yes, transportation services are allowed within state policy
New Mexico	Yes, transportation services are allowed within state policy
New York	Yes, transportation services are allowed within state policy <sup>15</sup>
North Carolina	Yes, transportation services are allowed within state policy
North Dakota	No
Ohio	Yes, transportation services are allowed within state policy
Oklahoma	Yes, transportation services are allowed within state policy <sup>17</sup>
Oregon Pre-K	Yes, transportation services are allowed within state policy <sup>12</sup>
Oregon Preschool Promise	Yes, transportation services are allowed within state policy
Pennsylvania RTL	Yes, transportation services are allowed within state policy
Pennsylvania HSSAP	Yes, transportation services are allowed within state policy
Pennsylvania K4 & SBPK	Yes, transportation services are allowed within state policy
Pennsylvania PKC	Yes, transportation services are allowed within state policy
Rhode Island	No <sup>13</sup>
South Carolina	Determined locally <sup>21</sup>
Tennessee	Yes, transportation services are allowed within state policy
Texas	Yes, transportation services are allowed within state policy <sup>10</sup>
Vermont	Yes, transportation services are required by state policy
Virginia	Yes, transportation services are required by state policy
Washington	Yes, transportation services are allowed within state policy <sup>19</sup>
West Virginia	Yes, transportation services are allowed within state policy <sup>15</sup>
Wisconsin 4K	Yes, other <sup>16</sup>
Wisconsin HdSt	No
Guam	Yes, transportation services are required by state policy

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

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 Child Development and Early Learning Standards: Birth through 60 Months
California CSPP	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 SR	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 Developmental Standards: 4 Years Old to Kindergarten (2017)
Georgia	Georgia Early Learning and Development Standards
Hawaii	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards - 3rd Edition
Iowa SWVPP	Iowa Early Learning Standards - 3rd Edition
Kansas Preschool Pilot	Kansas Early Learning Standards
Kansas PA AR	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana's Birth to Five Early Learning and Development Standards
Louisiana LA 4	Louisiana's Birth to Five Early Learning and Development Standards
Louisiana NSECD	Louisiana's Birth to Five Early Learning and Development Standards
Maine	Maine's Early Learning & Development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
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
Massachusetts Chapter 70	Massachusetts Curriculum Frameworks
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Minnesota VPK/SRP	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
Missouri PP	Missouri Early Learning Goals
Missouri Pre-K FF	Missouri Early Learning Goals
Montana	Montana Early Learning Standards
Nebraska	Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	New Jersey Preschool Teaching and Learning Standards
New Jersey ECPA	New Jersey Preschool Teaching and Learning Standards
New Jersey ELLI	New Jersey Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines, Birth to Kindergarten
New York	NYS Prekindergarten Foundation for the Common Core
North Carolina	North Carolina Foundations for Early Learning and Development <sup>16</sup>
North Dakota	North Dakota Birth - Kindergarten Standards
Ohio	Ohio's Early Learning & Development Standards; Ohio's Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards
Oregon Pre-K	Oregon Early Learning and Kindergarten Guidelines
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines
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 PKC	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	South Carolina Early Learning Standards (SC-ELS)
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Vermont	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	Washington State Early Learning and Development Guidelines
West Virginia	Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten <sup>16</sup>
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 '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Web address of state's ELDS document
Alabama	<a href="http://children.alabama.gov/wp-content/uploads/sites/4/2017/03/2013_Developmental_Standards_with_missing_pages.pdf">http://children.alabama.gov/wp-content/uploads/sites/4/2017/03/2013_Developmental_Standards_with_missing_pages.pdf</a>
Alaska	<a href="https://www.bestbeginningsalaska.org/what-we-do/building-strong-families/alaska-early-learning-guidelines/">https://www.bestbeginningsalaska.org/what-we-do/building-strong-families/alaska-early-learning-guidelines/</a>
Arizona	<a href="https://cms.azed.gov/home/GetDocumentFile?id=5acd475b3217e1183c539fa5">https://cms.azed.gov/home/GetDocumentFile?id=5acd475b3217e1183c539fa5</a>
Arkansas	<a href="http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/ABC/AR_Early_Learning_Standards_2016.pdf">http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/ABC/AR_Early_Learning_Standards_2016.pdf</a>
California CSPP	<a href="https://www.cde.ca.gov/sp/cd/re/psfoundations.asp">https://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
California TK	<a href="https://www.cde.ca.gov/sp/cd/re/psfoundations.asp">https://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
Colorado	<a href="https://earlylearningco.org/">https://earlylearningco.org/</a> and <a href="https://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf">https://earlylearningco.org/pdf/ELDG_Guidelines_English.pdf</a>
Connecticut CDCC	<a href="http://www.ct.gov/oec/elds">www.ct.gov/oec/elds</a>
Connecticut SR	<a href="http://www.ct.gov/oec/elds">www.ct.gov/oec/elds</a>
Connecticut Smart Start	<a href="http://www.ct.gov/oec/elds">www.ct.gov/oec/elds</a>
Delaware	<a href="https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf">https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf</a>
District of Columbia	<a href="https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20District%20of%20Columbia%20Early%20Learning%20Standards.pdf">https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20District%20of%20Columbia%20Early%20Learning%20Standards.pdf</a>
Florida	<a href="http://flbt5.floridaearlylearning.com/">http://flbt5.floridaearlylearning.com/</a>
Georgia	<a href="http://gelds.dec.al.ga.gov">gelds.dec.al.ga.gov</a>
Hawaii	<a href="https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf">https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf</a>
Illinois	<a href="https://www.isbe.net/Documents/early_learning_standards.pdf">https://www.isbe.net/Documents/early_learning_standards.pdf</a>
Iowa Shared Visions	<a href="https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition">https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition</a>
Iowa SWVPP	<a href="https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition">https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition</a>
Kansas Preschool Pilot	<a href="https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf">https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf</a>
Kansas PA AR	<a href="https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf">https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf</a>
Kentucky	<a href="https://kidsnow.ky.gov/families/readiness/Documents/early-childhood-standards.pdf">https://kidsnow.ky.gov/families/readiness/Documents/early-childhood-standards.pdf</a>
Louisiana 8(g)	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6</a>
Louisiana LA 4	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6</a>
Louisiana NSECD	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6</a>
Maine	<a href="https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/MELDS_Re-Print_1.pdf">https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/MELDS_Re-Print_1.pdf</a>
Maryland	<a href="https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-_appendix_2016.pdf">https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-_appendix_2016.pdf</a>
Massachusetts UPK	<a href="https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines">https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines</a>
Massachusetts Chapter 70	<a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a>
Michigan	<a href="https://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf">https://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf</a>
Minnesota HdSt	<a href="https://education.mn.gov/MDE/dse/early/highquale/ind/">https://education.mn.gov/MDE/dse/early/highquale/ind/</a>
Minnesota VPK/SRP	<a href="https://education.mn.gov/MDE/dse/early/highquale/ind/">https://education.mn.gov/MDE/dse/early/highquale/ind/</a>
Mississippi	<a href="http://www.mdek12.org/ec">www.mdek12.org/ec</a>
Missouri PP	<a href="https://dese.mo.gov/early-extended-learning/early-learning/missouri-early-learning-goals">https://dese.mo.gov/early-extended-learning/early-learning/missouri-early-learning-goals</a>
Missouri Pre-K FF	<a href="https://dese.mo.gov/early-extended-learning/early-learning/missouri-early-learning-goals">https://dese.mo.gov/early-extended-learning/early-learning/missouri-early-learning-goals</a>
Montana	<a href="http://www.mtecp.org/pdfs/Montana%20Early%20Learning%20Standards.pdf">http://www.mtecp.org/pdfs/Montana%20Early%20Learning%20Standards.pdf</a>
Nebraska	<a href="https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf">https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf</a>
Nevada	<a href="http://www.nevadaregistry.org/departement-of-education-office-of-early-learning-and-development/pre-k-standards.html">http://www.nevadaregistry.org/departement-of-education-office-of-early-learning-and-development/pre-k-standards.html</a>
New Jersey Abbott	<a href="https://www.nj.gov/education/ece/guide/standards.pdf">https://www.nj.gov/education/ece/guide/standards.pdf</a>
New Jersey ECPA	<a href="https://www.nj.gov/education/ece/guide/standards.pdf">https://www.nj.gov/education/ece/guide/standards.pdf</a>
New Jersey ELLI	<a href="https://www.nj.gov/education/ece/guide/standards.pdf">https://www.nj.gov/education/ece/guide/standards.pdf</a>
New Mexico	<a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-Revised-June-2019.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-Revised-June-2019.pdf</a>
New York	<a href="http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf">http://www.p12.nysed.gov/earlylearning/standards/documents/PrekindergartenFoundationfortheCommonCore.pdf</a>
North Carolina	<a href="https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953">https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953</a>
North Dakota	<a href="https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf">https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf</a>
Ohio	<a href="http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards">http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards</a> and <a href="http://earlychildhoodohio.org/sutq.php">http://earlychildhoodohio.org/sutq.php</a>
Oklahoma	<a href="https://sde.ok.gov/oklahoma-academic-standards">https://sde.ok.gov/oklahoma-academic-standards</a> and <a href="http://www.okdhs.org/services/cc/Pages/ELGCore.aspx">http://www.okdhs.org/services/cc/Pages/ELGCore.aspx</a>
Oregon Pre-K	<a href="https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx">https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx</a>
Oregon Preschool Promise	<a href="https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx">https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx</a>
Pennsylvania RTL	<a href="https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx">https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx</a>
Pennsylvania HSSAP	<a href="https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx">https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx</a>
Pennsylvania K4 & SBPK	<a href="https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx">https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx</a>
Pennsylvania PKC	<a href="https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx">https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/Infant-Toddler-Pre-K-Learning-Standards.aspx</a>
Rhode Island	<a href="http://www.rields.com">www.rields.com</a>
South Carolina	<a href="https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/South%20Carolina%20Early%20Learning%20Standards%202017_Accessible%20Version.pdf">https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/South%20Carolina%20Early%20Learning%20Standards%202017_Accessible%20Version.pdf</a>
Tennessee	<a href="https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html">https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html</a>
Texas	<a href="https://tea.texas.gov/Academics/Early_Childhood_Education/Texas_Prekindergarten_Guidelines">https://tea.texas.gov/Academics/Early_Childhood_Education/Texas_Prekindergarten_Guidelines</a>
Vermont	<a href="https://vels.education.vermont.gov/">https://vels.education.vermont.gov/</a>
Virginia	<a href="http://www.doe.virginia.gov/early-childhood/preschool/vpi/index.shtml">http://www.doe.virginia.gov/early-childhood/preschool/vpi/index.shtml</a>
Washington	<a href="https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf">https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf</a>
West Virginia	<a href="http://wvde.state.wv.us/policies/">http://wvde.state.wv.us/policies/</a> or <a href="http://wvde.state.wv.us/policies/policy.php?p=2520.15">http://wvde.state.wv.us/policies/policy.php?p=2520.15</a> (PDF) <sup>17</sup>
Wisconsin 4K	<a href="https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf">https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf</a>
Wisconsin HdSt	<a href="https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf">https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf</a>
Guam	<a href="https://www.guamcedders.org/publications-products/#ecspecialpubAnchor">https://www.guamcedders.org/publications-products/#ecspecialpubAnchor</a>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Year state's ELDS was revised
Alabama	Currently under revision <sup>23</sup>
Alaska	Currently under revision <sup>12</sup>
Arizona	Arizona Early Learning Standards: May 2018; Infant Toddler Developmental Guidelines: Currently under revision
Arkansas	2016
California CSPP	2015
California TK	2015
Colorado	Currently under revision <sup>22</sup>
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2019
Florida	2017
Georgia	2018-2019
Hawaii	Currently under revision
Illinois	2013
Iowa Shared Visions	2018
Iowa SWVPP	2018
Kansas Preschool Pilot	2013
Kansas PA AR	2013
Kentucky	2013, Currently under revision <sup>19</sup>
Louisiana 8(g)	2013
Louisiana LA 4	2013
Louisiana NSECD	2013
Maine	2014
Maryland	2015
Massachusetts UPK	Varies: Each content area has been revised at different times
Massachusetts Chapter 70	Varies: Each content area has been revised at different times
Michigan	2013
Minnesota HdSt	2017
Minnesota VPK/SRP	2017
Mississippi	2018
Missouri PP	Currently under revision
Missouri Pre-K FF	Currently under revision
Montana	2014, Scheduled to be revised
Nebraska	2018
Nevada	2010
New Jersey Abbott	2014
New Jersey ECPA	2014
New Jersey ELLI	2014
New Mexico	Preschool section: 2018
New York	2011
North Carolina	2013
North Dakota	2018
Ohio	2011 (ELDS); 2009 (ELPS)
Oklahoma	2016
Oregon Pre-K	2016
Oregon Preschool Promise	2016
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania PKC	2014
Rhode Island	2013
South Carolina	2017
Tennessee	2018
Texas	2015
Vermont	2015
Virginia	Currently under revision <sup>19</sup>
Washington	2012
West Virginia	2015, 2017 (effective Fall 2019) <sup>17</sup>
Wisconsin 4K	2017
Wisconsin HdSt	2015, Currently under revision
Guam	2015

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



EARLY LEARNING & DEVELOPMENT STANDARDS

DOMAINS ADDRESSED IN THE 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 <sup>18</sup>	Yes <sup>18</sup>	Yes <sup>18</sup>	Yes <sup>18</sup>	Yes <sup>18</sup>
California CSPP	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 SR	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
Iowa Shared Visions	Yes	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes	Yes	Yes
Kansas PA AR	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 UPK	Yes	Yes	Yes	Yes	Yes
Massachusetts Chapter 70	Yes	Yes	Yes	Yes	Yes
Michigan	Yes	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes <sup>13</sup>	Yes <sup>13</sup>	Yes <sup>13</sup>	Yes <sup>13</sup>	Yes <sup>13</sup>
Missouri PP	Yes	Yes	Yes	Yes	Yes
Missouri Pre-K FF	Yes	Yes	Yes	Yes	Yes
Montana	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	Yes	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes <sup>13</sup>	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes <sup>17</sup>	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 PKC	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes <sup>11</sup>	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 '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	ELDS (or Guidance) contains content related to serving DLLs or cultural awareness
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP	Yes <sup>23</sup>
California TK	Yes <sup>14</sup>
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes <sup>19</sup>
Hawaii	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas Preschool Pilot	Yes
Kansas PA AR	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts UPK	Yes
Massachusetts Chapter 70	Yes
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri PP	Yes
Missouri Pre-K FF	Yes
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes <sup>14</sup>
New York	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	Yes
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes <sup>4</sup>
Pennsylvania HSSAP	Yes <sup>11</sup>
Pennsylvania K4 & SBPK	Yes <sup>5</sup>
Pennsylvania PKC	Yes <sup>16</sup>
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	Yes
Washington	Yes
West Virginia	Yes <sup>16</sup>
Wisconsin 4K	Yes
Wisconsin HdSt	Yes <sup>12</sup>
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

**EARLY LEARNING & DEVELOPMENT STANDARDS  
ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS**

STATE	State K-3 standards	State developed/adopted college and career ready standards for the early grades	State infant and toddler standards	Head Start standards
Alabama	Yes <sup>24</sup>	Yes	Yes	Yes <sup>24</sup>
Alaska	Alignment is in Progress	Alignment is in Progress	Included in ELDS	No
Arizona	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes
California CSPP	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes <sup>13</sup>	Yes
Connecticut SR	Yes	Yes	Yes <sup>17</sup>	Yes
Connecticut Smart Start	Yes	Yes	Yes <sup>13</sup>	Yes
Delaware	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes <sup>15</sup>	Yes
Florida	Yes <sup>14</sup>	Yes	Yes	Yes
Georgia	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes <sup>15</sup>	Yes	No
Illinois	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes
Kansas Preschool Pilot	Yes	Yes	Yes	No
Kansas PA AR	Yes	Yes	Yes	No
Kentucky	Alignment is in Progress <sup>20</sup>	Yes	Yes	Alignment is in Progress <sup>20</sup>
Louisiana 8(g)	Yes	Yes	Yes	No
Louisiana LA 4	Yes	Yes	Yes	Unknown
Louisiana NSECD	Yes	Yes	Yes	Unknown
Maine	Yes	Yes	Yes	Yes
Maryland	Yes <sup>22</sup>	Yes <sup>22</sup>	Yes	Yes
Massachusetts UPK	Yes	Alignment is in Progress	Yes	Yes
Massachusetts Chapter 70	Yes	Yes	Yes	No
Michigan	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Alignment is in Progress <sup>21</sup>
Minnesota VPK/SRP	Yes	Yes	Yes	Alignment is in Progress <sup>20</sup>
Mississippi	Yes	Yes	Yes	Yes
Missouri PP	Alignment is in Progress <sup>16</sup>	No	Yes <sup>16</sup>	No
Missouri Pre-K FF	Alignment is in Progress <sup>4</sup>	No	Yes <sup>4</sup>	No
Montana	Yes	Yes	Yes	Alignment is in Progress
Nebraska	Yes	Yes	Yes	Yes
Nevada	Alignment is in Progress <sup>25</sup>	Alignment is in Progress	Alignment is in Progress <sup>25</sup>	Alignment is in Progress
New Jersey Abbott	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	Yes	NA <sup>16</sup>	Yes
North Carolina	Yes	Yes	Yes	Yes
North Dakota	Yes <sup>11</sup>	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes
Oregon Pre-K	Yes	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes	Yes
Pennsylvania PKC	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Alignment is in Progress
Tennessee	Yes	Yes	Yes	No
Texas	Yes	No	Yes	No
Vermont	Yes	Yes	Yes	Yes
Virginia	Yes	No <sup>20</sup>	Alignment is in Progress	Alignment is in Progress
Washington	Yes	No	Yes	No <sup>20</sup>
West Virginia	Yes	Yes	Yes	Yes
Wisconsin 4K	Yes <sup>17</sup>	No <sup>17</sup>	Included in ELDS <sup>17</sup>	Yes
Wisconsin HdSt	Yes	No	Yes	Yes
Guam	Yes	No	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

**EARLY LEARNING & DEVELOPMENT STANDARDS**  
ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

STATE	Other standards
Alabama	Yes
Alaska	No
Arizona	No
Arkansas	Yes <sup>18</sup>
California CSPP	Yes: Common Core State Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework: Ages Birth to Five
California TK	Yes: Common Core State Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework: Ages Birth to Five
Colorado	No
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	No
District of Columbia	Yes
Florida	No
Georgia	Yes: Work Sampling System indicators for four-year-olds
Hawaii	Yes
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas Preschool Pilot	Yes <sup>26</sup>
Kansas PA AR	Yes <sup>23</sup>
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: K-12 Guiding Principles
Maryland	No
Massachusetts UPK	Yes
Massachusetts Chapter 70	No
Michigan	Yes: NAEYC
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	No
Missouri PP	No
Missouri Pre-K FF	No
Montana	No
Nebraska	No
Nevada	Alignment is in Progress <sup>25</sup>
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	Yes: New York State Next Generation Learning Standards
North Carolina	Yes <sup>16</sup>
North Dakota	Yes
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	Alignment is in Progress: English Language Development Standards, Career Education and Work Standards
Pennsylvania HSSAP	Alignment is in Progress: English Language Development Standards, Career Education and Work Standards
Pennsylvania K4 & SBPK	Alignment is in Progress: English Language Development Standards, Career Education and Work Standards
Pennsylvania PKC	Alignment is in Progress: English Language Development Standards, Career Education and Work Standards
Rhode Island	Yes: Family visiting models (Watch Me Grow and PAT), CCSS, NGSS for K
South Carolina	No
Tennessee	No
Texas	No
Vermont	Yes: Common Core State Standards, Next Generation Science Standards, Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable New Step Collaborative for Academic, Social, and Emotional Learning (CASEL)
Virginia	No
Washington	Yes: ECEAP Performance Standards
West Virginia	No
Wisconsin 4K	Yes: Literacy and language arts standards, mathematical standards
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE SUPPORTS FOR THE USE OF ELDS

STATE	Offers guidance on selecting curricula aligned with ELDS	Provides professional development opportunities to support use of ELDS	Child assessments required to be aligned with ELDS	Additional resources are provided to programs to implement ELDS	Other supports
Alabama	Yes	Yes <sup>25</sup>	Yes <sup>25</sup>	Yes	Yes <sup>25</sup>
Alaska	No	No	Yes <sup>13</sup>	No	Yes <sup>13</sup>
Arizona	Yes	Yes <sup>24</sup>	Yes	Yes	No
Arkansas	Yes	Yes	Yes	Yes <sup>19</sup>	Yes <sup>19</sup>
California CSPP	Yes	Yes	Yes	Yes	Yes <sup>24</sup>
California TK	Yes	Yes <sup>15</sup>	No	No	No
Colorado	No	Yes	No	Yes	Yes
Connecticut CDCC	Yes	Yes <sup>14</sup>	Yes <sup>14</sup>	Yes	Yes <sup>14</sup>
Connecticut SR	Yes	Yes <sup>18</sup>	Yes <sup>18</sup>	Yes	Yes <sup>18</sup>
Connecticut Smart Start	Yes	Yes <sup>14</sup>	Yes <sup>14</sup>	Yes	Yes <sup>14</sup>
Delaware	Yes	Yes	Yes	Yes	No
District of Columbia	Yes	Yes	Yes (DCPS & CBO)	No	No
Florida	Yes	Yes	Yes	Yes	Yes <sup>15</sup>
Georgia	Yes	Yes	Yes	Yes	Yes <sup>20</sup>
Hawaii	Yes	Yes	Yes	Yes	No
Illinois	Yes	Yes	Yes	Yes	Yes <sup>15</sup>
Iowa Shared Visions	No	Yes	Yes	No	Yes <sup>20</sup>
Iowa SWVPP	No	Yes	Yes	No	Yes <sup>18</sup>
Kansas Preschool Pilot	Yes	Yes <sup>27</sup>	Yes	Yes <sup>27</sup>	Yes <sup>27</sup>
Kansas PA AR	Yes	Yes <sup>24</sup>	Yes	Yes <sup>24</sup>	Yes <sup>24</sup>
Kentucky	Yes	Yes	Yes	Yes	Yes <sup>21</sup>
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes <sup>15</sup>
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes <sup>12</sup>
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes <sup>11</sup>
Maine	Yes	Yes <sup>13</sup>	Yes	No	Yes <sup>13</sup>
Maryland	Yes	Yes	Yes	Yes	No
Massachusetts UPK	Yes	Yes <sup>15</sup>	Yes <sup>15</sup>	Yes <sup>15</sup>	Yes <sup>15</sup>
Massachusetts Chapter 70	In progress	Yes	No <sup>13</sup>	Yes	No
Michigan	Yes <sup>23</sup>	Yes	Yes <sup>24</sup>	No	No
Minnesota HdSt	Yes	Yes	Yes <sup>22</sup>	No	No
Minnesota VPK/SRP	Yes <sup>21</sup>	Yes <sup>21</sup>	Yes <sup>21</sup>	Yes <sup>21</sup>	No
Mississippi	Yes	Yes	Yes <sup>14</sup>	Yes	No
Missouri PP	No	Yes <sup>17</sup>	Yes	No	No
Missouri Pre-K FF	No	Yes <sup>5</sup>	Yes	No	No
Montana	Yes	Yes	No	Yes	No
Nebraska	No	Yes	Yes	No	No
Nevada	Yes	Yes	Yes	Yes	No
New Jersey Abbott	Yes	Yes	Yes <sup>16</sup>	No	No
New Jersey ECPA	Yes	Yes	Yes	No	No
New Jersey ELLI	Yes	Yes	Yes	No	No
New Mexico	Yes	Yes	Yes	Yes	Yes <sup>15</sup>
New York	No	Yes	Yes	Yes	No
North Carolina	Yes	Yes	Yes	Yes	No
North Dakota	No	Yes <sup>12</sup>	No	No	Yes
Ohio	Yes	Yes	Yes	Yes	No
Oklahoma	Yes	Yes <sup>18</sup>	No	Yes	Yes <sup>18</sup>
Oregon Pre-K	Yes	Yes	Yes	Yes	No
Oregon Preschool Promise	Yes	Yes	Yes	No	No
Pennsylvania RTL	Yes <sup>5</sup>	Yes <sup>5</sup>	Yes	Yes <sup>5</sup>	No
Pennsylvania HSSAP	Yes	Yes <sup>12</sup>	Yes	Yes	No
Pennsylvania K4 & SBPK	Yes	Yes	Yes	No	No
Pennsylvania PKC	Yes	Yes	Yes	Yes	No
Rhode Island	Yes	Yes <sup>14</sup>	Yes	Yes	No
South Carolina	Yes	Yes	Yes	Yes	No
Tennessee	Yes	Yes <sup>16</sup>	Yes <sup>16</sup>	Yes	No
Texas	Yes	Yes	No	Yes	No
Vermont	Yes	Yes <sup>17</sup>	Yes <sup>17</sup>	Yes	Yes <sup>17</sup>
Virginia	Yes	Yes	Yes	No	No
Washington	Yes	Yes	Yes	No	Yes: online training modules and coaching
West Virginia	Yes	Yes <sup>18</sup>	Yes	Yes	Yes <sup>18</sup>
Wisconsin 4K	Yes	Yes <sup>18</sup>	No	Yes	Yes <sup>18</sup>
Wisconsin HdSt	Yes	Yes <sup>13</sup>	No	Yes	Yes <sup>13</sup>
Guam	Yes	Yes	Yes	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State requirements for alignment between child assessments and ELDS
Alabama	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>26</sup>
Alaska	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Arizona	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>25</sup>
Arkansas	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>20</sup>
California CSPP	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
California TK	The state does not require child assessments <sup>16</sup>
Colorado	Child assessments are not required to align with the ELDS but are aligned <sup>23</sup>
Connecticut CDCC	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>15</sup>
Connecticut SR	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>19</sup>
Connecticut Smart Start	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>15</sup>
Delaware	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments <sup>17</sup>
District of Columbia	Yes, state policy requires alignment between child assessments and ELDS (DCPS & CBO)
Florida	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>16</sup>
Georgia	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>21</sup>
Hawaii	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Illinois	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Iowa Shared Visions	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>21</sup>
Iowa SWVPP	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>19</sup>
Kansas Preschool Pilot	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments <sup>28</sup>
Kansas PA AR	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments <sup>25</sup>
Kentucky	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>22</sup>
Louisiana 8(g)	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>16</sup>
Louisiana LA 4	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>13</sup>
Louisiana NSECD	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>12</sup>
Maine	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Maryland	The state does not require child assessments <sup>23</sup>
Massachusetts UPK	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
Massachusetts Chapter 70	The state does not require child assessments
Michigan	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>24</sup>
Minnesota HdSt	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments <sup>23</sup>
Minnesota VPK/SRP	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>22</sup>
Mississippi	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Missouri PP	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Missouri Pre-K FF	The state does not require child assessments
Montana	Child assessments are not required to align with the ELDS
Nebraska	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>14</sup>
Nevada	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>26</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State requirements for alignment between child assessments and ELDS
New Jersey Abbott	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
New Jersey ECPA	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
New Jersey ELLI	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
New Mexico	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>16</sup>
New York	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>17</sup>
North Carolina	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS
North Dakota	The state does not require child assessments
Ohio	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Oklahoma	The state does not require child assessments <sup>19</sup>
Oregon Pre-K	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
Oregon Preschool Promise	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>18</sup>
Pennsylvania RTL	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>6</sup>
Pennsylvania HSSAP	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>13</sup>
Pennsylvania K4 & SBPK	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>6</sup>
Pennsylvania PKC	Yes, state policy requires all programs to select at least one child assessment(s) that is aligned with the ELDS <sup>17</sup>
Rhode Island	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>15</sup>
South Carolina	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments <sup>22</sup>
Tennessee	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>17</sup>
Texas	Yes, state policy provides an approved list of child assessments aligned with the ELDS, but programs are not required to use them
Vermont	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>17</sup>
Virginia	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>21</sup>
Washington	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs
West Virginia	Yes, state policy requires the use of at least one specific child assessment(s), which is aligned with the ELDS, to be used by all preschool programs <sup>19</sup>
Wisconsin 4K	The state does not require child assessments <sup>19</sup>
Wisconsin HdSt	Child assessments are required to align with the Head Start Early Learning Outcomes Framework <sup>14</sup>
Guam	Yes, there is a state-level approval process for locally selected child assessments that are aligned with the ELDS and programs are required to use only those state-approved assessments

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	Guidance on criteria for selecting evidence based curricula	List of state approved curricula	List of state recommended curricula	Requires adoption of specific curricula by all programs and sites	Requires alignment of curricula with ELDS
Alabama	Yes <sup>27</sup>	No	Yes	No	Yes <sup>27</sup>
Alaska	No	No	No	No	Yes
Arizona	No	No	No	No	Yes
Arkansas	Yes	Yes	No	No	Yes
California CSPP	Yes <sup>24</sup>	No	No	No	No
California TK	No	No	No	No	No
Colorado	Yes	No	No	No <sup>24</sup>	No
Connecticut CDCC	Yes	No	No	No	No
Connecticut SR	Yes	No	No	No	Yes
Connecticut Smart Start	Yes	No	No	No	Yes
Delaware	Yes <sup>18</sup>	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	No	Yes
Florida	Yes	Yes	Yes	No	Yes
Georgia	Yes <sup>22</sup>	Yes <sup>22</sup>	No	Yes	Yes
Hawaii	Yes	No	No	No	Yes
Illinois	Yes	Yes <sup>15</sup>	Yes <sup>15</sup>	Yes	Yes <sup>15</sup>
Iowa Shared Visions	Yes	No	No	No	Yes
Iowa SWVPP	Yes <sup>20</sup>	No	No	No	Yes <sup>20</sup>
Kansas Preschool Pilot	Yes	No	No	No	Yes
Kansas PA AR	Yes	No	No	No	Yes
Kentucky	Yes	No	No	No	No
Louisiana 8(g)	Yes	Yes <sup>17</sup>	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes <sup>14</sup>	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes <sup>13</sup>	Yes	Yes	Yes
Maine	Yes	No	Yes	No	Yes
Maryland	Yes	No	Yes	No	Yes
Massachusetts UPK	Yes	No	No	No	Yes
Massachusetts Chapter 70	In progress	No	In progress	No	Yes
Michigan	Yes	Yes	No	No	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes <sup>24</sup>	Yes
Minnesota VPK/SRP	Yes	Yes <sup>23</sup>	Yes	Yes	Yes <sup>23</sup>
Mississippi	Yes	Yes	No	Yes	Yes
Missouri PP	No	Yes	No	No	No
Missouri Pre-K FF	No	Yes	No	No	No
Montana	Yes <sup>13</sup>	No	No	No	No
Nebraska	No	No	No	No	Yes
Nevada	Yes	No	No	No	Yes
New Jersey Abbott	Yes	No	Yes	No	Yes
New Jersey ECPA	Yes	No	Yes	No	Yes
New Jersey ELLI	Yes	No	Yes	No	Yes
New Mexico	Yes	No	No	No <sup>17</sup>	Yes
New York	Yes	No	No	No	Yes
North Carolina	Yes	Yes	No	No	Yes
North Dakota	No	No	No	No	No
Ohio	Yes	No	No	No <sup>14</sup>	Yes
Oklahoma	Yes	Yes	No	No	Yes
Oregon Pre-K	Yes	No	No	No	No
Oregon Preschool Promise	Yes	Yes	Yes	No	Yes
Pennsylvania RTL	Yes	No	Yes <sup>7</sup>	No <sup>7</sup>	Yes <sup>7</sup>
Pennsylvania HSSAP	Yes	Yes	Yes	No	Yes
Pennsylvania K4 & SBPK	Yes	No	Yes	No	Yes <sup>7</sup>
Pennsylvania PKC	Yes	No	Yes <sup>18</sup>	No	Yes <sup>18</sup>
Rhode Island	Yes	Yes	Yes	No	Yes
South Carolina	Yes	Yes	Yes <sup>23</sup>	No <sup>23</sup>	Yes
Tennessee	Yes	Yes <sup>18</sup>	No	Yes	Yes
Texas	No	Yes	Yes	No	Yes
Vermont	Yes	No	No	No	Yes
Virginia	Yes	Yes <sup>22</sup>	Yes	No <sup>22</sup>	Yes
Washington	Yes	Yes	Yes	Yes <sup>21</sup>	Yes
West Virginia	Yes	Yes	No	Yes	Yes
Wisconsin 4K	Yes	No	No	No	No
Wisconsin HdSt	Yes	No	No	No	No
Guam	No	Yes	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



CURRICULUM

STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	SEA/Office of Early Learning sponsored training	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation/training	Other supports
Alabama	Yes <sup>27</sup>	Yes <sup>27</sup>	Yes	Yes <sup>27</sup>
Alaska	No	No	Yes <sup>14</sup>	No
Arizona	No	Yes <sup>26</sup>	Yes	No
Arkansas	Yes <sup>21</sup>	Yes <sup>21</sup>	Yes <sup>21</sup>	Yes <sup>21</sup>
California CSPP	Yes <sup>24</sup>	Yes <sup>24</sup>	No	Yes <sup>24</sup>
California TK	Yes	Yes	Yes	Yes <sup>17</sup>
Colorado	No	No	No	No
Connecticut CDCC	Yes	Yes	Yes	Yes <sup>16</sup>
Connecticut SR	Yes	Yes	Yes	Yes <sup>20</sup>
Connecticut Smart Start	Yes	Yes	Yes	Yes <sup>16</sup>
Delaware	Yes	Yes <sup>18</sup>	Yes	No
District of Columbia	Yes	Yes	Yes	No
Florida	No	No	No	No
Georgia	No	No	Yes	Yes
Hawaii	Yes	Yes	Yes	No
Illinois	Yes	Yes	Yes	Yes <sup>15</sup>
Iowa Shared Visions	Yes	No	Yes <sup>22</sup>	No
Iowa SWVPP	No	No	Yes <sup>20</sup>	No
Kansas Preschool Pilot	No	Yes	Yes	Yes <sup>29</sup>
Kansas PA AR	No	Yes	Yes	Yes <sup>26</sup>
Kentucky	Yes	Yes	Yes <sup>21</sup>	Yes <sup>21</sup>
Louisiana 8(g)	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes
Maine	Yes	Yes	No	No
Maryland	Yes	Yes	Yes	No
Massachusetts UPK	No <sup>16</sup>	No <sup>16</sup>	Yes	Yes <sup>16</sup>
Massachusetts Chapter 70	Yes	Yes	Yes	No
Michigan	No	No	Yes <sup>25</sup>	Yes <sup>25</sup>
Minnesota HdSt	Yes	Yes	No	No
Minnesota VPK/SRP	Yes <sup>23</sup>	Yes	Yes	No
Mississippi	Yes	Yes	Yes	Yes
Missouri PP	No	No	Yes	No
Missouri Pre-K FF	No	No	Yes	No
Montana	Yes	Yes <sup>13</sup>	Yes	Yes <sup>13</sup>
Nebraska	Yes	No	No	No
Nevada	Yes	Yes	No	No
New Jersey Abbott	No	No	Yes	No
New Jersey ECPA	No	No	Yes	No
New Jersey ELLI	No	No	Yes	No
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	No	Yes	Yes <sup>18</sup>
North Carolina	Yes	Yes	Yes	Yes <sup>17</sup>
North Dakota	No	No	No	No
Ohio	Yes	Yes	No	Yes
Oklahoma	Yes	Yes	Yes	Yes <sup>20</sup>
Oregon Pre-K	Yes	Yes	Yes	No
Oregon Preschool Promise	No	No	Yes	No
Pennsylvania RTL	Yes <sup>7</sup>	No <sup>7</sup>	No	Yes
Pennsylvania HSSAP	No	No	No	No
Pennsylvania K4 & SBPK	Yes <sup>7</sup>	No	No	No
Pennsylvania PKC	No	No	Yes	Yes
Rhode Island	Yes	Yes	Yes	No
South Carolina	Yes	Yes	Yes	No
Tennessee	Yes <sup>18</sup>	Yes <sup>18</sup>	Yes <sup>18</sup>	No
Texas	No	No	No	No
Vermont	Yes <sup>18</sup>	Yes <sup>18</sup>	Yes <sup>18</sup>	Yes
Virginia	Yes	Yes	Yes	No
Washington	Yes <sup>21</sup>	Yes	Yes	Yes <sup>21</sup>
West Virginia	No	Yes	Yes	No
Wisconsin 4K	Yes	Yes <sup>20</sup>	No	Yes <sup>20</sup>
Wisconsin HdSt	No	No	No	Yes <sup>14</sup>
Guam	Yes	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Minimum lead teacher degree requirement
Alabama	BA (public and nonpublic) <sup>28</sup>
Alaska	BA (public); AA (for Head Start programs) <sup>15</sup>
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) <sup>27</sup>
Arkansas	BA, AA beyond the first classroom at a site (public and nonpublic) <sup>22</sup>
California CSPP	California Child Development Associate Teacher Permit (public and nonpublic) <sup>25</sup>
California TK	BA (public) <sup>18</sup>
Colorado	Early Childhood Teacher (public and nonpublic) <sup>25</sup>
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic) <sup>17</sup>
Connecticut SR	CDA plus 12 Early Childhood credits (public and nonpublic) <sup>21</sup>
Connecticut Smart Start	BA (public)
Delaware	BA (public); AA with at least 50% BA (nonpublic) <sup>19</sup>
District of Columbia	BA (DCPS and CBO); Determined locally (PCS) <sup>16</sup>
Florida	BA (summer); CDA or equivalent plus specified training (school year) <sup>17</sup>
Georgia	BA (public and nonpublic) <sup>23</sup>
Hawaii	BA (public)
Illinois	BA (public and nonpublic) <sup>14</sup>
Iowa Shared Visions	BA (public); AA (nonpublic) <sup>23</sup>
Iowa SWVPP	BA (public and nonpublic) <sup>21</sup>
Kansas Preschool Pilot	BA (public and nonpublic) <sup>30</sup>
Kansas PA AR	BA (public and nonpublic) <sup>27</sup>
Kentucky	BA (public and nonpublic) <sup>23</sup>
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public) <sup>15</sup>
Louisiana NSECD	BA (nonpublic)
Maine	BA (public and nonpublic) <sup>14</sup>
Maryland	BA (public and nonpublic)
Massachusetts UPK	BA (public); High school diploma or equivalent (nonpublic) <sup>17</sup>
Massachusetts Chapter 70	BA (public) <sup>14</sup>
Michigan	BA (public and nonpublic) <sup>26</sup>
Minnesota HdSt	BA (public); AA (nonpublic) <sup>25</sup>
Minnesota VPK/SRP	Other (public and nonpublic) <sup>24</sup>
Mississippi	BA (public and nonpublic) <sup>15</sup>
Missouri PP	BA (public and nonpublic) <sup>18</sup>
Missouri Pre-K FF	BA (public)
Montana	BA (public and nonpublic) <sup>14</sup>
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 and nonpublic)
New Mexico	BA (public); High school diploma or equivalent (nonpublic) <sup>18</sup>
New York	BA (public and nonpublic) <sup>19</sup>
North Carolina	BA (public and nonpublic) <sup>18</sup>
North Dakota	BA (public and nonpublic) <sup>13</sup>
Ohio	AA (public and nonpublic) <sup>15</sup>
Oklahoma	BA (public) <sup>21</sup>
Oregon Pre-K	AA (public and nonpublic) <sup>14</sup>
Oregon Preschool Promise	CDA (public and nonpublic) <sup>19</sup>
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic) <sup>14</sup>
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania PKC	BA (public and nonpublic) <sup>19</sup>
Rhode Island	BA (public and nonpublic) <sup>16</sup>
South Carolina	BA (public); AA (nonpublic) <sup>24</sup>
Tennessee	BA (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont	BA (public); BA for one teacher per center (nonpublic) <sup>19</sup>
Virginia	BA (public); High school diploma or equivalent (nonpublic) <sup>23</sup>
Washington	AA (public and nonpublic) <sup>22</sup>
West Virginia	BA (public and nonpublic) <sup>20</sup>
Wisconsin 4K	BA (public and nonpublic) <sup>21</sup>
Wisconsin HdSt	AA (nonpublic) <sup>15</sup>
Guam	AA (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Required lead teacher degree specialization
Alabama	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) <sup>29</sup>
Alaska	Other (public); Other, per Federal Head Start (nonpublic) <sup>15</sup>
Arizona	Other (public and nonpublic) <sup>27</sup>
Arkansas	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) <sup>22</sup>
California CSPP	Early Childhood Education, Child Development (public and nonpublic) <sup>25</sup>
California TK	Early Childhood Education, Child Development, Elementary Education (public)
Colorado	Early Childhood Education, Child Development, Other (public and nonpublic) <sup>25</sup>
Connecticut CDCC	Early Childhood Education, Child Development (nonpublic) <sup>17</sup>
Connecticut SR	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Special Education (nonpublic) <sup>21</sup>
Connecticut Smart Start	Other (public) <sup>17</sup>
Delaware	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) <sup>19</sup>
District of Columbia	Elementary Education (DCPS); Early Childhood Education, Child Development (CBO); Determined locally (PCS) <sup>16</sup>
Florida	Other (public and nonpublic) <sup>17</sup>
Georgia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) <sup>23</sup>
Hawaii	Elementary Education (public) <sup>16</sup>
Illinois	Early Childhood Education, Special Education (public and nonpublic)
Iowa Shared Visions	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public); Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Other (nonpublic) <sup>23</sup>
Iowa SWVPP	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) <sup>21</sup>
Kansas Preschool Pilot	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) <sup>30</sup>
Kansas PA AR	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) <sup>27</sup>
Kentucky	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic) <sup>23</sup>
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Early Childhood Education (public) <sup>14</sup>
Maryland	Early Childhood Education (public)
Massachusetts UPK	None (public and nonpublic) <sup>17</sup>
Massachusetts Chapter 70	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public) <sup>14</sup>
Michigan	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic) <sup>26</sup>
Minnesota HdSt	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic) <sup>25</sup>
Minnesota VPK/SRP	Other (public and nonpublic) <sup>24</sup>
Mississippi	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) <sup>15</sup>
Missouri PP	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic) <sup>18</sup>
Missouri Pre-K FF	Early Childhood Education, Preschool Special Education (public)
Montana	Elementary Education (public); Other (nonpublic) <sup>14</sup>
Nebraska	Early Childhood Education, Preschool Special Education (public and nonpublic) <sup>15</sup>
Nevada	Early Childhood Education (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Required lead teacher degree specialization
New Jersey Abbott	Early Childhood Education (public and nonpublic)
New Jersey ECPA	Early Childhood Education (public and nonpublic) <sup>17</sup>
New Jersey ELLI	Early Childhood Education (public and nonpublic) <sup>18</sup>
New Mexico	Early Childhood Education (public); None (nonpublic) <sup>18</sup>
New York	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) <sup>19</sup>
North Carolina	Early Childhood Education, Child Development (public and nonpublic) <sup>18</sup>
North Dakota	Early Childhood Education, Other (public); Child Development, Other (nonpublic) <sup>14</sup>
Ohio	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development (nonpublic) <sup>15</sup>
Oklahoma	Early Childhood Education (public) <sup>21</sup>
Oregon Pre-K	Early Childhood Education (public and nonpublic) <sup>14</sup>
Oregon Preschool Promise	Early Childhood Education, Child Development, Elementary Education, Other (public and nonpublic) <sup>20</sup>
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic) <sup>14</sup>
Pennsylvania K4 & SBPK	Early Childhood Education, Elementary Education (public); Early Childhood Education (nonpublic)
Pennsylvania PKC	Early Childhood Education (public and nonpublic) <sup>19</sup>
Rhode Island	Early Childhood Education (public and nonpublic)
South Carolina	Early Childhood Education (public); Early Childhood Education, Child Development, Other (nonpublic) <sup>24</sup>
Tennessee	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) <sup>19</sup>
Texas	None (public and nonpublic)
Vermont	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public); Early Childhood Education, Child Development (nonpublic)
Virginia	Early Childhood Education, Child Development, Elementary Education, Special Education (public); Early Childhood Education, Child Development (nonpublic) <sup>24</sup>
Washington	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) <sup>22</sup>
West Virginia	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Other (nonpublic) <sup>20</sup>
Wisconsin 4K	Early Childhood Education, Elementary Education (public and nonpublic) <sup>21</sup>
Wisconsin HdSt	Early Childhood Education, Elementary Education (nonpublic) <sup>15</sup>
Guam	Early Childhood Education (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Required lead teacher credentials/licenses/endorsements
Alabama	Pre-K, Kindergarten, Birth - 3rd grade (public); None (nonpublic) <sup>28</sup>
Alaska	Other (public); None (nonpublic) <sup>15</sup>
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) <sup>27</sup>
Arkansas	Pre-K - 4th grade, Birth- K, Elementary Education with ECE endorsement (public); 9 college credits (or more) in ECE (nonpublic) <sup>23</sup>
California CSPP	Pre-K, Nursery, 9 college credits (or more) in ECE, California Child Development Associate Teacher Permit (public and nonpublic) <sup>25</sup>
California TK	Pre-K - 3rd grade, K-3rd grade, Other (public) <sup>18</sup>
Colorado	Early Childhood Teacher (public and nonpublic) <sup>25</sup>
Connecticut CDCC	CDA plus 12 college credits in ECE (nonpublic) <sup>17</sup>
Connecticut SR	CDA plus 12 college credits in ECE (public and nonpublic) <sup>21</sup>
Connecticut Smart Start	Pre-K, 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) <sup>17</sup>
Delaware	9 college credits (or more) in ECE (public and nonpublic) <sup>19</sup>
District of Columbia	State licensure (DCPS); 9 college credits (or more) in ECE (CBO); Determined locally (PCS) <sup>16</sup>
Florida	Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Birth - K, Birth - 3rd grade, K - 3rd grade, K - 6th grade, Florida Child Care Professional Credential (public); CDA, Florida Child Care Professional Credential (nonpublic) <sup>17</sup>
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) <sup>23</sup>
Hawaii	K-6th grade (public) <sup>16</sup>
Illinois	Birth - 3rd grade, Preschool Special Education, Bilingual (public and nonpublic)
Iowa Shared Visions	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) <sup>23</sup>
Iowa SWVPP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade (public and nonpublic) <sup>21</sup>
Kansas Preschool Pilot	Pre-K, Birth - K, Birth - 3rd grade, K - 6th grade, K - 8th grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)
Kansas PA AR	Pre-K, Birth - K, Birth - 3rd grade, K - 6th grade, K - 8th grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic)
Kentucky	Interdisciplinary Early Childhood Education, Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education (public and nonpublic) <sup>23</sup>
Louisiana 8(g)	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - 3rd grade (public) <sup>18</sup>
Louisiana LA 4	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public) <sup>15</sup>
Louisiana NSECD	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (nonpublic) <sup>14</sup>
Maine	Pre-K, Elementary Education with ECE endorsement (public and nonpublic) <sup>14</sup>
Maryland	Pre-K - 3rd grade (public and nonpublic)
Massachusetts UPK	Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); 9 college credits (or more) in ECE (nonpublic) <sup>17</sup>
Massachusetts Chapter 70	Pre-K - 2nd grade (public) <sup>14</sup>
Michigan	Elementary Education with ECE endorsement, Other (public and nonpublic) <sup>26</sup>
Minnesota HdSt	Other (public and nonpublic) <sup>25</sup>
Minnesota VPK/SRP	Other (public and nonpublic) <sup>24</sup>
Mississippi	Pre-K, Nursery, Pre-K - K, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, CDA, 9 college credits (or more) in ECE, Other (public and nonpublic) <sup>15</sup>
Missouri PP	Birth - 3rd grade (public and nonpublic) <sup>18</sup>
Missouri Pre-K FF	Other (public) <sup>6</sup>
Montana	Pre-K - 3rd grade (public); None (nonpublic)
Nebraska	3 years to K, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) <sup>15</sup>
Nevada	Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Required lead teacher credentials/licenses/endorsements
New Jersey Abbott	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic) <sup>17</sup>
New Jersey ECPA	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic) <sup>17</sup>
New Jersey ELLI	Nursery, Pre-K - 3rd grade, K - 8th grade, Special Education, Other (public and nonpublic) <sup>18</sup>
New Mexico	Pre-K - 3rd grade, Birth - 3rd grade, Other (public); None (nonpublic) <sup>18</sup>
New York	Pre-K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - 3rd grade (public and nonpublic) <sup>19</sup>
North Carolina	Pre-K, Pre-K - K, Birth - K (public and nonpublic) <sup>18</sup>
North Dakota	Kindergarten, Pre-K - K, Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)
Ohio	Pre-K, Pre-K - 3rd grade, K-3rd grade, K-8th grade, 9 college credits (or more) in ECE (public and nonpublic) <sup>15</sup>
Oklahoma	Pre-K- 3rd grade, Elementary Education with ECE endorsement, Other (public) <sup>21</sup>
Oregon Pre-K	Pre-K, Pre-K - K, Birth - K, Birth- 3rd grade (public); Pre-K (nonpublic) <sup>14</sup>
Oregon Preschool Promise	CDA (public and nonpublic) <sup>19</sup>
Pennsylvania RTL	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania HSSAP	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic)
Pennsylvania K4 & SBPK	Pre-K - 4th grade, K-6th grade (public); Pre-K - 4th grade, Birth - 3rd grade (nonpublic) <sup>8</sup>
Pennsylvania PKC	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic) <sup>19</sup>
Rhode Island	Pre-K - 2nd grade (public and nonpublic) <sup>16</sup>
South Carolina	Pre-K - 3rd grade (public); Other (nonpublic) <sup>24</sup>
Tennessee	Pre-K (public and nonpublic) <sup>19</sup>
Texas	Pre-K - 6th grade, Special Education, Bilingual (public and nonpublic) <sup>12</sup>
Vermont	Pre-K, 3 years to K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K-3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, K-3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (nonpublic) <sup>19</sup>
Virginia	Pre-K - 3rd grade, Pre-K - 6th grade (public); Other (nonpublic) <sup>23</sup>
Washington	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) <sup>22</sup>
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) <sup>20</sup>
Wisconsin 4K	Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement (public and nonpublic)
Wisconsin HdSt	Other (nonpublic) <sup>15</sup>
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 '18-'19 school year.

PERSONNEL

STATE	Minimum assistant teacher degree requirement
Alabama	CDA or 9 college credits in ECE/CD (public and nonpublic)
Alaska	High School Diploma or Equivalent (public); CDA, per Head Start (nonpublic) <sup>16</sup>
Arizona	High School Diploma or Equivalent (public and nonpublic) <sup>28</sup>
Arkansas	CDA (public and nonpublic) <sup>24</sup>
California CSPP	High School Diploma or Equivalent (public and nonpublic) <sup>26</sup>
California TK	High School Diploma or Equivalent (public) <sup>19</sup>
Colorado	None (public and nonpublic) <sup>26</sup>
Connecticut CDCC	High School Diploma or Equivalent (nonpublic) <sup>18</sup>
Connecticut SR	High School Diploma or Equivalent (public and nonpublic) <sup>22</sup>
Connecticut Smart Start	High School Diploma or Equivalent (public)
Delaware	Working towards CDA or Equivalent (public and nonpublic) <sup>20</sup>
District of Columbia	Paraprofessional Certificate (DCPS); AA (CBO); Determined locally (PCS)
Florida	None (public and nonpublic) <sup>18</sup>
Georgia	CDA (public and nonpublic) <sup>24</sup>
Hawaii	Associates Degree or equivalent as determined by the Department of Education (public) <sup>17</sup>
Illinois	Educator License (public and nonpublic) <sup>16</sup>
Iowa Shared Visions	CDA or Equivalent (public and nonpublic) <sup>24</sup>
Iowa SWVPP	Depends on overseeing agency (public and nonpublic) <sup>22</sup>
Kansas Preschool Pilot	Other (public and nonpublic) <sup>31</sup>
Kansas PA AR	Other (public and nonpublic) <sup>28</sup>
Kentucky	High School Diploma or Equivalent (public and nonpublic) <sup>24</sup>
Louisiana 8(g)	Other (public) <sup>19</sup>
Louisiana LA 4	Other (public) <sup>16</sup>
Louisiana NSECD	CDA (nonpublic) <sup>15</sup>
Maine	Educational Technician II (public and nonpublic) <sup>15</sup>
Maryland	High School Diploma or Equivalent (public and nonpublic) <sup>24</sup>
Massachusetts UPK	High School Diploma or Equivalent (public and nonpublic) <sup>18</sup>
Massachusetts Chapter 70	Determined locally (public)
Michigan	CDA (public and nonpublic) <sup>27</sup>
Minnesota HdSt	CDA (public and nonpublic) <sup>26</sup>
Minnesota VPK/SRP	Determined locally (public and nonpublic) <sup>25</sup>
Mississippi	Associate's Degree (public and nonpublic) <sup>16</sup>
Missouri PP	CDA, AA in ECE or CD, or 60 college hours (including 3 in ECE or CD) (public and nonpublic) <sup>19</sup>
Missouri Pre-K FF	CDA, AA in ECE or CD, or 60 college hours (including 3 in ECE or CD) (public) <sup>7</sup>
Montana	Other (public and nonpublic) <sup>15</sup>
Nebraska	6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic) <sup>16</sup>
Nevada	High School Diploma or Equivalent (public and nonpublic)
New Jersey Abbott	High School Diploma or Equivalent (public and nonpublic) <sup>18</sup>
New Jersey ECPA	High School Diploma or Equivalent (public and nonpublic) <sup>18</sup>
New Jersey ELLI	High School Diploma or Equivalent (public and nonpublic) <sup>19</sup>
New Mexico	Associate's Degree (public and nonpublic) <sup>19</sup>
New York	Level I Teaching Assistant Certification (public); High School Diploma or Equivalent (nonpublic) <sup>20</sup>
North Carolina	High School Diploma or Equivalent (public and nonpublic) <sup>19</sup>
North Dakota	High School Diploma or Equivalent (public); None (nonpublic)
Ohio	High School Diploma or Equivalent (public and nonpublic)
Oklahoma	High School Diploma or Equivalent (public) <sup>22</sup>
Oregon Pre-K	CDA (public and nonpublic)
Oregon Preschool Promise	Other (public and nonpublic) <sup>21</sup>
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic) <sup>8</sup>
Pennsylvania HSSAP	CDA (public and nonpublic) <sup>14</sup>
Pennsylvania K4 & SBPK	No minimum degree (K4) (public and nonpublic); Meets NCLB requirements (SBPK) (public and nonpublic) <sup>9</sup>
Pennsylvania PKC	Meets NCLB requirements (public and nonpublic) <sup>20</sup>
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	High School Diploma or Equivalent (public and nonpublic) <sup>25</sup>
Tennessee	High School Diploma or Equivalent (public and nonpublic) <sup>20</sup>
Texas	High School Diploma or Equivalent (public and nonpublic) <sup>13</sup>
Vermont	High School Diploma or Equivalent (public and nonpublic) <sup>20</sup>
Virginia	High School Diploma or Equivalent (public); None (nonpublic) <sup>23</sup>
Washington	CDA, 12 credits in ECE, or Initial or higher Washington State Early Childhood Education Certificate (public and nonpublic) <sup>23</sup>
West Virginia	CDA (public and nonpublic) <sup>21</sup>
Wisconsin 4K	Other (public and nonpublic) <sup>22</sup>
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 '18-'19 school year.

PERSONNEL

STATE	Required assistant teacher degree specializations and/or pre-service training
Alabama	Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) <sup>29</sup>
Alaska	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Other (public); Training in Early Childhood Education, Training in Child Development, CDA (nonpublic) <sup>16</sup>
Arizona	Other (public and nonpublic) <sup>28</sup>
Arkansas	Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification (public and nonpublic) <sup>24</sup>
California CSPP	None (public and nonpublic) <sup>26</sup>
California TK	Meets NCLB requirements (public) <sup>19</sup>
Colorado	None (public and nonpublic) <sup>26</sup>
Connecticut CDCC	None (nonpublic) <sup>18</sup>
Connecticut SR	None (public and nonpublic) <sup>22</sup>
Connecticut Smart Start	None (public)
Delaware	CDA, Paraprofessional Certification (public); Nine (or more) college credits in Early Childhood or Child Development, CDA (nonpublic) <sup>20</sup>
District of Columbia	Paraprofessional Certification (DCPS); Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development (CBO); Other (PCS) <sup>17</sup>
Florida	None (public and nonpublic) <sup>18</sup>
Georgia	CDA (public and nonpublic) <sup>24</sup>
Hawaii	None (public) <sup>17</sup>
Illinois	Paraprofessional Certification, (public and nonpublic) <sup>16</sup>
Iowa Shared Visions	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Training in Preschool Special Education, CDA, Other (public and nonpublic) <sup>24</sup>
Iowa SWVPP	Nine (or more) college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification, Other (public and nonpublic) <sup>22</sup>
Kansas Preschool Pilot	Other (public and nonpublic) <sup>31</sup>
Kansas PA AR	Other (public and nonpublic) <sup>28</sup>
Kentucky	Other (public and nonpublic) <sup>24</sup>
Louisiana 8(g)	Other (public) <sup>19</sup>
Louisiana LA 4	Other (public) <sup>16</sup>
Louisiana NSECD	CDA (nonpublic) <sup>15</sup>
Maine	Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification (public and nonpublic) <sup>15</sup>
Maryland	None (public and nonpublic) <sup>24</sup>
Massachusetts UPK	None (public and nonpublic) <sup>18</sup>
Massachusetts Chapter 70	Determined locally (public)
Michigan	CDA, Other (public and nonpublic) <sup>27</sup>
Minnesota HdSt	Training in Early Childhood Education, Training in Child Development, CDA (public and nonpublic) <sup>26</sup>
Minnesota VPK/SRP	None (public and nonpublic) <sup>25</sup>
Mississippi	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) <sup>16</sup>
Missouri PP	CDA, Other (public and nonpublic) <sup>19</sup>
Missouri Pre-K FF	Other (public) <sup>7</sup>
Montana	None (public and nonpublic)
Nebraska	CDA, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic) <sup>16</sup>
Nevada	None (public and nonpublic)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



PERSONNEL

STATE	Required assistant teacher degree specializations and/or pre-service training
New Jersey Abbott	None (public and nonpublic) <sup>18</sup>
New Jersey ECPA	None (public and nonpublic) <sup>18</sup>
New Jersey ELLI	None (public and nonpublic) <sup>19</sup>
New Mexico	Training in Early Childhood Education, Training in Child Development, Highly qualified paraprofessional, Teaching Assistant certification (public); None (nonpublic) <sup>19</sup>
New York	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Other (public and nonpublic) <sup>20</sup>
North Carolina	Other (public and nonpublic) <sup>19</sup>
North Dakota	Paraprofessional Certification (public); None (nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	Other (public) <sup>22</sup>
Oregon Pre-K	CDA (public and nonpublic)
Oregon Preschool Promise	Other (public and nonpublic) <sup>21</sup>
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic) <sup>8</sup>
Pennsylvania HSSAP	CDA (public and nonpublic) <sup>14</sup>
Pennsylvania K4 & SBPK	None (K4); Meets NCLB requirements (SBPK) (public and nonpublic) <sup>9</sup>
Pennsylvania PKC	Meets NCLB requirements (public and nonpublic) <sup>20</sup>
Rhode Island	Nine (or more) college credits in Early Childhood or Child Development (public); HSD plus 12 college credits in ECE/CD or a CDA (nonpublic)
South Carolina	Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification, Meets NCLB requirements (public); Training in Early Childhood Education, Training in Child Development (nonpublic) <sup>25</sup>
Tennessee	Training in Early Childhood Education, Training in Child Development (public and nonpublic)
Texas	None (public and nonpublic) <sup>13</sup>
Vermont	Training in Early Childhood Education, Training in Child Development, Training in Preschool Special Education, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) <sup>20</sup>
Virginia	None (public and nonpublic) <sup>23</sup>
Washington	Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development, CDA (public and nonpublic) <sup>23</sup>
West Virginia	Training in Early Childhood Education, Training in Child Development, CDA, Teaching Assistant certification (public and nonpublic) <sup>21</sup>
Wisconsin 4K	Other (public and nonpublic) <sup>22</sup>
Wisconsin HdSt	CDA (nonpublic) <sup>7</sup>
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Lead teacher in-service professional development requirement
Alabama	30 clock hours/year (public and nonpublic) <sup>30</sup>
Alaska	6 credit hours/5 years (public); Per Head Start (nonpublic)
Arizona	18 clock hours/year (public and nonpublic) <sup>29</sup>
Arkansas	30 clock hours/year (public and nonpublic)
California CSPP	105 clock hours/5 years (public and nonpublic) <sup>27</sup>
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic) <sup>27</sup>
Connecticut CDCC	1% of total hours worked (nonpublic) <sup>19</sup>
Connecticut SR	1% of total hours worked (public and nonpublic) <sup>23</sup>
Connecticut Smart Start	Determined locally (public) <sup>18</sup>
Delaware	90 clock hours/5 years (public); 18 clock hours/year (nonpublic)
District of Columbia	6 days/year (DCPS); 30 clock hours/year (CBO); Determined locally (PCS)
Florida	120 hours/5 years (public); 10 clock hours/year (licensed child care)
Georgia	15 clock hours/school year (public and nonpublic) <sup>25</sup>
Hawaii	21 clock hours/year (public) <sup>18</sup>
Illinois	120 clock hours/5 years (public and nonpublic)
Iowa Shared Visions	6 credit hours/5 years (public); 6 clock hours/year (nonpublic) <sup>25</sup>
Iowa SWVPP	15 clock hours/year (recommended: public and nonpublic) <sup>23</sup>
Kansas Preschool Pilot	15 clock hours/year (public and nonpublic) <sup>32</sup>
Kansas PA AR	15 clock hours/year (public and nonpublic) <sup>29</sup>
Kentucky	24 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	6 credit hours/5 years (public and nonpublic)
Maryland	6 credit hours/5 years (public and nonpublic)
Massachusetts UPK	150 clock hours/5 years (public); 20 clock hours/year (nonpublic) <sup>19</sup>
Massachusetts Chapter 70	150 Professional Development Points/5 years (public) <sup>15</sup>
Michigan	16 clock hours/year (public and nonpublic) <sup>28</sup>
Minnesota HdSt	15 clock hours per year (public and nonpublic) <sup>27</sup>
Minnesota VPK/SRP	125 clock hours/five years (licensed teachers, public and nonpublic) <sup>26</sup>
Mississippi	15 clock hours/year (public and nonpublic)
Missouri PP	22 clock hours/year (public and nonpublic)
Missouri Pre-K FF	30 clock hours per year (teachers in years 1 to 4), 15 hours per year for other teachers until exempt (public) <sup>8</sup>
Montana	24 hours/year (public and nonpublic)
Nebraska	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic) <sup>27</sup>
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)
New Mexico	40 hours for first year teachers, 30 clock hours/year (public); 24 clock hours/year & 6 credit hours/year if BA/BS degree not completed (nonpublic)
New York	175 clock hours/5 years (public and nonpublic)
North Carolina	80 clock hours/5 years (public and nonpublic) <sup>20</sup>
North Dakota	Varies by teaching license held (public and nonpublic) <sup>15</sup>
Ohio	20 clock hours/2 years (public and nonpublic) <sup>16</sup>
Oklahoma	15 clock hours/year (public) <sup>23</sup>
Oregon Pre-K	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 clock hours/year (public and nonpublic) <sup>22</sup>
Pennsylvania RTL	180 clock hours/5 years (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	180 clock hours/5 years (public, SBPK only); Determined locally (nonpublic) <sup>10</sup>
Pennsylvania PKC	180 clock hours/5 years (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic) <sup>17</sup>
South Carolina	15 clock hours/year (public and nonpublic) <sup>26</sup>
Tennessee	30 clock hours/school year (public and nonpublic) <sup>21</sup>
Texas	30 clock hours/year (public and nonpublic) <sup>14</sup>
Vermont	9 credit hours/7 years (public); 15 clock hours/year (nonpublic) <sup>21</sup>
Virginia	15 clock hours/school year (public and nonpublic)
Washington	20 clock hours/year (public and nonpublic) <sup>24</sup>
West Virginia	15 clock hours/year (public and nonpublic) <sup>22</sup>
Wisconsin 4K	None (public and nonpublic) <sup>23</sup>
Wisconsin HdSt	15 clock hours/year (nonpublic)
Guam	30 clock hours/year (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Assistant teacher in-service professional development requirement
Alabama	20 clock hours/year (public and nonpublic) <sup>30</sup>
Alaska	None (public); Per Federal Head Start (nonpublic)
Arizona	18 clock hours/year (public and nonpublic) <sup>29</sup>
Arkansas	30 clock hours/year (public and nonpublic)
California CSPP	105 clock hours/5 years (public and nonpublic) <sup>27</sup>
California TK	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic) <sup>27</sup>
Connecticut CDCC	1% of total hours worked (nonpublic) <sup>19</sup>
Connecticut SR	1% of total hours worked (public and nonpublic) <sup>23</sup>
Connecticut Smart Start	Determined locally (public)
Delaware	15 clock hours/year (public); 18 clock hours/year (nonpublic)
District of Columbia	15 clock hours/year (DCPS); 30 clock hours/year (CBO); Determined locally (PCS)
Florida	None (public and nonpublic)
Georgia	15 clock hours/school year (public and nonpublic) <sup>25</sup>
Hawaii	10 PD sessions/year (public) <sup>19</sup>
Illinois	None (public and nonpublic) <sup>17</sup>
Iowa Shared Visions	Determined locally (public); 6 clock hours/year (nonpublic) <sup>25</sup>
Iowa SWVPP	Determined locally (public and nonpublic) <sup>23</sup>
Kansas Preschool Pilot	15 clock hours/year (public and nonpublic) <sup>32</sup>
Kansas PA AR	15 clock hours/year (public and nonpublic) <sup>29</sup>
Kentucky	18 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)
Maine	Determined locally (public and nonpublic)
Maryland	24 clock hours/year (public and nonpublic)
Massachusetts UPK	Determined locally (public); 20 clock hours/year (nonpublic) <sup>19</sup>
Massachusetts Chapter 70	None (public)
Michigan	16 clock hours/year (public and nonpublic)
Minnesota HdSt	15 clock hours/year (public and nonpublic) <sup>27</sup>
Minnesota VPK/SRP	Determined locally (public and nonpublic)
Mississippi	15 clock hours/year (public and nonpublic)
Missouri PP	22 clock hours/year (public and nonpublic)
Missouri Pre-K FF	None (public)
Montana	24 hours/year (public and nonpublic)
Nebraska	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic) <sup>27</sup>
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)
New Mexico	24 clock hours per year + 6 credit hours per year if AA degree has not been completed (public and nonpublic)
New York	Determined locally (public and nonpublic) <sup>21</sup>
North Carolina	5 clock hours per year (public and nonpublic) <sup>20</sup>
North Dakota	Varies by teaching license held (public and nonpublic) <sup>15</sup>
Ohio	20 clock hours/2 years (public and nonpublic) <sup>16</sup>
Oklahoma	15 clock hours/year (public) <sup>23</sup>
Oregon Pre-K	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20 hours/year (public and nonpublic) <sup>22</sup>
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	None (public and nonpublic)
Pennsylvania PKC	None (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic)
South Carolina	15 clock hours/year (public and nonpublic) <sup>26</sup>
Tennessee	30 clock hours/year (public and nonpublic) <sup>21</sup>
Texas	None (public and nonpublic)
Vermont	15 clock hours/year (public and nonpublic) <sup>21</sup>
Virginia	15 clock hours/school year (public and nonpublic)
Washington	15 clock hours/year (public and nonpublic) <sup>24</sup>
West Virginia	18 clock hours/year (public); 15 clock hours/year (nonpublic) <sup>22</sup>
Wisconsin 4K	None (public and nonpublic) <sup>23</sup>
Wisconsin HdSt	15 clock hours/year (nonpublic)
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Of the required in-service hours, how many are on topics relate to health and/or safety?
Alabama	More than 3 hours per year <sup>30</sup>
Alaska	Unknown
Arizona	Unknown <sup>30</sup>
Arkansas	At least 8 hours per year
California CSPP	15 hours per year
California TK	Determined locally
Colorado	Exact hours determined locally <sup>28</sup>
Connecticut CDCC	Approximately 50% CDCC programs access CCDF child care subsidy and they are required to meet the State's CCDF health and safety training requirements <sup>19</sup>
Connecticut SR	School Readiness programs that access CCDF child care subsidy funds are required to meet the State's CCDF health and safety training requirements <sup>23</sup>
Connecticut Smart Start	Determined locally
Delaware	Unknown
District of Columbia	Approximately 3-4 (DCPS); Determined locally (PCS); All staff required to complete required health and safety training on 11 specific topics (CBOs)
Florida	8 hours of health and safety training upon hire in a licensed child care facility
Georgia	None
Hawaii	Varies
Illinois	Determined locally
Iowa Shared Visions	Approximately 1 hour per year but determined locally and guided by program standards <sup>25</sup>
Iowa SWVPP	Determined locally
Kansas Preschool Pilot	Grantees must provide 15 hours of in-service training to all direct service staff, teachers, paraprofessionals, and aides in the area of early learning, including Child Abuse and Neglect training
Kansas PA AR	Grantees must provide 15 hours of in-service training to all direct service staff, teachers, paraprofessionals, and aides in the area of early learning, including Child Abuse and Neglect training <sup>29</sup>
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts UPK	None <sup>19</sup>
Massachusetts Chapter 70	None
Michigan	2 hours per year
Minnesota HdSt	Follows federal Head Start requirements and DHS Rule 3 licensing regulations, if applicable
Minnesota VPK/SRP	Determined locally
Mississippi	Unknown
Missouri PP	Unknown
Missouri Pre-K FF	Not specified
Montana	Not specified
Nebraska	None <sup>17</sup>
Nevada	Unknown
New Jersey Abbott	20 hours per 5 years
New Jersey ECPA	20 hours per 5 years
New Jersey ELLI	20 hours per 5 years
New Mexico	None <sup>20</sup>
New York	None
North Carolina	Required, but exact number not specified <sup>21</sup>
North Dakota	None
Ohio	Unknown
Oklahoma	5 hours per year <sup>23</sup>
Oregon Pre-K	Unknown
Oregon Preschool Promise	Varies
Pennsylvania RTL	None
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Unknown
Rhode Island	Varies based on need
South Carolina	5 hours per year <sup>26</sup>
Tennessee	18 hours per school year
Texas	Unknown
Vermont	Unknown
Virginia	Required, but exact number not specified <sup>25</sup>
Washington	Determined locally
West Virginia	Required for new staff, but exact number not specified <sup>23</sup>
Wisconsin 4K	Determined locally
Wisconsin HdSt	Follows federal Head Start requirements
Guam	5 hours per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Are lead teachers required to have annual written individualized professional development plans?	Are assistant teachers required to have annual written individualized professional development plans?
Alabama	Yes (public and nonpublic) <sup>31</sup>	Yes (public and nonpublic) <sup>31</sup>
Alaska	Yes (public); Per federal Head Start (nonpublic)	Yes (public); Per federal Head Start (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Yes (public and nonpublic)	Yes (public and nonpublic)
California CSPP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California TK	Determined locally (public)	Determined locally (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	Yes, some teachers (nonpublic) <sup>20</sup>	Yes, some assistant teachers (nonpublic) <sup>20</sup>
Connecticut SR	Yes, some teachers (public and nonpublic) <sup>24</sup>	Yes, some teachers (public and nonpublic) <sup>24</sup>
Connecticut Smart Start	Yes (public)	Determined locally (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS)	Yes (CBO); No (DCPS and PCS)
Florida	Yes, some teachers (public and nonpublic) <sup>19</sup>	Yes, some assistant teachers (public and nonpublic) <sup>19</sup>
Georgia	Yes (public and nonpublic) <sup>26</sup>	Yes (public and nonpublic) <sup>26</sup>
Hawaii	Yes (public)	Yes (public)
Illinois	Yes (public and nonpublic) <sup>18</sup>	Yes (public and nonpublic) <sup>18</sup>
Iowa Shared Visions	Yes (public and nonpublic)	Yes (public and nonpublic)
Iowa SWVPP	Yes (public and nonpublic) <sup>24</sup>	Yes (public and nonpublic) <sup>24</sup>
Kansas Preschool Pilot	Yes (public and nonpublic)	No (public and nonpublic)
Kansas PA AR	Yes (public and nonpublic)	No (public and nonpublic)
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	Yes (public and nonpublic)	No (public and nonpublic)
Maryland	Yes (public and nonpublic)	Yes (public and nonpublic)
Massachusetts UPK	Yes (public and nonpublic) <sup>20</sup>	Yes (public and nonpublic) <sup>20</sup>
Massachusetts Chapter 70	Yes (public) <sup>15</sup>	No (public)
Michigan	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota HdSt	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic) <sup>27</sup>	No (public and nonpublic)
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri PP	Yes (public and nonpublic) <sup>20</sup>	Yes (public and nonpublic)
Missouri Pre-K FF	Yes, some teachers (public) <sup>9</sup>	No (public)
Montana	No (public and nonpublic)	No (public and nonpublic)
Nebraska	Yes (public and nonpublic)	Yes (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Determined locally (public and nonpublic) <sup>19</sup>
New Jersey ECPA	Yes (public and nonpublic)	Determined locally (public and nonpublic) <sup>19</sup>
New Jersey ELLI	Yes (public and nonpublic)	Determined locally (public and nonpublic) <sup>20</sup>
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)	Yes (public and nonpublic)
North Dakota	Yes (public); No (nonpublic)	No (public and nonpublic)
Ohio	Yes (public and nonpublic)	Yes (public and nonpublic)
Oklahoma	Yes (public) <sup>24</sup>	Yes (public) <sup>24</sup>
Oregon Pre-K	Yes (public and nonpublic) <sup>15</sup>	Yes (public and nonpublic) <sup>15</sup>
Oregon Preschool Promise	Yes, some teachers (public and nonpublic) <sup>23</sup>	Yes, some assistant teachers (public and nonpublic) <sup>23</sup>
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic) <sup>9</sup>	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, some teachers (public); No (nonpublic) <sup>11</sup>	No (public and nonpublic)
Pennsylvania PKC	Yes, some teachers (public and nonpublic) <sup>21</sup>	Yes, some assistant teachers (public and nonpublic) <sup>21</sup>
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
Tennessee	Yes (public and nonpublic)	Yes (public and nonpublic)
Texas	Yes (public and nonpublic) <sup>15</sup>	No (public and nonpublic)
Vermont	Yes (public and nonpublic)	Yes (public and nonpublic)
Virginia	No (public and nonpublic) <sup>26</sup>	No (public and nonpublic)
Washington	Yes, some teachers (public and nonpublic) <sup>25</sup>	Yes, some assistant teachers (public and nonpublic) <sup>25</sup>
West Virginia	Yes (public and nonpublic) <sup>24</sup>	Yes (public and nonpublic) <sup>24</sup>
Wisconsin 4K	Yes (public); No (nonpublic) <sup>23</sup>	No (public and nonpublic)
Wisconsin HdSt	No (nonpublic)	No (nonpublic)
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Does state policy require ongoing classroom-embedded support to be provided to lead teachers?	Does state policy require ongoing classroom-embedded support to be provided to assistant teachers?
Alabama	Yes (public and nonpublic) <sup>31</sup>	Yes (public and nonpublic) <sup>31</sup>
Alaska	No (public); Per federal Head Start (nonpublic) <sup>17</sup>	No (public); Per federal Head Start (nonpublic) <sup>17</sup>
Arizona	No (public and nonpublic) <sup>31</sup>	No (public and nonpublic) <sup>31</sup>
Arkansas	No (public and nonpublic) <sup>25</sup>	No (public and nonpublic) <sup>25</sup>
California CSPP	No (public and nonpublic) <sup>28</sup>	No (public and nonpublic) <sup>28</sup>
California TK	Determined locally (public) <sup>20</sup>	Determined locally (public) <sup>20</sup>
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	Determined locally (public); No (nonpublic)	Determined locally (public); No (nonpublic)
Connecticut Smart Start	No (public)	No (public)
Delaware	Yes (public and nonpublic)	Yes (public and nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>18</sup>	Yes (CBO); No (DCPS and PCS) <sup>18</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) <sup>27</sup>	Yes, some assistant teachers (public and nonpublic) <sup>27</sup>
Hawaii	Yes (public) <sup>20</sup>	Yes (public) <sup>20</sup>
Illinois	Yes (public and nonpublic) <sup>19</sup>	No (public and nonpublic)
Iowa Shared Visions	Yes (public); No (nonpublic) <sup>26</sup>	No (public and nonpublic)
Iowa SWVPP	Yes (public); No (nonpublic)	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Yes, some teachers (public and nonpublic) <sup>33</sup>	No (public and nonpublic)
Kansas PA AR	Yes, some teachers (public and nonpublic) <sup>30</sup>	No (public and nonpublic)
Kentucky	Yes, some teachers (public); No (nonpublic) <sup>25</sup>	Determined locally (public and nonpublic) <sup>25</sup>
Louisiana 8(g)	No (public) <sup>20</sup>	No (public) <sup>20</sup>
Louisiana LA 4	No (public) <sup>17</sup>	No (public) <sup>17</sup>
Louisiana NSECD	No (nonpublic) <sup>16</sup>	No (nonpublic) <sup>16</sup>
Maine	No (public and nonpublic)	No (public and nonpublic)
Maryland	Yes, some teachers (public and nonpublic) <sup>25</sup>	No (public and nonpublic)
Massachusetts UPK	Yes, some teachers (public and nonpublic) <sup>21</sup>	Yes, some teacher assistants (public and nonpublic) <sup>21</sup>
Massachusetts Chapter 70	No (public)	No (public)
Michigan	Yes (public and nonpublic) <sup>29</sup>	Yes (public and nonpublic) <sup>29</sup>
Minnesota HdSt	Yes (public and nonpublic) <sup>28</sup>	Yes (public and nonpublic) <sup>28</sup>
Minnesota VPK/SRP	Yes (public and nonpublic) <sup>26</sup>	Yes (public and nonpublic) <sup>26</sup>
Mississippi	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri PP	Yes (public and nonpublic)	Yes (public and nonpublic)
Missouri Pre-K FF	Yes, some teachers (public) <sup>10</sup>	No (public)
Montana	Yes (public and nonpublic)	No (public and nonpublic)
Nebraska	Yes, some teachers (public and nonpublic) <sup>18</sup>	No (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic) <sup>20</sup>	Yes (public and nonpublic) <sup>20</sup>
New Jersey ECPA	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic) <sup>22</sup>	No (public and nonpublic) <sup>22</sup>
North Carolina	Yes (public and nonpublic) <sup>22</sup>	No (public and nonpublic)
North Dakota	No (public and nonpublic)	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>25</sup>	Yes (public) <sup>25</sup>
Oregon Pre-K	Yes (public and nonpublic) <sup>15</sup>	Yes (public and nonpublic) <sup>15</sup>
Oregon Preschool Promise	No (public and nonpublic) <sup>24</sup>	No (public and nonpublic) <sup>24</sup>
Pennsylvania RTL	Yes, some teachers (public); No (nonpublic) <sup>9</sup>	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, some teachers (public and nonpublic) <sup>11</sup>	No (public and nonpublic)
Pennsylvania PKC	Yes, some teachers (public and nonpublic) <sup>21</sup>	No (public and nonpublic)
Rhode Island	Yes (public and nonpublic) <sup>18</sup>	Yes (public and nonpublic) <sup>18</sup>
South Carolina	Yes, some teachers (public); Yes (nonpublic) <sup>27</sup>	Yes, some assistant teachers (public); Yes (nonpublic) <sup>27</sup>
Tennessee	Yes, some teachers (public and nonpublic) <sup>22</sup>	Yes, some assistant teachers (public and nonpublic) <sup>22</sup>
Texas	Yes (public and nonpublic) <sup>16</sup>	No (public and nonpublic)
Vermont	Yes, some teachers (public and nonpublic) <sup>22</sup>	Yes, some assistant teachers (public and nonpublic) <sup>22</sup>
Virginia	No (public and nonpublic) <sup>27</sup>	No (public and nonpublic)
Washington	Yes (public and nonpublic) <sup>26</sup>	Yes (public and nonpublic) <sup>26</sup>
West Virginia	No (public and nonpublic)	No (public and nonpublic)
Wisconsin 4K	No (public); Yes, some teachers (nonpublic) <sup>24</sup>	No (public); Yes, some assistant teachers (nonpublic) <sup>24</sup>
Wisconsin HdSt	No (nonpublic) <sup>7</sup>	No (nonpublic) <sup>7</sup>
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	How often do teachers receive coaching or mentoring?	How many teachers are employed in the state pre-K program?
Alabama	Monthly	Public: 803; Nonpublic: 234; Total: 1,037
Alaska	Per federal Head Start	Public: 99 <sup>18</sup>
Arizona	NA	Total: 2,179
Arkansas	NA	Public: 771; Nonpublic: 385; Total: 1,156
California CSPP	NA	Data not available
California TK	Determined locally	Data not available
Colorado	NA	Data not available
Connecticut CDCC	NA	Nonpublic: 291
Connecticut SR	NA	Public: 225; Nonpublic: 513; Total: 738
Connecticut Smart Start	NA	Public: 41
Delaware	Determined locally	Data not available <sup>21</sup>
District of Columbia	Biweekly (DCPS); Not reported (PCS and CBO)	DCPS: 349; PCS: Not reported; CBOs: 58
Florida	Determined locally	Total: 13,252
Georgia	Varies based on need <sup>28</sup>	Public: 1,858; Nonpublic: 1,997; Total: 3,855
Hawaii	Varies based on need	Public: 26
Illinois	Varies based on monitoring visit <sup>20</sup>	Data not available
Iowa Shared Visions	Determined locally	Public: 70; Nonpublic: 51; Total: 121
Iowa SWVPP	Determined locally	Public: 772; Nonpublic: 39; Total: 811 <sup>25</sup>
Kansas Preschool Pilot	NA <sup>34</sup>	Data not available
Kansas PA AR	NA <sup>31</sup>	Data not available
Kentucky	Varies from district to district	Public: 1,148
Louisiana 8(g)	NA	Public: 158 <sup>21</sup>
Louisiana LA 4	NA	Public: 766
Louisiana NSECD	NA	Nonpublic: 82
Maine	NA	Total: 351
Maryland	NA <sup>26</sup>	Data not available
Massachusetts UPK	Varies based on individual need	Public: 20; Nonpublic: 320; Total: 340 <sup>22</sup>
Massachusetts Chapter 70	NA	Public: 2,543
Michigan	At least monthly	Public: 1,259; Nonpublic: 735; Total: 1,994 <sup>30</sup>
Minnesota HdSt	Per federal Head Start Performance Standards	Data not available
Minnesota VPK/SRP	Varies <sup>28</sup>	Data not available <sup>29</sup>
Mississippi	At least monthly <sup>17</sup>	Public: 58; Nonpublic: 71; Total: 129
Missouri PP	Varies based on need and experience	Public: 68; Nonpublic: 8; Total: 76
Missouri Pre-K FF	Varies based on need and experience	Public: 623
Montana	1-2 days/month	Public: 24; Nonpublic: 19; Total: 43 <sup>16</sup>
Nebraska	Varies based on need	Total: 710
Nevada	NA	Public: 119; Nonpublic: 46; Total: 165
New Jersey Abbott	At least twice/month	Data not available
New Jersey ECPA	At least twice/month	Data not available
New Jersey ELLI	At least twice/month	Data not available
New Mexico	Average 3 hours/month; more for new teachers	Public: 329; Nonpublic: 449; Total: 778
New York	NA	Data not available
North Carolina	Varies based on need	Public: 1,106; Nonpublic: 1,125; Total: 2,231
North Dakota	NA	Public: 45; Nonpublic: 4; Total: 49
Ohio	NA	Total: 1,477
Oklahoma	Determined locally <sup>26</sup>	Public: 2,724
Oregon Pre-K	Variable per program decision	Public: 35; Nonpublic: 393; Total: 428
Oregon Preschool Promise	NA	Public: 36; Nonpublic: 92; Total: 128
Pennsylvania RTL	Determined locally (detailed in induction plan)	Data not available
Pennsylvania HSSAP	NA	Total: 484
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)	Data not available
Pennsylvania PKC	Determined locally (detailed in induction plan)	Total: 1,368
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly	Public: 17; Nonpublic: 43; Total: 60
South Carolina	Varies based on need <sup>28</sup>	Public: 1,163; Nonpublic: 223; Total: 1,386
Tennessee	Multiple times during coaching cycle <sup>23</sup>	Public: 927
Texas	15 hours per year	Total: 10,359
Vermont	Not reported	Public: 130; Nonpublic: 245; Total: 375
Virginia	NA	Total: 1,248
Washington	Varies <sup>27</sup>	Public: 380; Nonpublic: 298; Total: 678
West Virginia	NA	Public: 635; Nonpublic: 319; Total: 954
Wisconsin 4K	Determined locally	Data not available
Wisconsin HdSt	NA	Data not available
Guam	Monthly <sup>8</sup>	Public: 4

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Education level of teachers, percent
Alabama	BA: 78%; MA: 21%; EdD/PhD: <1%; Other: EdS = <1%
Alaska	Data not available
Arizona	HSD: 0.87%; CDA: 2.57%; AA: 3.85%; BA: 4.77%; MA: 0.92%; Other: 6.8% <sup>32</sup>
Arkansas	HSD: 0.5%; CDA: 2.3%; AA: 13%; BA: 67%; MA: 17%; Other: 0.2% <sup>26</sup>
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 1.03%; AA: 30.93%; BA: 51.2%; MA: 7.9%; Other: 8.94% <sup>21</sup>
Connecticut SR	CDA: 1.36%; AA: 15.04%; BA: 50.68%; MA: 29%; EdD/PhD: 0.14%; Other: 3.79% <sup>25</sup>
Connecticut Smart Start	BA: 39%; MA: 61%
Delaware	Data not available <sup>21</sup>
District of Columbia	Data not available <sup>19</sup>
Florida	Data not available
Georgia	AA: 0.65%; BA: 66.38%; MA: 27.79%; EdD/PhD: 3.83%; Other: 1.35%
Hawaii	AA: 3.8%; BA: 84.6%; MA: 11.5%
Illinois	Data not available
Iowa Shared Visions	CDA: 1%; AA: 10%; BA: 69%; MA: 17%; EdD/PhD: 1%; Other: 2% <sup>27</sup>
Iowa SWVPP	BA: 79%; MA: 21% <sup>26</sup>
Kansas Preschool Pilot	Data not available
Kansas PA AR	Data not available
Kentucky	Data not available <sup>26</sup>
Louisiana 8(g)	100% BA or higher
Louisiana LA 4	100% BA or higher
Louisiana NSECD	BA: 67%; MA: 33%
Maine	BA: 66.4%; MA: 32%; Other: 1.4% <sup>16</sup>
Maryland	100% BA or higher <sup>27</sup>
Massachusetts UPK	HSD: 4%; CDA: 4%; AA: 20%; BA: 72%
Massachusetts Chapter 70	BA: 100% <sup>16</sup>
Michigan	BA: 80%; MA: 20% <sup>30</sup>
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	BA: 90%; MA: 10%
Missouri PP	BA: 100%
Missouri Pre-K FF	AA: 1.28%; BA: 48.8%; MA: 45.43%; EdD/PhD: 0.8%; Other: 3.68% <sup>11</sup>
Montana	Data not available
Nebraska	BA: 56%; MA: 42%; EdD/PhD: < 1%; Other: 1.4% <sup>19</sup>
Nevada	100% BA or higher <sup>28</sup>
New Jersey Abbott	100% BA or higher
New Jersey ECPA	100% BA or higher
New Jersey ELLI	100% BA or higher
New Mexico	HSD: 2%; CDA: 8%; AA: 27.52%; BA: 44%; MA: 18.4%; EdD/PhD: 0.03%; Other: 0.05% <sup>21</sup>
New York	BA: 100%
North Carolina	BA: 86%; MA: 14%; EdD/PhD: < 1%
North Dakota	BA: 100%
Ohio	AA: 11%; BA: 52%; MA: 37%
Oklahoma	HSD: 0.07%; CDA: 0.03%; BA: 86%; MA: 13%; EdD/PhD: 0.01%
Oregon Pre-K	HSD: 4%; CDA: 9%; AA: 30%; BA: 43%; MA: 14% <sup>16</sup>
Oregon Preschool Promise	CDA: 23%; AA: 16%; BA: 41%; MA: 20%; Other: < 1% <sup>25</sup>
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 2% CDA: 6% AA: 15% BA: 67% MA: 11% <sup>15</sup>
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	AA: 1%; BA: 67%; MA: 26% Other: 5% <sup>22</sup>
Rhode Island	BA: 65%; MA: 35%
South Carolina	AA: 6% BA: 48% MA: 32% EdD/PhD: 1% Other: 14% <sup>29</sup>
Tennessee	BA: 53%; MA: 42%; EdD/PhD: 5%
Texas	BA: 100%
Vermont	Data not available <sup>19</sup>
Virginia	CDA: 1%; AA: 1%; BA or higher: 98%
Washington	CDA: 1.2%; AA: 36.6%; BA: 32.3%; MA: 9%; Some college: 15%; Unknown 5.9%
West Virginia	Data not available <sup>25</sup>
Wisconsin 4K	Data not available <sup>25</sup>
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 '18-'19 school year.



PERSONNEL

STATE	Education level of teachers, number
Alabama	BA: 813; MA: 216; EdD/PhD: 1; Other: EdS: 7
Alaska	Data not available
Arizona	HSD: 19; CDA: 56; AA: 84; BA: 104; MA: 20; EdD/PhD: 0; Other: 150 <sup>32</sup>
Arkansas	HSD: 6; CDA: 26; AA: 152; BA: 774; MA: 196; Other: 2 <sup>26</sup>
California CSPP	Data not available
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 3; AA: 90; BA: 149; MA: 23; Other: 26 <sup>21</sup>
Connecticut SR	CDA: 10; AA: 111; BA: 374; MA: 214; EdD/PhD: 1; Other: 28 <sup>25</sup>
Connecticut Smart Start	BA: 16; MA: 25
Delaware	Data not available <sup>21</sup>
District of Columbia	Data not available <sup>19</sup>
Florida	Data not available
Georgia	AA: 25; BA: 2,559; MA: 1,071; EdD/PhD: 148; Other: 52
Hawaii	AA: 1; BA: 22; MA: 3
Illinois	Data not available
Iowa Shared Visions	CDA: 1; AA: 12; BA: 84; MA: 21; EdD/PhD: 1; Other: 2 <sup>27</sup>
Iowa SWVPP	BA: 643; MA: 168 <sup>26</sup>
Kansas Preschool Pilot	Data not available
Kansas PA AR	Data not available
Kentucky	Data not available <sup>26</sup>
Louisiana 8(g)	Data not available
Louisiana LA 4	BA: 766
Louisiana NSECD	BA: 55; MA: 27
Maine	BA: 233; MA: 113; Other: 5 <sup>16</sup>
Maryland	Data not available <sup>27</sup>
Massachusetts UPK	HSD: 15; CDA: 14; AA: 67; BA: 244
Massachusetts Chapter 70	Data not available <sup>16</sup>
Michigan	BA: 1,582; MA: 412 <sup>30</sup>
Minnesota HdSt	Data not available
Minnesota VPK/SRP	Data not available
Mississippi	BA: 116; MA: 13
Missouri PP	BA: 76
Missouri Pre-K FF	AA: 8; BA: 304; MA: 283; EdD/PhD: 5; Other: 23 <sup>11</sup>
Montana	Data not available
Nebraska	BA: 399; MA: 300; EdD/PhD: 1; Other: 10 <sup>19</sup>
Nevada	BA: 60; Other: 28
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	HSD: 14; CDA: 59; AA: 214; BA: 342; MA: 143; EdD/PhD: 2; Other: 4 <sup>21</sup>
New York	Data not available
North Carolina	BA: 1,921; MA: 308; EdD/PhD: 2
North Dakota	BA: 49
Ohio	AA: 157; BA: 773; MA: 547
Oklahoma	HSD: 2; CDA: 1; BA: 2,374; MA: 343; EdD/PhD: 4
Oregon Pre-K	HSD: 17; CDA: 38; AA: 128; BA: 185; MA: 60 <sup>16</sup>
Oregon Preschool Promise	CDA: 29; AA: 20; BA: 52; MA: 25; Other: 2 <sup>25</sup>
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 9; CDA: 27; AA: 71; BA: 323; MA: 54 <sup>15</sup>
Pennsylvania K4 & SBPK	Data not available
Pennsylvania PKC	HSD: 2; CDA: 6; AA: 8; BA: 923; MA: 361; Other: 68 <sup>22</sup>
Rhode Island	BA: 39; MA: 21
South Carolina	AA: 82; BA: 490; MA: 390; EdD/PhD: 7; Other: 190 <sup>29</sup>
Tennessee	BA: 490; MA: 390; EdD/PhD: 47
Texas	Data not available
Vermont	Data not available <sup>19</sup>
Virginia	CDA: 12; AA: 12; BA or higher: 1,224
Washington	CDA: 8; AA: 248; BA: 219; MA: 61; Some college: 102; Unknown 40
West Virginia	Data not available <sup>25</sup>
Wisconsin 4K	Data not available <sup>25</sup>
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 '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Starting salary	Salary schedule
Alabama	Yes (public and nonpublic) <sup>32</sup>	Yes (public and nonpublic) <sup>32</sup>
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) <sup>27</sup>	Determined locally (public and nonpublic) <sup>27</sup>
California CSPP	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
Connecticut CDCC	Determined locally (nonpublic) <sup>22</sup>	Determined locally (nonpublic) <sup>22</sup>
Connecticut SR	No (public); Determined locally (nonpublic) <sup>26</sup>	No (public); Determined locally (nonpublic) <sup>26</sup>
Connecticut Smart Start	Determined locally (public) <sup>19</sup>	Determined locally (public) <sup>19</sup>
Delaware	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>20</sup>	Yes (DCPS and CBO); No (PCS) <sup>20</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) <sup>29</sup>	Yes (public); Determined locally (nonpublic) <sup>29</sup>
Hawaii	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Illinois	Determined locally (public); No (nonpublic) <sup>21</sup>	Determined locally (public); No (nonpublic) <sup>21</sup>
Iowa Shared Visions	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) <sup>27</sup>	Yes (public); Determined locally (nonpublic) <sup>27</sup>
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public and nonpublic) <sup>28</sup>	Yes (public); Determined locally (nonpublic) <sup>28</sup>
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public) <sup>17</sup>	Determined locally (public) <sup>17</sup>
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic) <sup>29</sup>	Determined locally (public and nonpublic) <sup>29</sup>
Minnesota VPK/SRP	Yes (public and nonpublic) <sup>30</sup>	Determined locally (public and nonpublic) <sup>30</sup>
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic) <sup>20</sup>	Determined locally (public and nonpublic) <sup>20</sup>
Nevada	Yes (public and nonpublic)	Yes (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 and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>27</sup>	Yes (public) <sup>27</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) <sup>26</sup>	Determined locally (public and nonpublic) <sup>26</sup>
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) <sup>19</sup>	Yes (public and nonpublic) <sup>19</sup>
South Carolina	Yes (public); No (nonpublic) <sup>30</sup>	Yes (public); No (nonpublic) <sup>30</sup>
Tennessee	Yes (public); No (nonpublic) <sup>24</sup>	Yes (public); No (nonpublic) <sup>24</sup>
Texas	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic) <sup>28</sup>	Determined locally (public and nonpublic) <sup>28</sup>
West Virginia	Yes (public); No (nonpublic) <sup>26</sup>	Yes (public); No (nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	No (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Salary schedule prorated for differences in length of work day or year	Retirement benefits
Alabama	NA (public and nonpublic)	Yes (public); Determined locally (nonpublic)
Alaska	No (public and nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)	No (public and nonpublic) <sup>29</sup>
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
Connecticut CDCC	Determined locally (nonpublic) <sup>22</sup>	Determined locally (nonpublic) <sup>22</sup>
Connecticut SR	Determined locally (nonpublic) <sup>26</sup>	No (public); Determined locally (nonpublic) <sup>26</sup>
Connecticut Smart Start	NA (public and nonpublic) <sup>19</sup>	Determined locally (public) <sup>19</sup>
Delaware	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>20</sup>	Yes (DCPS and CBO); No (PCS) <sup>20</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) <sup>29</sup>	Yes (public); Determined locally (nonpublic) <sup>29</sup>
Hawaii	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Illinois	Determined locally (public); No (nonpublic) <sup>21</sup>	Determined locally (public); No (nonpublic) <sup>21</sup>
Iowa Shared Visions	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic) <sup>27</sup>	Yes (public); Determined locally (nonpublic) <sup>27</sup>
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) <sup>28</sup>	Yes (public); Determined locally (nonpublic) <sup>28</sup>
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public) <sup>17</sup>	Determined locally (public) <sup>17</sup>
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Yes (public and nonpublic)	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic) <sup>20</sup>	Determined locally (public and nonpublic) <sup>20</sup>
Nevada	Yes (public and nonpublic)	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Yes (public); Determined locally (nonpublic)
New Jersey ECPA	Yes (public and nonpublic)	Yes (public); Determined locally (nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Yes (public); Determined locally (nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>27</sup>	Yes (public) <sup>27</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) <sup>26</sup>	Determined locally (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) <sup>19</sup>	Yes (public); Determined locally (nonpublic) <sup>19</sup>
South Carolina	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Tennessee	NA (public and nonpublic) <sup>24</sup>	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic) <sup>28</sup>	Determined locally (public and nonpublic) <sup>28</sup>
West Virginia	Yes (public); No (nonpublic) <sup>26</sup>	Yes (public); No (nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Health care	Paid time off
Alabama	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic)
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
Connecticut CDCC	Determined locally (nonpublic) <sup>22</sup>	Determined locally (nonpublic) <sup>22</sup>
Connecticut SR	No (public); Determined locally (nonpublic) <sup>26</sup>	No (public); Determined locally (nonpublic) <sup>26</sup>
Connecticut Smart Start	Determined locally (public) <sup>19</sup>	Determined locally (public) <sup>19</sup>
Delaware	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>20</sup>	Yes (DCPS, CBO & PCS) <sup>20</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) <sup>29</sup>	Yes (public); Determined locally (nonpublic) <sup>29</sup>
Hawaii	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Illinois	Determined locally (public); No (nonpublic) <sup>21</sup>	Determined locally (public); No (nonpublic) <sup>21</sup>
Iowa Shared Visions	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic) <sup>27</sup>	Determined locally (public and nonpublic) <sup>27</sup>
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) <sup>28</sup>	Yes (public); Determined locally (nonpublic) <sup>28</sup>
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public) <sup>17</sup>	Determined locally (public) <sup>17</sup>
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)	Yes (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	Determined locally (public and nonpublic)	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic) <sup>20</sup>	Determined locally (public and nonpublic) <sup>20</sup>
Nevada	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
New Jersey Abbott	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
New Jersey ECPA	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>27</sup>	Yes (public) <sup>27</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic) <sup>19</sup>	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Tennessee	Yes (public and nonpublic)	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic) <sup>28</sup>	Determined locally (public and nonpublic) <sup>28</sup>
West Virginia	Yes (public); No (nonpublic) <sup>26</sup>	Yes (public); No (nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL LEAD TEACHERS WITH K-3

STATE	Paid time for professional responsibilities	Paid time for PD days
Alabama	Yes (public and nonpublic)	Yes (public and nonpublic)
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)	No (public and nonpublic)
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
Connecticut CDCC	Determined locally (nonpublic) <sup>22</sup>	Determined locally (nonpublic)
Connecticut SR	No (public); Determined locally (nonpublic) <sup>26</sup>	No (public); Determined locally (nonpublic)
Connecticut Smart Start	Determined locally (public) <sup>19</sup>	Determined locally (public) <sup>19</sup>
Delaware	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>20</sup>	Yes (DCPS and CBO); No (PCS) <sup>20</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) <sup>29</sup>	Yes (public and nonpublic) <sup>29</sup>
Hawaii	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Illinois	Determined locally (public); No (nonpublic) <sup>21</sup>	Determined locally (public); No (nonpublic) <sup>21</sup>
Iowa Shared Visions	No (public and nonpublic)	Yes (public); No (nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic) <sup>27</sup>	Yes (public); Determined locally (nonpublic) <sup>27</sup>
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public); Determined locally (nonpublic) <sup>28</sup>	Yes (public); Determined locally (nonpublic) <sup>28</sup>
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public) <sup>17</sup>	Determined locally (public) <sup>17</sup>
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota VPK/SRP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	No (public); Determined locally (nonpublic)	No (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Nebraska	Determined locally (public and nonpublic) <sup>20</sup>	Determined locally (public and nonpublic) <sup>20</sup>
Nevada	Yes (public); No (nonpublic)	Yes (public); No (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 and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>27</sup>	Yes (public) <sup>27</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic) <sup>30</sup>	Yes (public); No (nonpublic) <sup>30</sup>
Tennessee	Yes (public and nonpublic)	Yes (public and nonpublic)
Texas	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Vermont	Yes (public and nonpublic)	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic) <sup>28</sup>	Determined locally (public and nonpublic) <sup>28</sup>
West Virginia	Yes (public and nonpublic) <sup>26</sup>	Yes (public and nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic) <sup>26</sup>
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Average annual salary for preschool lead teachers
Alabama	Public: \$43,000; Nonpublic: \$39,362 (due to experience level)
Alaska	Not reported
Arizona	Not reported
Arkansas	Public: \$41,271; Nonpublic: \$30,180
California CSPP	Not reported
California TK	Public: \$69,690; Nonpublic: Not reported
Colorado	Not reported
Connecticut CDCC	Nonpublic: \$35,658
Connecticut SR	Public: \$58,990; Nonpublic: \$39,181
Connecticut Smart Start	Public: \$59,274
Delaware	Public: \$60,000; Nonpublic: \$29,000
District of Columbia	Public: \$86,898 (DCPS only); Nonpublic: Not reported
Florida	Public: \$14.00/hour; Nonpublic: \$12.00/hour
Georgia	Public: \$38,461; Nonpublic: \$38,461
Hawaii	Public: \$54,622
Illinois	Public: \$50,270; Nonpublic: \$43,200
Iowa Shared Visions	Public: \$50,777; Nonpublic: \$33,362
Iowa SWVPP	Public: \$52,283; Nonpublic: \$46,091
Kansas Preschool Pilot	Not reported
Kansas PA AR	Not reported
Kentucky	Public: \$53,923; Nonpublic: Not reported
Louisiana 8(g)	Public: \$42,689
Louisiana LA 4	Public: Not reported
Louisiana NSECD	Nonpublic: Not reported
Maine	Public: \$50,000; Nonpublic: Not reported
Maryland	Public: \$45,703 (average starting salary); Nonpublic: \$45,703 (average starting salary)
Massachusetts UPK	Not reported
Massachusetts Chapter 70	Not reported
Michigan	Public: \$39,575; Nonpublic: \$31,820
Minnesota HdSt	Public: Not reported; Nonpublic: \$35,941 (Avg. Annual Salary)/\$19.07 (Avg. Hourly Rate)
Minnesota VPK/SRP	Not reported
Mississippi	Public: \$37,173; Nonpublic: \$26,157
Missouri PP	Not reported
Missouri Pre-K FF	Public: \$46,236
Montana	Not reported
Nebraska	Not reported
Nevada	Public: \$40,000-\$55,000; Nonpublic: \$40,000-\$55,000
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	Public: \$46,144; Nonpublic: Not reported
New York	Not reported
North Carolina	Public: \$35,928; Nonpublic: \$25,159
North Dakota	Not reported
Ohio	Not reported
Oklahoma	Public: \$46,300
Oregon Pre-K	Public and nonpublic: \$29,713
Oregon Preschool Promise	Public: \$48,855 (12-month), \$40,713 (10-month); Nonpublic: \$42,817 (12-month), \$35,681 (10-month)
Pennsylvania RTL	Not reported
Pennsylvania HSSAP	Not reported
Pennsylvania K4 & SBPK	Not reported
Pennsylvania PKC	Not reported
Rhode Island	Public: \$68,000; Nonpublic: \$59,000
South Carolina	Public: \$49,737; Nonpublic: Not reported
Tennessee	Public: \$51,000; Nonpublic: \$51,000
Texas	Public: \$52,427; Nonpublic: Not reported
Vermont	Public: \$46,000-\$48,000; Nonpublic: \$28,000-\$30,000
Virginia	Not reported
Washington	Public: \$38,515; Nonpublic: \$32,582
West Virginia	Public: \$44,178; Nonpublic: Not reported
Wisconsin 4K	Not reported
Wisconsin HdSt	Not reported
Guam	Public: \$36,000

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Starting salary	Salary schedule
Alabama	Yes (public and nonpublic) <sup>32</sup>	Yes (public and nonpublic) <sup>32</sup>
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic) <sup>27</sup>	Determined locally (public and nonpublic) <sup>27</sup>
California CSPP	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic) <sup>29</sup>	No (public and nonpublic) <sup>29</sup>
Connecticut CDCC	Determined locally (nonpublic) <sup>22</sup>	Determined locally (nonpublic) <sup>22</sup>
Connecticut SR	No (public); Determined locally (nonpublic) <sup>26</sup>	No (public); Determined locally (nonpublic) <sup>26</sup>
Connecticut Smart Start	Determined locally (public) <sup>19</sup>	Determined locally (public) <sup>19</sup>
Delaware	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>20</sup>	Yes (DCPS and CBO); No (PCS) <sup>20</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) <sup>29</sup>	Yes (public); Determined locally (nonpublic) <sup>29</sup>
Hawaii	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Illinois	Determined locally (public); No (nonpublic) <sup>21</sup>	Determined locally (public); No (nonpublic) <sup>21</sup>
Iowa Shared Visions	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Iowa SWVPP	Yes (public); Determined locally (nonpublic) <sup>27</sup>	Yes (public); Determined locally (nonpublic) <sup>27</sup>
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Maryland	Yes (public and nonpublic) <sup>28</sup>	Yes (public); Determined locally (nonpublic) <sup>28</sup>
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public) <sup>17</sup>	Determined locally (public) <sup>17</sup>
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic) <sup>29</sup>	Determined locally (public and nonpublic) <sup>29</sup>
Minnesota VPK/SRP	Yes (public and nonpublic) <sup>30</sup>	Determined locally (public and nonpublic) <sup>30</sup>
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Nebraska	Determined locally (public and nonpublic) <sup>20</sup>	Determined locally (public and nonpublic) <sup>20</sup>
Nevada	Yes (public and nonpublic)	Yes (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 and nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>27</sup>	Yes (public) <sup>27</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) <sup>26</sup>	Determined locally (public and nonpublic) <sup>26</sup>
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) <sup>19</sup>	Yes (public and nonpublic) <sup>19</sup>
South Carolina	Yes (public); No (nonpublic) <sup>30</sup>	Yes (public); No (nonpublic) <sup>30</sup>
Tennessee	Yes (public); No (nonpublic) <sup>24</sup>	Yes (public); No (nonpublic) <sup>24</sup>
Texas	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Washington	Determined locally (public and nonpublic) <sup>28</sup>	Determined locally (public and nonpublic) <sup>28</sup>
West Virginia	Yes (public); No (nonpublic) <sup>26</sup>	Yes (public); No (nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	No (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Salary schedule prorated for differences in length of work day or year	Retirement benefits
Alabama	NA (public and nonpublic)	Yes (public); Determined locally (nonpublic)
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)	No (public and nonpublic)
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (nonpublic)	No (nonpublic)
Connecticut Smart Start	Determined locally (public)	Determined locally (public)
Delaware	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS and CBO); No (PCS) <sup>21</sup>	Yes (DCPS); No (PCS and CBO) <sup>21</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public); Determined locally (nonpublic) <sup>30</sup>	Determined locally (public and nonpublic) <sup>30</sup>
Hawaii	Yes (public) <sup>22</sup>	Yes (public) <sup>22</sup>
Illinois	Determined locally (public); No (public) <sup>22</sup>	Determined locally (public); No (public) <sup>22</sup>
Iowa Shared Visions	No (public and nonpublic)	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)	Determined locally (public)
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic) <sup>29</sup>	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)	No (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Determined locally (public); No (nonpublic)	Determined locally (public); No (nonpublic)
Nebraska	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Yes (public); Determined locally (nonpublic)
New Jersey ECPA	Yes (public and nonpublic)	Yes (public); Determined locally (nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Yes (public); Determined locally (nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>28</sup>	Yes (public) <sup>28</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic) <sup>26</sup>	Determined locally (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic) <sup>20</sup>	Yes (public); Determined locally (nonpublic) <sup>20</sup>
South Carolina	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Tennessee	Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)	Yes (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic) <sup>26</sup>	Yes (public); No (nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Health care	Paid time off
Alabama	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)	No (public and nonpublic)
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (nonpublic)	No (nonpublic)
Connecticut Smart Start	Determined locally (public)	Determined locally (public)
Delaware	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
District of Columbia	Yes (DCPS); No (PCS and CBO) <sup>21</sup>	Yes (DCPS and CBO); No (PCS) <sup>21</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Determined locally (public and nonpublic) <sup>30</sup>	Determined locally (public and nonpublic) <sup>30</sup>
Hawaii	Yes (public) <sup>22</sup>	Yes (public)
Illinois	Determined locally (public); No (public) <sup>22</sup>	Determined locally (public); No (public) <sup>22</sup>
Iowa Shared Visions	No (public and nonpublic)	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)	Determined locally (public)
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)	No (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Determined locally (public); No (nonpublic)	Determined locally (public); No (nonpublic)
Nebraska	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Nevada	No (public and nonpublic)	Yes (public and nonpublic)
New Jersey Abbott	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
New Jersey ECPA	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
New Jersey ELLI	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Yes (public) <sup>28</sup>	Yes (public) <sup>28</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public); Determined locally (nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Tennessee	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Texas	Yes (public); No (nonpublic)	Determined locally (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
West Virginia	Yes (public); No (nonpublic) <sup>26</sup>	Yes (public); No (nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE POLICY REQUIRES SALARY PARITY FOR PRESCHOOL ASSISTANT TEACHERS WITH K-3

STATE	Paid time for professional responsibilities	Paid time for PD days
Alabama	Yes (public and nonpublic)	Yes (public and nonpublic)
Alaska	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
California CSPP	No (public and nonpublic)	No (public and nonpublic)
California TK	Yes (public) <sup>21</sup>	Yes (public) <sup>21</sup>
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (nonpublic)	No (nonpublic)
Connecticut Smart Start	Determined locally (public)	Determined locally (public)
Delaware	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
District of Columbia	No (DCPS, PCS and CBO) <sup>21</sup>	Yes (DCPS); No (PCS and CBO) <sup>21</sup>
Florida	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Georgia	Yes (public and nonpublic) <sup>30</sup>	Yes (public and nonpublic) <sup>30</sup>
Hawaii	Yes (public) <sup>22</sup>	Yes (public)
Illinois	Determined locally (public); No (public) <sup>22</sup>	Determined locally (public); No (public) <sup>22</sup>
Iowa Shared Visions	No (public and nonpublic)	No (public and nonpublic)
Iowa SWVPP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas Preschool Pilot	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kansas PA AR	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Kentucky	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	No (public)	No (public)
Louisiana NSECD	No (nonpublic)	No (nonpublic)
Maine	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Maryland	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts UPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Massachusetts Chapter 70	Determined locally (public)	Determined locally (public)
Michigan	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota HdSt	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Minnesota VPK/SRP	No (public and nonpublic)	No (public and nonpublic)
Mississippi	Yes (public); No (nonpublic)	Yes (public); No (nonpublic)
Missouri PP	No (public and nonpublic)	No (public and nonpublic)
Missouri Pre-K FF	Determined locally (public)	Determined locally (public)
Montana	Determined locally (public); No (nonpublic)	Determined locally (public); No (nonpublic)
Nebraska	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Nevada	Yes (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Determined locally (public and nonpublic)
New Jersey ECPA	Yes (public and nonpublic)	Determined locally (public and nonpublic)
New Jersey ELLI	Yes (public and nonpublic)	Determined locally (public and nonpublic)
New Mexico	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
North Dakota	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	Determined locally (public) <sup>28</sup>	Determined locally (public) <sup>28</sup>
Oregon Pre-K	No (public and nonpublic)	No (public and nonpublic)
Oregon Preschool Promise	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania RTL	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania HSSAP	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania K4 & SBPK	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Pennsylvania PKC	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public); No (nonpublic)	Yes (public); No (nonpublic) <sup>30</sup>
Tennessee	Yes (public); Determined locally (nonpublic)	Yes (public); Determined locally (nonpublic)
Texas	Determined locally (public); No (nonpublic)	Determined locally (public); No (nonpublic)
Vermont	Yes (public); No (nonpublic)	No (public and nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
West Virginia	Yes (public and nonpublic) <sup>26</sup>	Yes (public and nonpublic) <sup>26</sup>
Wisconsin 4K	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	Yes (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

PERSONNEL

STATE	Average annual salary for preschool assistant teachers
Alabama	Public: \$20,041; Nonpublic: \$20,522
Alaska	Not reported
Arizona	Not reported
Arkansas	Public: \$18,879; Nonpublic: \$17,367
California CSPP	Not reported
California TK	Not reported
Colorado	Not reported
Connecticut CDCC	Public: NA; Nonpublic: \$26,758
Connecticut SR	Public: \$32,460; Nonpublic: \$28,719
Connecticut Smart Start	Public: \$32,765; Nonpublic: NA
Delaware	Not reported
District of Columbia	Public: \$21,252 (DCPS only); Nonpublic: Not reported
Florida	Public: \$10 per hour; Nonpublic: \$10 per hour
Georgia	Public: \$15,873; Nonpublic: \$15,873
Hawaii	Public: \$29,090
Illinois	Not reported
Iowa Shared Visions	Public: \$17,213; Nonpublic: \$20,776
Iowa SWVPP	Public: \$17,440; Nonpublic: \$17,278
Kansas Preschool Pilot	Not reported
Kansas PA AR	Not reported
Kentucky	Not reported
Louisiana 8(g)	Public: \$14,973
Louisiana LA 4	Not reported
Louisiana NSECD	Not reported
Maine	Not reported
Maryland	Not reported
Massachusetts UPK	Not reported
Massachusetts Chapter 70	Not reported
Michigan	Public: \$21,402; Nonpublic: \$18,639
Minnesota HdSt	Nonpublic: Avg. Annual Salary \$23,987, Avg. Hourly Rate \$14.95
Minnesota VPK/SRP	Not reported
Mississippi	Public: \$15,937; Nonpublic: \$16,841
Missouri PP	Not reported
Missouri Pre-K FF	Public: \$20,418
Montana	Not reported
Nebraska	Not reported
Nevada	Public: \$25,000-35,000; Nonpublic: \$25,000-35,000
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	Public: \$18,114; Nonpublic: Not reported
New York	Not reported
North Carolina	Public: \$21,151; Nonpublic: \$17,602
North Dakota	Not reported
Ohio	Not reported
Oklahoma	Public: \$16,468
Oregon Pre-K	Public and nonpublic: \$20,155
Oregon Preschool Promise	Public: \$23,998 (12-month), \$19,998 (10-month); Nonpublic: \$25,379 (12-month), \$21,149 (10-month)
Pennsylvania RTL	Not reported
Pennsylvania HSSAP	Not reported
Pennsylvania K4 & SBPK	Not reported
Pennsylvania PKC	Not reported
Rhode Island	Public: \$19,240; Nonpublic: \$30,000 <sup>20</sup>
South Carolina	Not reported
Tennessee	Public: \$10/hour; Nonpublic: \$10/hour
Texas	Public: \$21,153; Nonpublic: Not reported
Vermont	Public: \$30,000-\$32,000; Nonpublic: \$25,000-\$26,000
Virginia	Not reported
Washington	Public: \$21,348; Nonpublic: \$24,108
West Virginia	Public: \$24,684; Nonpublic: Not reported
Wisconsin 4K	Not reported
Wisconsin HdSt	Not reported
Guam	Public: \$26,000

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

STATE	Total 2018-2019 spending	How much of total spending came from...
Alabama	\$117,353,513	State: \$95,962,050; Required local: \$21,391,463 <sup>33</sup>
Alaska	\$7,200,000 <sup>19</sup>	State: \$7,200,000 <sup>19</sup>
Arizona	\$21,712,929 <sup>33</sup>	State: \$21,712,929 <sup>33</sup>
Arkansas	\$188,381,208	State: \$105,776,553; Federal: \$12,086,953; Required local: \$70,517,702
California CSPP	\$1,046,418,568	State: \$1,003,621,637; Federal: \$41,143,990; Required local: \$1,652,941
California TK	\$1,023,405,836 <sup>22</sup>	State: \$1,023,405,836 <sup>22</sup>
Colorado	\$99,295,574	State: \$61,161,584; Required local: \$38,133,990
Connecticut CDCC	\$33,969,209	State: \$33,969,209 <sup>23</sup>
Connecticut SR	\$93,567,435	State: \$93,567,435 <sup>27</sup>
Connecticut Smart Start	\$4,328,249 <sup>20</sup>	State: \$4,328,249 <sup>20</sup>
Delaware	\$6,149,300 <sup>22</sup>	State: \$6,149,300 <sup>22</sup>
District of Columbia	\$271,267,967	State: \$256,938,561; Federal: \$14,329,406
Florida	\$391,215,901	State: \$391,215,901
Georgia	\$365,326,541	State: \$365,326,541 <sup>31</sup>
Hawaii	\$2,991,420	State: \$2,991,420
Illinois	\$471,594,775 <sup>23</sup>	State: \$385,174,818; Federal: \$17,919,957; Non-required local: \$68,500,000 <sup>23</sup>
Iowa Shared Visions	\$10,162,973	State: \$6,399,240; Required local: \$1,278,848; Non-required local: \$2,484,885
Iowa SWVPP	\$83,353,033	State: \$83,353,033
Kansas Preschool Pilot	\$7,136,730	State: \$4,078,583; Federal: \$3,058,147
Kansas PA AR	\$16,793,280 <sup>32</sup>	State: \$16,793,280 <sup>32</sup>
Kentucky	\$180,482,675	State: \$105,163,876; Federal: \$47,952,775; Non-required local: \$27,366,024
Louisiana 8(g)	\$8,979,844	State: \$8,979,844 <sup>22</sup>
Louisiana LA 4	\$76,018,839	State: \$33,801,909; Federal: \$40,490,270; Required local: \$1,726,660
Louisiana NSECD	\$5,307,762	State: \$5,307,762
Maine	\$51,452,404	State: \$22,220,882; Federal: \$3,380,342; Required local: \$25,851,180
Maryland	\$270,361,991	State: \$134,159,629; Federal: \$10,699,813; Non-required local: \$125,502,549
Massachusetts UPK	\$32,267,822	State: \$5,700,000; Federal: \$26,567,822
Massachusetts Chapter 70	\$95,470,969	State: \$95,470,969
Michigan	\$244,600,000 <sup>31</sup>	State: \$244,600,000 <sup>31</sup>
Minnesota HdSt	\$11,112,490	State: \$11,112,490
Minnesota VPK/SRP	\$43,002,112	State: \$43,002,112
Mississippi	\$18,479,070	State: \$4,490,818; Federal: \$5,734,065; Required local: \$4,490,818; Non-required local: \$3,763,369
Missouri PP	\$5,266,964	State: \$5,266,964
Missouri Pre-K FF	\$14,007,603	State: \$14,007,603 <sup>12</sup>
Montana	\$3,275,349	State: \$2,887,242; Required local: \$259,976; Non-required local: \$128,131
Nebraska	\$119,816,758	State: \$25,506,522; Federal: \$46,344,993; Required local: \$34,071,492; Non-required local: \$13,893,751 <sup>21</sup>
Nevada	\$14,614,175	State: \$7,848,995; Federal: \$6,765,180 <sup>29</sup>
New Jersey Abbott	\$690,070,242	State: \$672,717,390; Federal: \$17,352,852 <sup>21</sup>
New Jersey ECPA	\$18,953,447	State: \$18,953,447 <sup>20</sup>
New Jersey ELLI	\$570,700	State: \$570,700 <sup>21</sup>
New Mexico	\$68,184,800	State: \$50,584,800; Federal: \$17,600,000
New York	\$873,011,614	State: \$842,225,288; Federal: \$30,786,326
North Carolina	\$270,367,579	State: \$99,145,854; Federal: \$123,407,915; Required local: \$13,226,699; Non-required local: \$34,587,111
North Dakota	\$564,009	State: \$564,009
Ohio	\$71,480,000	State: \$71,480,000
Oklahoma	\$387,528,827 <sup>29</sup>	State: \$181,685,479; Federal: \$38,392,554; Required local: \$167,044,314; Non-required local: \$406,480 <sup>29</sup>
Oregon Pre-K	\$74,436,226	State: \$74,436,226
Oregon Preschool Promise	\$17,481,391	State: \$17,481,391
Pennsylvania RTL	\$7,221,048	State: \$7,221,048
Pennsylvania HSSAP	\$59,177,799	State: \$59,177,799
Pennsylvania K4 & SBPK	\$34,537,702	State: \$34,537,702
Pennsylvania PKC	\$192,813,359	State: \$192,813,359
Rhode Island	\$12,726,221	State: \$7,209,482; Federal: \$5,516,739
South Carolina	\$89,803,613	State: \$82,651,532; Federal: \$7,152,081 <sup>31</sup>
Tennessee	\$86,552,900	State: \$86,552,900; Federal: Not reported; Required local: Not reported
Texas	\$869,587,686	State: \$854,984,186; Federal: \$14,603,500
Vermont	Not reported	Not reported
Virginia	\$111,225,804	State: \$70,049,572; Federal: \$1,219,836; Required local: \$39,956,396
Washington	\$121,004,051 <sup>29</sup>	State: \$121,004,051 <sup>29</sup>
West Virginia	\$149,573,803	State: \$93,905,795; Federal: \$55,296,850; Non-required local: \$371,158
Wisconsin 4K	\$309,131,842	State + Local: \$309,131,842
Wisconsin HdSt	\$6,264,100	State: \$6,264,100
Guam	\$352,876	State: \$352,876

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

Federal funding sources and amounts

STATE	Federal funding sources and amounts
Alabama	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Title 1, Head Start, Title II, Social Services Block Grant, Title III: Amounts not reported <sup>23</sup>
Alaska	
Arizona	
Arkansas	TANF: \$7,500,000; PDG: \$4,586,953; USDA CACFP: Amount not reported
California CSPP	CCDF: \$41,143,990
California TK	IDEA, Other: Amounts not reported <sup>23</sup>
Colorado	
Connecticut CDCC	
Connecticut SR	CCDF, IDEA, PDG, USDA CACFP, Title 1, Head Start: Amounts not reported <sup>28</sup>
Connecticut Smart Start	IDEA, Title 1: Amounts not reported <sup>21</sup>
Delaware	
District of Columbia	Head Start: \$14,329,406
Florida	
Georgia	
Hawaii	
Illinois	PDG: \$17,919,957
Iowa Shared Visions	CCDF, IDEA, USDA CACFP, Head Start, Other: Amounts not reported <sup>28</sup>
Iowa SWVPP	
Kansas Preschool Pilot	TANF: \$3,058,147
Kansas PA AR	
Kentucky	IDEA: \$9,391,426; PDG: \$292,490; USDA CACFP: \$530,084; Title 1: \$12,153,420; Head Start: \$24,673,586; Title II: \$7,702; 21st Century DOE: \$152,443; Community Connections for Children: \$11,386; Comprehensive Literacy Grant/Literacy DOE: \$566,385; Race to the Top: \$15,802; Title IV: \$122,520; Title VI: \$35,526; McKinney-Vento: Amount not reported
Louisiana 8(g)	
Louisiana LA 4	TANF: \$40,490,270
Louisiana NSECD	
Maine	PDG: \$3,380,342; IDEA, Title 1, Head Start: Amounts not reported <sup>17</sup>
Maryland	PDG: \$10,699,813; Title 1, Head Start: Amounts not reported
Massachusetts UPK	CCDF: \$26,567,822
Massachusetts Chapter 70	
Michigan	CCDF, IDEA, USDA CACFP, McKinney-Vento, Title 1, Head Start: Amounts not reported
Minnesota HdSt	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Title 1, Head Start, Title II, Social Services Block Grant, Other: Amounts not reported
Minnesota VPK/SRP	
Mississippi	IDEA: \$6,006; USDA CACFP: \$5,678,492; Title 1: \$49,567; McKinney-Vento, Head Start: Amounts not reported <sup>18</sup>
Missouri PP	
Missouri Pre-K FF	
Montana	
Nebraska	IDEA: \$31,461,408; Title 1: \$6,483,038; Head Start: \$8,400,547
Nevada	PDG: \$6,765,180; IDEA, Title 1: Amounts not reported
New Jersey Abbott	PDG: \$17,352,852; IDEA, USDA CACFP, Title 1, Head Start: Amounts not reported <sup>21</sup>
New Jersey ECPA	IDEA, USDA CACFP, Title 1, Head Start: Amounts not reported <sup>20</sup>
New Jersey ELLI	IDEA, USDA CACFP, Title 1, Head Start: Amounts not reported <sup>21</sup>
New Mexico	TANF: \$17,600,000
New York	PDG: \$25,000,000; Title 1: \$5,786,326
North Carolina	TANF: \$61,682,426; CCDF: \$5,777,967; IDEA: \$12,153,606; USDA CACFP: \$4,003,371; Title 1: \$17,021,060; Head Start: \$22,769,486
North Dakota	
Ohio	
Oklahoma	IDEA, Title 1, Head Start, Title II, Title IV, Title V, Title VII, Title III, Title VI, Federal Direct Fund, Federal Grants-In-Aid, Adult Education and Literacy: \$38,392,554 (Breakdown not reported)
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	PDG: \$5,516,739
South Carolina	IDEA: \$7,152,081
Tennessee	PDG, Title 1, Head Start: Amounts not reported
Texas	CCDF: \$14,603,500
Vermont	CCDF, IDEA, PDG, Title 1, Head Start: Amounts not reported
Virginia	PDG: \$1,219,836
Washington	
West Virginia	TANF/CCDF: \$5,103,229; IDEA: \$5,615,876; Title 1: \$339,638; Head Start: \$44,238,107; USDA CACFP, McKinney-Vento, Title II: Amount not reported
Wisconsin 4K	IDEA, McKinney-Vento, Title 1, Title II: Amounts not reported <sup>28</sup>
Wisconsin HdSt	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

STATE	Dedicated revenue source/state funding formula for state preschool
Alabama	State Education Trust Fund: \$95,962,050
Alaska	Not reported
Arizona	State tobacco tax
Arkansas	Arkansas General Fund: \$105,776,553
California CSPP	General Fund and CCDF
California TK	Local Control Funding Formula <sup>24</sup>
Colorado	Funding Formula <sup>30</sup>
Connecticut CDCC	State Appropriation <sup>24</sup>
Connecticut SR	Not reported
Connecticut Smart Start	Not reported
Delaware	State Appropriation: Budget line item renewed per fiscal year
District of Columbia	Uniform Per Student Funding Formula <sup>22</sup>
Florida	Legislative Appropriation: General Revenue
Georgia	Not reported
Hawaii	General Fund
Illinois	State Appropriation
Iowa Shared Visions	State Appropriation: General Fund
Iowa SWVPP	State Appropriation: General Fund <sup>28</sup>
Kansas Preschool Pilot	Master Tobacco Settlement – Children’s Initiatives Fund
Kansas PA AR	State General Fund <sup>33</sup>
Kentucky	Funding Formula <sup>27</sup>
Louisiana 8(g)	State General Statutory Dedication <sup>22</sup>
Louisiana LA 4	State General Funds and TANF
Louisiana NSECD	State General Funds: \$6,425,740 allocated
Maine	General Fund
Maryland	Funding Formula <sup>29</sup>
Massachusetts UPK	State Budget: Account 3000-1020 - Quality Improvement
Massachusetts Chapter 70	Funding Formula <sup>18</sup>
Michigan	General Fund <sup>32</sup>
Minnesota HdSt	State legislative allocation of \$25.1 million annually (\$11.1 million for Head Start and \$13.99 million for Early Head Start) <sup>30</sup>
Minnesota VPK/SRP	General Fund <sup>31</sup>
Mississippi	General Fund
Missouri PP	Tobacco Settlement
Missouri Pre-K FF	General Revenue
Montana	Not reported
Nebraska	General Fund <sup>22</sup>
Nevada	Not reported
New Jersey Abbott	State Aid Formula
New Jersey ECPA	State Aid Formula <sup>21</sup>
New Jersey ELLI	State Aid Formula <sup>22</sup>
New Mexico	State General Fund
New York	State Appropriation
North Carolina	State Appropriation: \$20,893,744; Lottery: \$78,252,110
North Dakota	General Funds
Ohio	General Revenue Funds: \$66,480,000; Casino Settlement Funds: \$5,000,000
Oklahoma	School Funding Formula <sup>30</sup>
Oregon Pre-K	General Fund
Oregon Preschool Promise	General Fund: \$17,481,391
Pennsylvania RTL	Funding Formula
Pennsylvania HSSAP	General Fund
Pennsylvania K4 & SBPK	General Fund
Pennsylvania PKC	General Fund
Rhode Island	Funding Formula <sup>21</sup>
South Carolina	CERDEP: General fund: \$13,099,665, Education Improvement Act: \$49,838,283; First Steps: General funds appropriation <sup>31</sup>
Tennessee	General Fund
Texas	School Funding Formula <sup>17</sup>
Vermont	Not reported
Virginia	State Lottery Funds <sup>28</sup>
Washington	State General Fund: \$69,088,771; Early Legacy Trust Account: \$11,918,498; Opportunity Pathways (State Lottery Fund): \$39,996,782
West Virginia	State Aid Funding <sup>27</sup>
Wisconsin 4K	General/Equalization Aid and Local Property Tax Revenue <sup>29</sup>
Wisconsin HdSt	General Purpose Funds: \$6,264,100
Guam	Not reported

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## RESOURCES

STATE	State preschool reimbursement rate
Alabama	No <sup>34</sup>
Alaska	No <sup>20</sup>
Arizona	Yes: Per child rate varies by provider type <sup>34</sup>
Arkansas	Yes: \$4,860 per child
California CSPP	Yes: \$48.28 per child per day (full-day); \$29.90 per child per day (part-day) <sup>30</sup>
California TK	No <sup>25</sup>
Colorado	Yes: Per child rate varies due to funding formula <sup>30</sup>
Connecticut CDCC	Yes: \$8,596.64 per child (full-day); \$3,008.20 per child (for wraparound) <sup>25</sup>
Connecticut SR	Yes: \$8,924 per child (full-day); \$6,000 per child (school-day); \$4,500 per child (part-day) <sup>29</sup>
Connecticut Smart Start	Yes: \$75,000 per classroom <sup>22</sup>
Delaware	Yes: \$7,140 per seat <sup>23</sup>
District of Columbia	Yes: \$14,282 per 3-year-old; \$13,855 per 4-year-old <sup>22</sup>
Florida	Yes: \$2,437 per child (school year); \$2,080 per child (summer) <sup>20</sup>
Georgia	Yes: Per child rate varies by provider type, service area, number of children served, and lead teacher credential <sup>32</sup>
Hawaii	No <sup>23</sup>
Illinois	No <sup>24</sup>
Iowa Shared Visions	No <sup>29</sup>
Iowa SWVPP	No <sup>28</sup>
Kansas Preschool Pilot	No <sup>35</sup>
Kansas PA AR	Yes: \$2,082.50 per child <sup>32</sup>
Kentucky	Yes: \$3,491 per child <sup>27</sup>
Louisiana 8(g)	No <sup>22</sup>
Louisiana LA 4	Yes: \$4,580 per child <sup>18</sup>
Louisiana NSECD	Yes: \$4,580 per child
Maine	Yes: Per child rate varies based on the EPS formula which is determined by each school district
Maryland	Yes: Per child rate varies <sup>30</sup>
Massachusetts UPK	Yes: Per classroom maximum of \$20,000 <sup>23</sup>
Massachusetts Chapter 70	Yes: \$4,023.15 per child
Michigan	Yes: \$3,625 per child (part-day or GSRP portion of GSRP/Head Start Blend); \$7,250 per child (school-day) <sup>33</sup>
Minnesota HdSt	No <sup>31</sup>
Minnesota VPK/SRP	Yes: Per child varies based on head counts and Average Daily Membership <sup>31</sup>
Mississippi	Yes: \$2,150 per child (full-time); \$1,075 per child (part-time)
Missouri PP	Yes: Per child varies by year of program operation <sup>21</sup>
Missouri Pre-K FF	Yes: Varies based on attendance hours
Montana	Yes: Per classroom maximum of \$150,000 <sup>17</sup>
Nebraska	No
Nevada	No <sup>30</sup>
New Jersey Abbott	Yes: \$12,981 per child (school districts); \$8,063 per child (Head Start); \$14,592 per child (private providers) <sup>22</sup>
New Jersey ECPA	No <sup>22</sup>
New Jersey ELLI	No <sup>23</sup>
New Mexico	Yes: Per child varies by age of child and program hours <sup>22</sup>
New York	Yes: Per child, varies based on foundation aid formula <sup>23</sup>
North Carolina	Yes: \$473 per child per month (school districts); \$400 per child per month (Head Start); \$650 per child per month (private providers) <sup>23</sup>
North Dakota	Yes: \$1,000 per year for children who qualify for Reduced Lunch; \$2,000 per year for children who qualify for Free Lunch
Ohio	Yes: \$4,000 per child <sup>17</sup>
Oklahoma	No <sup>31</sup>
Oregon Pre-K	No <sup>17</sup>
Oregon Preschool Promise	No <sup>27</sup>
Pennsylvania RTL	No
Pennsylvania HSSAP	No <sup>16</sup>
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes: \$8,500 per child (full-day); \$4,250 per child (part-day)
Rhode Island	Yes: Per classroom maximum of \$200,000 <sup>22</sup>
South Carolina	CERDEP public schools/EIA 4K: Yes: per child varies; First Steps: Yes: \$4,510 per child <sup>32</sup>
Tennessee	Yes: \$117,490 per classroom <sup>25</sup>
Texas	No <sup>18</sup>
Vermont	Yes: \$3,445 per tuition voucher <sup>23</sup>
Virginia	Yes: \$6,326 per child (including required local match) <sup>28</sup>
Washington	Yes: \$8,018 per child (part-day); \$10,916 per child (school-day); \$16,904 per child (extended-day)
West Virginia	No <sup>27</sup>
Wisconsin 4K	Yes: 0.5 or 0.6 of a districts 1.0 FTE <sup>30</sup>
Wisconsin HdSt	No
Guam	No <sup>9</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

STATE	Is there a required local match?
Alabama	Yes: At minimum 25% in-kind/cash match is required per classroom
Alaska	No
Arizona	No
Arkansas	Yes: 40% <sup>28</sup>
California CSPP	No
California TK	No
Colorado	Yes <sup>30</sup>
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Iowa Shared Visions	Yes: 20% of awarded state dollars
Iowa SWVPP	No
Kansas Preschool Pilot	No
Kansas PA AR	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes <sup>18</sup>
Maryland	No
Massachusetts UPK	No
Massachusetts Chapter 70	Yes <sup>19</sup>
Michigan	No
Minnesota HdSt	Yes: Per federal Head Start Program Performance Standards <sup>32</sup>
Minnesota VPK/SRP	No
Mississippi	Yes: 1 to 1 dollar for dollar match <sup>19</sup>
Missouri PP	No
Missouri Pre-K FF	No
Montana	Yes: 10% <sup>18</sup>
Nebraska	Yes <sup>23</sup>
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	Yes <sup>22</sup>
New Mexico	No
New York	No
North Carolina	Yes: Not specified
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	Yes <sup>25</sup>
Texas	No
Vermont	No
Virginia	Yes: Based on the local composite index
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 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 child care, College/University, Community-based child care, Private schools
Alaska	Public schools, Head Start
Arizona	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Tribally regulated programs <sup>35</sup>
Arkansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, State Education Service Cooperatives, Higher Education Institution related programs
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Other
California TK	Public schools, Charter schools
Colorado	School Districts <sup>31</sup>
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies <sup>26</sup>
Connecticut SR	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
Florida	Early Learning Coalitions <sup>21</sup>
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
Iowa Shared Visions	Public schools, Head Start, Private agencies, Any public or private non-profit organization <sup>30</sup>
Iowa SWVPP	Public schools <sup>29</sup>
Kansas Preschool Pilot	Public schools, Head Start, Private agencies, Faith-based centers
Kansas PA AR	Public schools
Kentucky	Public schools <sup>28</sup>
Louisiana 8(g)	Public schools
Louisiana LA 4	Public schools, Independent LEA 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 UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts Chapter 70	Public schools
Michigan	Intermediate School Districts
Minnesota HdSt	Head Start
Minnesota VPK/SRP	Public schools <sup>32</sup>
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri PP	Public schools, Head Start, Private agencies, Family child care homes
Missouri Pre-K FF	Public schools
Montana	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools
Nevada	Public schools, Head Start, Private agencies, Faith-based centers

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

STATE	Agencies eligible to receive funding directly
New Jersey Abbott	Public schools (including Charter schools)
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Universities, Colleges, Cities, Tribal programs <sup>23</sup>
New York	Public schools, Private agencies (for SUFDPK only), Faith-based centers (for SUFDPK only), Libraries, Museums
North Carolina	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Community Action Agencies
North Dakota	Public schools, Private agencies, Faith-based centers, Family child care homes
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools
Oregon Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies <sup>18</sup>
Oregon Preschool Promise	Early Learning Hubs
Pennsylvania RTL	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania PKC	Public schools, Head Start, Private agencies, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	Public schools, Head Start, Private agencies, Faith-based centers, Federally licensed military centers serving students in eligible districts may be approved as First Steps 4K providers
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	County Boards of Education (Public Schools) <sup>28</sup>
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start <sup>16</sup>
Guam	Public schools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

STATE	Agencies with which subcontracting is permitted
Alabama	None
Alaska	Public schools, Head Start, Private agencies
Arizona	None
Arkansas	Public schools, Family child care homes <sup>29</sup>
California CSPP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher education institutions, Counties, Cities, Tribal organizations
California TK	None
Colorado	Public schools, Head Start, Private agencies, Faith-based centers (without religious instruction), University and college lab school programs, Tribal agencies, Charter schools, Public agencies such as city recreation centers
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities
Connecticut SR	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	None
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clubs, the YMCA
Georgia	None
Hawaii	None
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	Public schools, Head Start, Private agencies, Any public or private non-profit organization <sup>30</sup>
Iowa SWVPP	Head Start, Private agencies, Faith-based centers, Family child care homes <sup>29</sup>
Kansas Preschool Pilot	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other
Kansas PA AR	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other
Kentucky	Public schools, Head Start, Private agencies, Faith-based centers <sup>28</sup>
Louisiana 8(g)	None
Louisiana LA 4	Head Start, Private agencies, Non-Independent LEA Charter Schools
Louisiana NSECD	Head Start, Private agencies, Faith-based centers
Maine	Head Start, Private agencies, Family child care homes
Maryland	Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts Chapter 70	None
Michigan	Public schools, Head Start, Private agencies, Faith-based centers (without religious content), For-profit public or private agencies, Universities
Minnesota HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Non-profit or for-profit agencies
Minnesota VPK/SRP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community-based organizations
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri PP	Public schools, Head Start, Private agencies, Family child care homes
Missouri Pre-K FF	None
Montana	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools, Head Start, Private agencies
Nevada	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

RESOURCES

STATE	Agencies with which subcontracting is permitted
New Jersey Abbott	Public schools, Head Start, Private agencies, Faith-based centers <sup>23</sup>
New Jersey ECPA	Public schools, Head Start, Private agencies, Faith-based centers <sup>23</sup>
New Jersey ELLI	Public schools, Head Start, Private agencies, Faith-based centers <sup>24</sup>
New Mexico	None
New York	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other <sup>24</sup>
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers <sup>24</sup>
North Dakota	Head Start <sup>16</sup>
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools, Head Start
Oregon Pre-K	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes <sup>28</sup>
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 PKC	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	CERDEP in public schools: None; First Steps: Military child care settings <sup>33</sup>
Tennessee	Public schools, Head Start, Private agencies, Faith-based centers, Institutions of higher learning <sup>26</sup>
Texas	Head Start, Private agencies, Faith-based centers, Family child care homes
Vermont	Public schools, Head Start, Private agencies, Family child care homes <sup>23</sup>
Virginia	Public schools, Head Start, Private 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, Head Start, Private agencies, Faith-based centers <sup>29</sup>
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 '18-'19 school year.

ACCOUNTABILITY

STATE	Does state policy require state preschool programs to assess children’s learning and development during the preschool year?
Alabama	Yes
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California CSPP	Yes
California TK	No
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes <sup>23</sup>
Delaware	Yes
District of Columbia	Yes (DCPS & CBOs only)
Florida	Yes
Georgia	Yes
Hawaii	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas Preschool Pilot	Yes
Kansas PA AR	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	No
Massachusetts UPK	Yes
Massachusetts Chapter 70	No
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri PP	Yes
Missouri Pre-K FF	No
Montana	Yes
Nebraska	Yes
Nevada	Yes
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes
North Dakota	No
Ohio	Yes
Oklahoma	No
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes
Wisconsin HdSt	Yes
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## ACCOUNTABILITY

STATE	Preschool assessment tools
Alabama	Programs must use: Teaching Strategies GOLD
Alaska	Programs must use: Teaching Strategies GOLD
Arizona	Determined locally <sup>26</sup>
Arkansas	Programs must use: Work Sampling System
California CSPP	Programs must use: Desired Results Developmental Profile <sup>31</sup>
California TK	NA
Colorado	Programs must use: Teaching Strategies GOLD or HighScope COR <sup>32</sup>
Connecticut CDCC	Other <sup>27</sup>
Connecticut SR	Determined locally <sup>30</sup>
Connecticut Smart Start	Determined locally <sup>24</sup>
Delaware	Programs may use: Teaching Strategies GOLD <sup>24</sup>
District of Columbia	Programs must use: Teaching Strategies GOLD (DCPS); Determined locally (PCS and CBO) <sup>23</sup>
Florida	Programs must use: Florida VPK Assessment
Georgia	Programs must use: Work Sampling System
Hawaii	Programs must use: Teaching Strategies GOLD
Illinois	Determined locally <sup>25</sup>
Iowa Shared Visions	Programs must use: Teaching Strategies GOLD
Iowa SWVPP	Programs must use: Teaching Strategies GOLD
Kansas Preschool Pilot	Determined locally <sup>26</sup>
Kansas PA AR	Determined locally <sup>24</sup>
Kentucky	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; AEPS; Carolina Curriculum <sup>29</sup>
Louisiana 8(g)	Programs must use: Teaching Strategies GOLD <sup>16</sup>
Louisiana LA 4	Programs must use: Teaching Strategies GOLD <sup>13</sup>
Louisiana NSECD	Programs must use: Teaching Strategies GOLD <sup>12</sup>
Maine	Determined locally <sup>19</sup>
Maryland	Determined locally
Massachusetts UPK	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling
Massachusetts Chapter 70	NA
Michigan	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; AEPS <sup>34</sup>
Minnesota HdSt	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling <sup>33</sup>
Minnesota VPK/SRP	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling
Mississippi	Programs must use: Mississippi State Kindergarten Readiness Assessment and Brigrance III <sup>20</sup>
Missouri PP	Programs must use: Desired Results Developmental Profile
Missouri Pre-K FF	NA
Montana	Programs must use: DIAL, ASQ-SE
Nebraska	Programs must use: Teaching Strategies GOLD
Nevada	Programs may use: Desired Results Developmental Profile; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other <sup>31</sup>
New Jersey Abbott	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling
New Jersey ECPA	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling
New Jersey ELLI	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling
New Mexico	Programs must use: New Mexico Preschool Observational Assessment <sup>24</sup>
New York	Determined locally <sup>25</sup>
North Carolina	Programs may use: HighScope COR; Teaching Strategies GOLD; Work Sampling; Other <sup>25</sup>
North Dakota	NA
Ohio	Programs must use: Ohio's Early Learning Assessment
Oklahoma	NA
Oregon Pre-K	Programs must use: Teaching Strategies GOLD
Oregon Preschool Promise	Programs may use: Teaching Strategies GOLD; AEPS; Other <sup>29</sup>
Pennsylvania RTL	Programs may use: Early Learning Scale; HighScope COR; Phonological Awareness Literacy Screening; Teaching Strategies GOLD; Work Sampling; Other <sup>10</sup>
Pennsylvania HSSAP	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other <sup>13</sup>
Pennsylvania K4 & SBPK	Determined locally <sup>12</sup>
Pennsylvania PKC	Programs may use: Early Learning Scale; HighScope COR; Teaching Strategies GOLD; Work Sampling; Other <sup>17</sup>
Rhode Island	Programs must use: Teaching Strategies GOLD
South Carolina	Programs may use: HighScope COR; Phonological Awareness Literacy Screening; Teaching Strategies GOLD; Work Sampling; Other <sup>34</sup>
Tennessee	Programs must use: Growth Portfolio Model <sup>27</sup>
Texas	Programs may use: Teaching Strategies GOLD; Work Sampling; CIRCLE Progress Monitoring <sup>19</sup>
Vermont	Programs must use: Teaching Strategies GOLD; Ready For Kindergarten! Survey (R4KIS) <sup>24</sup>
Virginia	Programs must use: Phonological Awareness Literacy Screening
Washington	Programs must use: Teaching Strategies GOLD
West Virginia	Programs must use: Early Learning Scale <sup>30</sup>
Wisconsin 4K	Determined locally <sup>31</sup>
Wisconsin HdSt	NA <sup>17</sup>
Guam	Programs must use state developed tool <sup>10</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCOUNTABILITY

STATE	Does state policy require structured observations of classroom quality?
Alabama	Yes, all classrooms are observed, at least annually
Alaska	Yes, but which classrooms or how often is determined locally
Arizona	Yes, all programs observed every 24 to 27 months per QRIS
Arkansas	Yes, each agency is observed every other year & one-third of classrooms are randomly selected
California CSPP	Yes, all classrooms are observed, at least annually
California TK	No
Colorado	Yes, some classrooms are selected to be observed each year <sup>33</sup>
Connecticut CDCC	Yes, non-NAEYC accredited and non-Head Start programs <sup>27</sup>
Connecticut SR	Yes, non-NAEYC accredited and non-Head Start programs <sup>31</sup>
Connecticut Smart Start	Yes, non-NAEYC accredited and non-Head Start programs <sup>25</sup>
Delaware	Yes, all classrooms are observed, over the course of a 3-year cycle
District of Columbia	Yes, all classrooms are observed, at least annually
Florida	No
Georgia	Yes, some classrooms are selected to be observed each year <sup>33</sup>
Hawaii	Yes, all classrooms are observed, at least annually
Illinois	Yes, all classrooms are observed, over the course of a 3-to 4-year cycle
Iowa Shared Visions	Yes, all classrooms are observed, every 5 years and determined locally
Iowa SWVPP	Yes, all classrooms are observed, at least annually
Kansas Preschool Pilot	No
Kansas PA AR	No
Kentucky	Yes, all classrooms are observed, over the course of a three-year cycle
Louisiana 8(g)	Yes, all classrooms are observed, at least annually
Louisiana LA 4	Yes, all classrooms are observed, at least annually
Louisiana NSECD	Yes, all classrooms are observed, at least annually
Maine	Yes, all classrooms are observed on at least a 3- year cycle <sup>20</sup>
Maryland	Yes, all classrooms are observed, at least annually
Massachusetts UPK	Yes, classrooms are randomly selected to be observed each year per QRIS <sup>24</sup>
Massachusetts Chapter 70	Yes, all classrooms are observed, at least annually
Michigan	Yes, all classrooms are observed, at least annually
Minnesota HdSt	Yes, all classrooms are observed, over the course of a multi-year cycle per federal Head Start Performance Standards
Minnesota VPK/SRP	Yes, all classrooms are observed, at least annually
Mississippi	Yes, all classrooms are observed, at least annually
Missouri PP	Yes, all classrooms are observed, at least annually
Missouri Pre-K FF	No
Montana	Yes, all classrooms are observed, at least annually
Nebraska	Yes, new, low performing, and a percentage of other classrooms are observed annually <sup>24</sup>
Nevada	Yes, PDG-funded classrooms are observed annually <sup>32</sup>
New Jersey Abbott	Yes, all classrooms are observed, at least annually
New Jersey ECPA	Yes, all classrooms are observed, at least annually
New Jersey ELLI	Yes, all classrooms are observed, at least annually
New Mexico	Yes, all classrooms are observed, at least annually
New York	Two prekindergarten grant funding streams require annual visits; Other structured observations are determined locally
North Carolina	Yes, all classrooms are observed, over the course of a multi-year cycle (at most, every 3 years) <sup>26</sup>
North Dakota	No
Ohio	Yes, all classrooms are observed, at least annually
Oklahoma	Yes, all classrooms are observed, at least annually
Oregon Pre-K	Yes, but which classrooms or how often is determined locally
Oregon Preschool Promise	Yes, but which classrooms or how often is determined locally
Pennsylvania RTL	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania HSSAP	Yes, all classrooms are observed, over the course of a 3-year cycle
Pennsylvania K4 & SBPK	Yes, classrooms with Instructional I certified teachers are observed annually
Pennsylvania PKC	Yes, all classrooms are observed, at least annually
Rhode Island	Yes, all classrooms are observed, at least annually
South Carolina	Yes, all classrooms are observed, over the course of a multi-year cycle (public); Yes, all classrooms are observed, at least annually (First Steps)
Tennessee	Yes, all classrooms are observed, over the course of a multi-year cycle <sup>28</sup>
Texas	Yes, all classrooms are observed, at least annually
Vermont	Yes, all classrooms are observed, over the course of a three-year cycle
Virginia	Yes, all classrooms are observed, over the course of a two-year cycle <sup>27</sup>
Washington	Yes, all classrooms are observed, over the course of a three-year cycle <sup>30</sup>
West Virginia	Yes, all classrooms are observed, at least annually
Wisconsin 4K	Yes, but which classrooms or how often is determined locally
Wisconsin HdSt	Yes, some classroom are selected to be observed each year per federal Head Start Performance Standards
Guam	Yes, all classrooms are observed, at least annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCOUNTABILITY

Required classroom observation instruments

STATE	Required classroom observation instruments
Alabama	CLASS, ERS/ECERS <sup>35</sup>
Alaska	Determined locally <sup>21</sup>
Arizona	CLASS, ERS/ECERS <sup>37</sup>
Arkansas	ERS/ECERS
California CSPP	ERS/ECERS <sup>32</sup>
California TK	NA
Colorado	Colorado Quality Standards <sup>34</sup>
Connecticut CDCC	ERS/ECERS, NAEYC Accreditation
Connecticut SR	ERS/ECERS, NAEYC Accreditation
Connecticut Smart Start	ERS/ECERS, NAEYC Accreditation
Delaware	ERS/ECERS
District of Columbia	CLASS
Florida	NA
Georgia	CLASS, ERS/ECERS, TPOT <sup>33</sup>
Hawaii	CLASS, Danielson Framework
Illinois	ERS/ECERS
Iowa Shared Visions	Determined locally <sup>31</sup>
Iowa SWVPP	Other <sup>30</sup>
Kansas Preschool Pilot	NA
Kansas PA AR	NA
Kentucky	ERS/ECERS
Louisiana 8(g)	CLASS
Louisiana LA 4	CLASS
Louisiana NSECD	CLASS
Maine	CLASS
Maryland	CLASS, ERS/ECERS
Massachusetts UPK	ERS/ECERS, CLASS, Program Administration Scale (PAS), Strengthening Families Program Self-Assessment, Arnett-Caregiver Interaction Scale <sup>24</sup>
Massachusetts Chapter 70	Determined locally <sup>20</sup>
Michigan	Program Quality Assessment; Program Quality Assessment-R; CLASS <sup>35</sup>
Minnesota HdSt	CLASS <sup>34</sup>
Minnesota VPK/SRP	CLASS, Danielson Framework, Marzano, TPOT <sup>33</sup>
Mississippi	CLASS
Missouri PP	ERS/ECERS <sup>22</sup>
Missouri Pre-K FF	NA
Montana	ERS/ECERS, State-developed Health and Safety Checklist
Nebraska	ERS/ECERS, TPOT
Nevada	CLASS, ERS/ECERS <sup>33</sup>
New Jersey Abbott	ERS/ECERS, TPOT, Danielson Framework or Marzano <sup>24</sup>
New Jersey ECPA	Danielson Framework or Marzano <sup>24</sup>
New Jersey ELLI	Danielson Framework or Marzano <sup>25</sup>
New Mexico	CLASS, ERS/ECERS, TPOT
New York	Determined locally <sup>26</sup>
North Carolina	ERS/ECERS, NC Professional Teaching Standards <sup>27</sup>
North Dakota	NA
Ohio	The Ohio Classroom Observation Tool
Oklahoma	Marzano; Tulsa Teacher Leader Effectiveness <sup>32</sup>
Oregon Pre-K	CLASS
Oregon Preschool Promise	CLASS
Pennsylvania RTL	Danielson Framework
Pennsylvania HSSAP	CLASS, ERS/ECERS <sup>17</sup>
Pennsylvania K4 & SBPK	Other <sup>13</sup>
Pennsylvania PKC	CLASS, Danielson Framework, ERS/ECERS, TPOT <sup>23</sup>
Rhode Island	CLASS, ERS/ECERS
South Carolina	Public: ELLCO; First Steps: ERS/ECERS, Other <sup>35</sup>
Tennessee	CLASS, ERS/ECERS, Other <sup>29</sup>
Texas	Other <sup>20</sup>
Vermont	CLASS, ERS/ECERS
Virginia	CLASS
Washington	CLASS, ERS/ECERS
West Virginia	Determined locally <sup>31</sup>
Wisconsin 4K	Determined locally
Wisconsin HdSt	CLASS
Guam	CLASS

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.



ACCOUNTABILITY

STATE	How does the state support reliability and validity of the classroom quality observation data?
Alabama	Double coding and CLASS Calibration <sup>36</sup>
Alaska	The state supports CLASS Training
Arizona	The state requires all assessors must be reliable on the tools <sup>38</sup>
Arkansas	ERS/ECERS is conducted via an independent contractor with trained and reliable personnel
California CSPP	Master Anchors (certified to at least 90% reliability) train Regional Anchors (reliability is re-tested periodically) <sup>33</sup>
California TK	NA
Colorado	The state asks for a summation of the report results in the program's annual report
Connecticut CDCC	Annual ERSI training; raters at least 85% reliable <sup>29</sup>
Connecticut SR	Annual ERSI training; raters at least 85% reliable <sup>32</sup>
Connecticut Smart Start	Annual ERSI training; raters at least 85% reliable <sup>26</sup>
Delaware	Delaware Stars evaluators are required to be reliable on all observation tools used
District of Columbia	All data collectors have a current CLASS Pre-K certification through Teachshone; Monthly calibration; Double coding of a random sample; Data collection protocol fidelity checks <sup>24</sup>
Florida	NA
Georgia	Observers must demonstrate annual reliability for all instruments for which they conduct observations <sup>34</sup>
Hawaii	Observers must pass a training course and maintain certification yearly by passing required reliability testing
Illinois	Ongoing reliability checks with the state anchor <sup>26</sup>
Iowa Shared Visions	Not supported at state level <sup>32</sup>
Iowa SWVPP	Staff are trained on the Iowa Quality Preschool Program Standards <sup>30</sup>
Kansas Preschool Pilot	NA <sup>37</sup>
Kansas PA AR	NA <sup>35</sup>
Kentucky	Staff who achieved anchor status with ERSI trained other staff; Cross-agency reliability between state-funded preschool, Head Start, and child care <sup>30</sup>
Louisiana 8(g)	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana LA 4	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana NSECD	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Maine	All CLASS observers must have an updated reliability certificate to perform the CLASS
Maryland	Fidelity checks are conducted on all assessors <sup>31</sup>
Massachusetts UPK	EEC Program Quality Specialists are trained on the ERS; MA subcontracts with a vendor who is trained to reliability on the ERS to conduct classroom observations for programs that have applied for the upper levels of QRIS (Levels 3 and 4)
Massachusetts Chapter 70	Not reported
Michigan	All Early Childhood Specialists have been formally trained in the tools and must renew status as a reliable assessor with a minimum test score of 80% biennially (PQA and PQA-R) or annually (CLASS)
Minnesota HdSt	Per Federal Head Start
Minnesota VPK/SRP	Programs should follow the reliability and validity practices designed by the tool's publisher <sup>34</sup>
Mississippi	All classroom monitors are reliable to the PreK CLASS tool, and maintain reliability annually <sup>21</sup>
Missouri PP	Inter-rater reliability approximately every tenth assessment with state anchor; all assessors are trained and reliable with the authors of the instrument
Missouri Pre-K FF	Inter-rater reliability approximately every tenth assessment with state anchor; all assessors are trained and reliable with the authors of the instrument
Montana	Annual training provided to all teachers and on-site coaching to help ensure reliability; All ECERS assessors are reliable
Nebraska	Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors
Nevada	All QRIS coaches and assessors must be reliable to the anchor assessor in both tools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCOUNTABILITY

STATE	How does the state support reliability and validity of the classroom quality observation data?
New Jersey Abbott	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ECPA	The state offers training in the ECERS-3 and reliability training for the TPOT
New Jersey ELLI	The state offers training in the ECERS-3 and reliability training for the TPOT
New Mexico	All persons administering classroom observations must receive training; For those using TPOT, all raters must have passed a test for inter-rater reliability.
New York	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions <sup>26</sup>
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
North Dakota	NA
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	Observers must complete an initial five day training with a final exam; Recertification training must be completed every two years
Oregon Pre-K	Certified CLASS observers must be used
Oregon Preschool Promise	Some double coding is used
Pennsylvania RTL	Not supported
Pennsylvania HSSAP	ERS and CLASS assessments are conducted by a team of assessors who complete inter-rater reliability
Pennsylvania K4 & SBPK	Not supported
Pennsylvania PKC	ERS and CLASS are supported with reliable assessors
Rhode Island	Rhode Island contracts with a third party vendor that hires reliable assessors
South Carolina	All state level monitors are required to receive ELLCO training. All First Steps 4K Coaches have been trained in the Coaching to Fidelity Tool and ECERS-3.
Tennessee	State supports training to reliability in CLASS and ECERS-3 for specific staff <sup>30</sup>
Texas	Training and professional development are provided
Vermont	Vermont conducts state-wide and regional trainings for the ECERS and CLASS <sup>25</sup>
Virginia	All observers required to recertify with a pass rate of 85% overall; Inter-rater reliability checks through double-coding sessions; Weekly video coding calibrations <sup>29</sup>
Washington	The state contracts with the University of Washington (UW) to conduct the ERS & CLASS, using observers who are certified reliable
West Virginia	Determined locally
Wisconsin 4K	The state provides guidance via the WI Educator Effectiveness System but these resources are not required to be used; For more information see: <a href="https://dpi.wi.gov/ee">https://dpi.wi.gov/ee</a>
Wisconsin HdSt	Individuals using the CLASS must be trained
Guam	Classroom observations are completed by the School Administrator utilizing the district's Professional Teacher Evaluation Program (PTEP) tool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

**ACCOUNTABILITY**  
 INFORMATION FROM STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY IS USED TO:

STATE	Make adjustments to curricula	Provide feedback to parents	Provide program staff with technical assistance and/or mentoring	Identify needs that will guide teacher training or PD
Alabama	State and Local Level	State and Local Level	State and Local Level	State and Local Level <sup>37</sup>
Alaska				
Arizona	Local Level		State Level	State Level
Arkansas	Local Level	Local Level	State and Local Level	State and Local Level
California CSPP	Local Level	Local Level	State and Local Level	State and Local Level
California TK				
Colorado	Local Level	Local Level		Local Level
Connecticut CDCC			Local Level	State and Local Level
Connecticut SR	Local Level		Local Level	State and Local Level
Connecticut Smart Start	Local Level		State and Local Level	Local Level
Delaware			State Level	State Level
District of Columbia	Local Level	Local Level	Local Level	Local Level
Florida				
Georgia	State and Local Level	Local Level	State and Local Level	State and Local Level
Hawaii	State and Local Level		State and Local Level	State and Local Level
Illinois	Local Level	Local Level	State and Local Level	Local Level
Iowa Shared Visions	Local Level		Local Level	Local Level
Iowa SWVPP	Local Level		State and Local Level	State and Local Level
Kansas Preschool Pilot				
Kansas PA AR				
Kentucky	State and Local Level	Local Level	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	Local Level	State Level	Local Level
Louisiana LA 4	Local Level	State Level	State Level	State and Local Level
Louisiana NSECD	Local Level	State Level	State Level	State and Local Level
Maine	Local Level		State and Local Level	State and Local Level <sup>21</sup>
Maryland	State and Local Level	Local Level	State and Local Level	State and Local Level
Massachusetts UPK			State Level	
Massachusetts Chapter 70				Local Level
Michigan	Local Level	Local Level	State and Local Level	State and Local Level
Minnesota HdSt	Local Level		State Level	Local Level <sup>34</sup>
Minnesota VPK/SRP			State Level	Local Level
Mississippi	Local Level	Local Level	State and Local Level	State and Local Level
Missouri PP			State level	State Level
Missouri Pre-K FF				
Montana	Local Level	Local Level	State and Local Level	State and Local Level
Nebraska	Local Level	Local Level	State and Local Level	State and Local Level
Nevada	Local Level		State and Local Level	State and Local Level
New Jersey Abbott	Local Level	Local Level	State and Local Level	Local Level
New Jersey ECPA	Local Level	Local Level	State and Local Level	Local Level
New Jersey ELLI	Local Level	Local Level	State and Local Level	Local Level
New Mexico	Local Level		State and Local Level	State and Local Level <sup>25</sup>
New York	Local Level	Local Level	Local Level	Local Level
North Carolina	Local Level	Local Level	State and Local Level	State and Local Level
North Dakota				
Ohio	Local Level	Local Level	State and Local Level	State and Local Level
Oklahoma			Local Level <sup>33</sup>	State and Local Level <sup>33</sup>
Oregon Pre-K	Local Level	Local Level	State and Local Level	State and Local Level
Oregon Preschool Promise				
Pennsylvania RTL			Local Level <sup>11</sup>	Local Level <sup>11</sup>
Pennsylvania HSSAP	Local Level	Local Level	Local Level	Local Level
Pennsylvania K4 & SBPK	Local Level	Local Level	Local Level	Local Level <sup>14</sup>
Pennsylvania PKC	Local Level	Local Level	Local Level	State and Local Level
Rhode Island	Local Level	Local Level	State Level	State and Local Level
South Carolina	State and Local Level	State Level (First Steps); Local Level	State and Local Level	State and Local Level
Tennessee			State and Local Level	State and Local Level
Texas	Local Level	Local Level	Local Level	Local Level
Vermont	Local Level	State and Local Level	State and Local Level	State and Local Level
Virginia			State and Local Level <sup>27</sup>	State and Local Level <sup>27</sup>
Washington	Local Level	State Level	Local Level	State and Local Level
West Virginia	Local Level	Local Level	State and Local Level <sup>32</sup>	Local Level <sup>32</sup>
Wisconsin 4K	Local Level	Local Level	Local Level	Local Level
Wisconsin HdSt	Local Level	Local Level	Local Level	Local Level
Guam	State Level			State level

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

**ACCOUNTABILITY**  
 INFORMATION FROM STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY IS USED TO:

STATE	Create a program improvement plan	Measure program on a QRIS	Make changes to state policies regarding the preschool program	Target funding for quality improvement efforts
Alabama	State and Local Level		State and Local Level	State Level
Alaska				
Arizona	Local Level	State Level	State Level	State Level
Arkansas	State and Local Level	State Level	State Level	State Level
California CSPP	State and Local Level <sup>32</sup>	State and Local Level <sup>32</sup>	State Level	State and Local Level <sup>32</sup>
California TK				
Colorado	Local Level	State and Local Level <sup>33</sup>	State Level	Local Level <sup>33</sup>
Connecticut CDCC	Local Level			
Connecticut SR	Local Level			
Connecticut Smart Start	Local Level			
Delaware	State Level	State Level	State Level	State Level
District of Columbia	Local Level	State Level	State Level	State Level
Florida				
Georgia	State and Local Level	State Level	State Level	State and Local Level
Hawaii	State and Local Level			State Level
Illinois	State and Local Level	State Level	State Level	State Level
Iowa Shared Visions	Local Level			
Iowa SWVPP	State and Local Level			
Kansas Preschool Pilot				
Kansas PA AR				
Kentucky	State and Local Level	State and Local Level	State and Local Level	State and Local Level
Louisiana 8(g)		State Level	State Level	State Level
Louisiana LA 4	Local Level	State Level	State Level	State Level
Louisiana NSECD	Local Level	State Level	State Level	State Level
Maine	State and Local Level <sup>21</sup>		State Level	State Level
Maryland	State and Local Level	State Level	State Level	State Level
Massachusetts UPK	State and Local Level	State Level		
Massachusetts Chapter 70				
Michigan	Local Level	State and Local Level	State Level	State and Local Level
Minnesota HdSt				
Minnesota VPK/SRP	Local Level			
Mississippi	State and Local Level		State Level	
Missouri PP	State and Local Level		State Level	
Missouri Pre-K FF				
Montana	State and Local Level	State Level	State Level	State Level
Nebraska	Local Level	Local Level	State Level	
Nevada	State and Local Level	State Level		State Level
New Jersey Abbott	Local Level	State and Local Level	State Level	State and Local Level
New Jersey ECPA	Local Level	State and Local Level	State Level	State and Local Level
New Jersey ELLI	Local Level	State and Local Level	State Level	State and Local Level
New Mexico	State and Local Level		State and Local Level	Local Level
New York	Local Level	Local Level	Local Level	Local Level
North Carolina	Local Level	State and Local Level	State Level	State and Local Level
North Dakota				
Ohio	State and Local Level	State and Local Level	State Level	State and Local Level
Oklahoma	Local Level <sup>33</sup>			
Oregon Pre-K	State and Local Level		State Level	State and Local Level
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP	Local Level			
Pennsylvania K4 & SBPK	Local Level			
Pennsylvania PKC	State and Local Level	State Level	State and Local Level	
Rhode Island	State and Local Level	State and Local Level	State and Local Level	State Level
South Carolina	State and Local Level		State Level	State Level
Tennessee	Local Level			
Texas	Local Level	Local Level	Local Level	Local Level
Vermont	State and Local Level	State and Local Level	State Level	State Level
Virginia		State and Local Level <sup>27</sup>		
Washington	Local Level	State Level	State Level	State and Local Level
West Virginia	State and Local Level <sup>32</sup>			Local Level
Wisconsin 4K				
Wisconsin HdSt	Local Level			
Guam	State Level			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCOUNTABILITY

INFORMATION FROM STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY IS USED TO:

STATE	Make funding decisions about programs or grantees	Identify programs for corrective action or sanctions	Information is used in other ways
Alabama	State Level	State and Local Level	
Alaska			Local Level <sup>22</sup>
Arizona	State Level		
Arkansas	State Level	State Level	
California CSPP	State Level	State Level	State Level <sup>32</sup>
California TK			
Colorado	State Level	State Level	
Connecticut CDCC	State Level	State Level	
Connecticut SR	State Level	State Level	
Connecticut Smart Start	State Level	State Level	
Delaware	State Level	State Level	Local Level
District of Columbia	State Level		
Florida			
Georgia	State Level		
Hawaii			
Illinois		State Level	
Iowa Shared Visions	State Level <sup>33</sup>	State Level <sup>33</sup>	
Iowa SWVPP	Local Level	State Level	
Kansas Preschool Pilot			
Kansas PA AR			
Kentucky		State and Local Level	
Louisiana 8(g)	State Level	State Level	Local Level
Louisiana LA 4	State Level	State Level	Local Level
Louisiana NSECD	State Level	State Level	Local Level
Maine		State Level	State Level <sup>21</sup>
Maryland	State Level	State Level	
Massachusetts UPK			
Massachusetts Chapter 70			State Level <sup>20</sup>
Michigan	Local Level	Local Level	
Minnesota HdSt			Local Level <sup>34</sup>
Minnesota VPK/SRP			
Mississippi	State Level	State Level	
Missouri PP			
Missouri Pre-K FF			
Montana			
Nebraska	State Level		
Nevada			
New Jersey Abbott	State and Local Level	State and Local Level	
New Jersey ECPA	State and Local Level	State and Local Level	
New Jersey ELLI	State and Local Level	State and Local Level	
New Mexico			
New York	Local Level	Local Level	
North Carolina	State and Local Level	State and Local Level	
North Dakota			
Ohio	State Level	State Level	
Oklahoma	Local Level <sup>33</sup>		
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL			State Level <sup>11</sup>
Pennsylvania HSSAP			
Pennsylvania K4 & SBPK			State Level <sup>14</sup>
Pennsylvania PKC			
Rhode Island	State Level	State and Local Level	
South Carolina		State Level (First Steps)	State Level (First Steps) <sup>36</sup>
Tennessee			
Texas		Local Level	
Vermont	State and Local Level	State Level	
Virginia			
Washington	State Level	State and Local Level	
West Virginia	Local Level	Local Level	State Level <sup>32</sup>
Wisconsin 4K			
Wisconsin HdSt			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

ACCOUNTABILITY

Does state policy require site visits (by staff of the oversight agency or consultants employed by the state) for the collection of information for monitoring purposes, beyond health and safety checks?

STATE	
Alabama	Yes: More than once a year <sup>38</sup>
Alaska	No
Arizona	Yes: More than once a year <sup>39</sup>
Arkansas	Yes: Annually <sup>30</sup>
California CSPP	Yes: More than every 2 years, less than every 5 years <sup>34</sup>
California TK	Yes: Annually <sup>26</sup>
Colorado	No <sup>35</sup>
Connecticut CDCC	Yes <sup>30</sup>
Connecticut SR	Yes <sup>33</sup>
Connecticut Smart Start	Yes <sup>27</sup>
Delaware	Yes: Annually
District of Columbia	Yes: Annually <sup>25</sup>
Florida	Yes <sup>22</sup>
Georgia	Yes: Annually
Hawaii	Yes: More than once a year <sup>24</sup>
Illinois	No <sup>27</sup>
Iowa Shared Visions	Yes <sup>34</sup>
Iowa SWVPP	Yes <sup>31</sup>
Kansas Preschool Pilot	No <sup>38</sup>
Kansas PA AR	No <sup>36</sup>
Kentucky	Yes: More than every 2 years, less than every 5 years <sup>31</sup>
Louisiana 8(g)	No <sup>23</sup>
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: More than every 2 years, less than every 5 years
Maryland	Yes <sup>32</sup>
Massachusetts UPK	Yes <sup>25</sup>
Massachusetts Chapter 70	No
Michigan	Yes: More than every 2 years, less than every 5 years <sup>36</sup>
Minnesota HdSt	Yes <sup>35</sup>
Minnesota VPK/SRP	No
Mississippi	Yes: Annually
Missouri PP	Yes: Varies based on grant year <sup>23</sup>
Missouri Pre-K FF	No
Montana	Yes: More than once a year
Nebraska	Yes <sup>25</sup>
Nevada	Yes: Annually
New Jersey Abbott	Yes: More than every 2 years, less than every 5 years <sup>25</sup>
New Jersey ECPA	Yes <sup>25</sup>
New Jersey ELLI	Yes <sup>26</sup>
New Mexico	Yes: More than once a year
New York	Yes <sup>27</sup>
North Carolina	Yes: More than once a year <sup>28</sup>
North Dakota	No
Ohio	Yes: Annually
Oklahoma	No
Oregon Pre-K	Yes: Every 2 years
Oregon Preschool Promise	Yes: Annually
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes: Annually
Pennsylvania K4 & SBPK	No <sup>15</sup>
Pennsylvania PKC	Yes: Annually
Rhode Island	Yes: More than once a year
South Carolina	Yes: More than every 2 years, less than every 5 years <sup>37</sup>
Tennessee	No <sup>31</sup>
Texas	No <sup>21</sup>
Vermont	Yes: Annually <sup>26</sup>
Virginia	Yes: More than every 2 years, less than every 5 years <sup>30</sup>
Washington	Yes <sup>31</sup>
West Virginia	Yes: More than once a year <sup>33</sup>
Wisconsin 4K	No <sup>32</sup>
Wisconsin HdSt	No
Guam	Yes: Annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '18-'19 school year.

## APPENDIX A: STATE SURVEY DATA 2018-2019

### ALABAMA - First Class Pre-K: Alabama's Voluntary Pre-Kindergarten (FCVPK)

- <sup>1</sup> The Office of School Readiness is within the Alabama Department of Early Childhood Education (ADECE) under the Governor's Office.
- <sup>2</sup> Other areas of expertise include: Infant and Early Childhood Mental Health, Educational Leadership, Family Engagement, Challenging Behaviors, Developmentally Appropriate Practice, Early Childhood Outdoor Play Inspector (through National Program for Playground Safety), Family and Human Development, School Improvement Planning, Nutrition, Consumer Affairs, Public Administration, Parent Education, Teacher Supervision, Educational Technology, Government Affairs.
- <sup>3</sup> All are required to have a background or training in ECE except those in Accounting and Government Relations.
- <sup>4</sup> Professional learning opportunities include: Conscious Discipline, Conscious Discipline Institute, Developmentally Appropriate Practice, Parent Engagement/ Strengthening Families, Child Assessments, Dual Language Learners, Early Childhood Leadership, Monitors Training, Budgeting and Program Management Training, LETRS Training, CLASS Training, CLASS Observation Training, Teaching Strategies GOLD Assessment Training, TS GOLD Deeper Dive, Early Childhood Learning Standards, Devereux Early Childhood Assessment Training, Budget Training, Resilience Training, PITC (Program for Infant/Toddler Care), Program and Classroom Guidelines Annual Training, Creative Curriculum, High Scope, Facing the Challenge Train-the-Trainer, DECA LPM Training, Making the Most of Classroom Interactions TTT, Building Your Bounce TTT, Coaching with Powerful Interactions, Reflective Supervision, Erikson's The Art and Science of Coaching, Alabama Reflective Coaching Model Training, West Ed Early Math Initiative Training, Region Coaching Cluster Trainings, Alabama Early Childhood Conference (various topics for teachers and directors including DAP, curricula, leadership, budgeting, grant-writing, DLLs), Wisdom Seekers Early Math and Science Initiative Training, Virtual Training Modules - myTeachstone, Read Right from the Start, Talk with Me Baby, Cox Campus, Tiered Coaching in Birth through 3rd Grade.
- <sup>5</sup> The agency engages in ongoing data analysis for continuous program improvement and decision-making.
- <sup>6</sup> First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program (FCVPK) is a competitive grant program administered by the ADECE that provides funding for preschool education for 4-year-olds. FCVPK is available in all counties throughout the state and provides funding to start new classrooms, support quality improvements in existing classrooms, and provide extra support to classrooms serving low-income populations.
- <sup>7</sup> Funds for FCVPK are distributed by the Alabama Education Trust Fund (ETF) Budget on a competitive basis to programs running full-day, school-year programs. Grantees must provide a 25% match to the award, and sliding-scale fees can be included in the matching funds. There are three levels of grants that can be awarded to pre-K programs: (1) Pre-K Excellence Grants of up to \$45,000 per grant. These are awarded to aid programs in meeting Alabama's quality standards, such as financing teacher salaries and teacher support programs. These grants are intended for use by programs that have other primary sources of funding, and are renewable on a three-year grant cycle. (2) Pre-K Tiered Grants of \$80,100 to \$92,700 per grant. These differ from the Excellence grants as they are intended to be primary sources of funding. These grants are awarded to classrooms serving a certain percentage of children receiving free and reduced-price lunch. These grants are also awarded on a three-year basis. (3) New Classroom or Plus Grants of \$120,000 to \$150,000 per grant. These are one-year grants awarded to new classrooms for the cost of materials, equipment, furnishings, and one full year of the general expenses of operation.
- <sup>8</sup> Alabama's Governor and state legislature have historically given substantial increases for the expansion of FCPK and are committed to incrementally increasing funds to serve all families who choose for their children to participate in Pre-K. Every slot provided through Preschool Development Funds was sustained with state funds in subsequent years.
- <sup>9</sup> These 675 children came to pre-K with an IEP in place upon enrollment. An additional 820 children were identified and had an IEP developed during the 2018-2019 school year while enrolled in pre-K. This breakdown is based on actual enrollment from Fall 2018 while total enrollment reflects funded slots.
- <sup>10</sup> This breakdown is based on actual enrollment from Fall 2018 while total enrollment reflects funded slots.
- <sup>11</sup> The FCVPK program is designed to provide a full day (6.5 hours) of developmentally appropriate instruction and support for 4-year-old children, 5 days per week, for a recommended 180 days per year. Each program is funded for 187 days to include 7 days of professional development for staff. Services beyond 6.5 hours per day are locally determined and not required or provided by the Office of School Readiness (OSR). These services for pre-K children may be provided at the parent's expense. Income-eligible families may receive services through the Department of Human Resources, Childcare Management Agency office or the Department of Family and Children's Services subsidized childcare program.
- <sup>12</sup> Children must be 4 years of age on or before September 1 and a resident of the state of Alabama, based on acceptable documentation, such as birth certificates, passports, official medical documents, or official documents from other countries. Children who are 5 years of age and are eligible for kindergarten may not enroll in FCVPK. Other locally determined school system boundaries may be applicable.
- <sup>13</sup> Depending on the grant type, programs may charge fees. For those receiving Excellence Awards, programs may charge parents the normal cost of child care that is common in the local community. For Tiered and Plus Awards, fees may be charged, but must not exceed the amounts outlined below. Parent fees are not required in the FCVPK program. No child may be refused access to FCVPK based on inability to pay. If a child is designated as being served by Title I, Title III, migrant or homeless, they may not be charged fees. Fee scale is as follows: 0-200% FPL: parent fees not to exceed \$40/month; 201-300% FPL: parent fees not to exceed \$100/month; 301-400% FPL: parent fees not to exceed \$200/month; >400% FPL: parent fees not to exceed \$300/month.
- <sup>14</sup> With the exception of Head Start classrooms, all classrooms have a 1:9 staff-to-child ratio with a maximum enrollment of 18 students. In Head Start programs, classrooms are allowed to have a 1:10 staff-to-child ratio with maximum of 20 students.
- <sup>15</sup> Classrooms must provide at least one mealtime per day. Additional snacks and/or meals are optional, but suggested. School meals are healthy meals that are required to meet the Dietary Guidelines for Americans.
- <sup>16</sup> Screenings are to be provided by a medical professional on site at no cost. The Office of School Readiness has partnered with The Alabama Partnership for Children to offer 2-1-1 Help Me Grow referrals to parents, as needed. Physical screenings must be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They must include information regarding height, weight, body mass index and blood pressure.
- <sup>17</sup> Parent/Family participation in the FCPK program is required. Families are responsible for completing at least 12 participation hours each school year. Examples of ways families participate include attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment/parent education meetings, participating in IEP meetings, and completing take-home activities. For take-home activities, teachers must specify the amount of time a parent will earn when working with their child on the project at home.
- <sup>18</sup> Each FCVPK program develops an individualized transition plan and FCVPK monitors verify its implementation. During the 2018-2019 school year, representatives from FCVPK, Head Start and ALSDE decided to revise the document: From Many Paths to School: Alabama's Plan to Facilitate Transitions in Early Childhood Settings. A national Technical Assistant was hired to conduct a literature review, focus groups and a draft of the new document. Over 100 participant participated in the revisions. The final document will be released February 2020. Additionally, the Alabama Integrated Approach to Early Learning: Pre-K through 3rd Grade Early Learning Continuum (P-3) aligns instructional practices, assessment, and leadership within P-3. The P-3 program is developing and implementing a strong teaching and learning continuum unique to the needs and expectations of Alabama children and families as they transition from pre-K to elementary school.
- <sup>19</sup> All nonpublic school programs are encouraged to participate in the food subsidy program. Teachers make referrals to 2-1-1 Connects Alabama/Help Me Grow Alabama. The Help Me Grow Alabama care coordinator works to connect the family to local resources such as a home visiting program, behavioral counseling, special education evaluation services, etc.
- <sup>20</sup> There are several supports in place for DLLs. All FCVPK classrooms are required to complete a Home Language Survey. If the survey reveals the child is a DLL, additional objectives can be assigned in the state assessment tool, Teaching Strategies GOLD. FCVPK has also partnered with the University of Alabama in Birmingham (UAB) to improve preschoolers' acquisition of language through coaching teachers and PD through Project IMPACT-PD, which offers DLL language and literacy support to teachers who choose to participate. Additionally, FCVPK staff members are required to do a book study on DLLs as part of their PD plan to better support teachers who have DLL children in their classrooms.
- <sup>21</sup> Additional gross motor opportunities occur daily during required music and movement activities that are in addition to the 1 hour required daily physical activity/outdoor time.
- <sup>22</sup> Transportation is a local decision; however, programs may apply for additional funding to provide safety harnesses for young children to be installed in buses to transport children.
- <sup>23</sup> The revision is in the last stages of completion and peer review, with plans to release by Spring 2020. The Standards are being revised and re-designed to continue to support the state's many early learning programs: child care, home visiting, Head Start, FCVPK, special education, as well as its early childhood students in high school, career technical schools or higher education programs. They are designed to align practices across these setting, thereby promoting collaboration and consistency.

- <sup>24</sup> The Alabama Developmental Standards for Preschool Children are grouped around nine areas of development. Goals and standards in the nine areas align with kindergarten standards found in the subject area Courses of Study developed by the State Department of Education and with the 2011 Head Start Child Development and Early Learning Framework.
- <sup>25</sup> 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. The standards are vertically aligned with Alabama's College and Career Readiness Standards as well as horizontally aligned with Teaching Strategies GOLD.
- <sup>26</sup> Teaching Strategies GOLD is the required state assessment tool as well as the Ages and Stages Developmental questionnaire and the Peabody Picture Vocabulary Test (PPVT).
- <sup>27</sup> Classrooms implement the Alabama First Class Pre-K (FCVPK) Framework, which consists of the Alabama Developmental Standards for Preschool Children, First Class Pre-K Program Guidelines, First Class Pre-K Classroom Guidelines, the ASQ-3 Developmental Screener and the Teaching Strategies GOLD Assessment. DECE does review curricula to provide guidance on which curricula are most aligned to the Alabama FCVPK Framework and Alabama Developmental Standards for Pre-K. Region Directors and coaches must approve all curriculum decisions and purchases. Implementation of curriculum is embedded into the Alabama Reflective Coaching (ARC) model that includes effective teaching practices, curriculum content based on early learning standards, and professional development. Classroom guidance and support is provided by First Class Coaches. Monthly leadership training is provided for region directors. It is important to note that First Class Pre-K teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful.
- <sup>28</sup> Pre-K teachers are required to have a Bachelor's degree in early childhood or child development, at minimum, regardless of the delivery system. All lead teachers must have 18 hours of coursework in early childhood or child development, at minimum. A new certificate was implemented during the 2016-2017 school year resulting in a Class B Pre-K Certificate (Birth to age 4). To qualify, the candidate must have a Bachelor's degree from a senior institution and pass the Praxis II 5531, Pre-K Education. In addition, the program must be accredited by NAEYC or submitted for review and approved by the Alabama State Department of Education (ALSDE). The certificate is valid for 5 years and is renewable.
- <sup>29</sup> Pre-service training for Lead and Assistant (auxiliary) Teacher includes, but is not limited to, New Teacher Training (DAP), Teaching Strategies GOLD (TSG) Assessment training (2-hour Introductory Module, 10-hour GOLD Objectives and Dimensions Modules including English Language Acquisition, TSG Inter-Rater Reliability, 2-day Face-to-face GOLD Assessment training), DHR Mandatory Reporter training, CLASS training, and Strengthening Families training.
- <sup>30</sup> All public schools and programs licensed by DHR are required to provide Universal Precautions training, Bullying Prevention, and Mandatory Reporters Training to all staff. Teachers in licensed childcare programs also receive training on (1) child development; (2) health, safety and universal precautions; (3) quality child care and licensing; (4) the child care professional and the family; (5) language development; (6) positive discipline and guidance. Health and safety training is provided through public schools and is also mandatory for licensed child care sites. In addition, during the first coaching visit, coaches provide PD on health and safety.
- <sup>31</sup> Individual PD plans are required of lead and assistant teachers. FCVPK uses a tiered model of coaching so the teacher is continuously setting goals and self-reflecting throughout the year. The majority of teachers are visited at least once per month. This requirement is written into the Alabama Reflective Coaching (ARC) model, which is used for all pre-K teachers.
- <sup>32</sup> Policies are in place that require salary parity for non-public lead teachers. Salary supplement is provided for Master's degree level teachers.
- <sup>33</sup> Additionally, PDG B-5 funds were used to support high quality early childhood education across the board, including direct and indirect activities to improve teaching quality in FCVPK (e.g., conferences, training, coaching, etc.).
- <sup>34</sup> The level of funding is dependent on the need of the classroom (i.e., Head Start doesn't need as much as new classrooms). Funds are distributed in three different payments over the course of the school year based on program compliance. Sometimes funds are withheld from a program to ensure compliance, but this is rare (e.g., an assistant teacher who has not submitted their credentials or a teacher without the proper certification, etc.).
- <sup>35</sup> The data collected from CLASS observations is used for a variety of purposes, including PD, monitoring and evaluation, and research. In addition, the DECA-P Reflective Checklist on Environment is completed by a coach for each classroom as a pre- and post-assessment.
- <sup>36</sup> ADECE staff do this through double coding. Double coding allows two observers to watch interactions in a classroom together, code individually and then review to ensure they are reliably scoring within one point of each other in each dimension observed, and to have in-depth conversations about the evidence that supports effective teacher-child interactions.
- <sup>37</sup> CLASS is used to coach teachers on individual PD needs. The coach facilitates goal setting with the teacher. The scores are used at the state level to determine PD needs and coaching priorities. It is used a formal and informal tool to support teacher goal setting. CLASS is also used in the P-3 classrooms to create continuity.
- <sup>38</sup> Classrooms are visited by department staff, Regional Directors, monitors and coaches. Programs are monitored on a tiered approach based on level of support needed. Programs receive a minimum of 1 or more visits depending on the level of need. Monitoring and data collection reports are completed every 2 months on all sites. Desk monitoring is used when programs have shown consistent implementation of classroom and program guidelines. Classrooms receive a site visit by a representative of the department at least 6 times a year (only refined classrooms). However, on average each classroom receives 12 visits a year.

## ALASKA - Alaska Pre-Elementary Programs

- <sup>1</sup> DEED provides funding to Head Start programs but has no administrative authority over their programs.
- <sup>2</sup> Professional learning opportunities include attendance at national and state conferences.
- <sup>3</sup> The highest ranking officer with direct oversight reports to a member of the state agency's cabinet, the Education Commissioner.
- <sup>4</sup> The state provides funding to the non-profit agency that hosts the Quality Rating Improvement System (QRIS) for early childhood. This agency also provides coaching and other PD trainings.
- <sup>5</sup> Two districts did not report age breakdown.
- <sup>6</sup> Districts may use funds to support teachers in Head Start classrooms or to support Head Start partnerships. Each district approaches this partnership in a unique way.
- <sup>7</sup> The state does not have a minimum hour per day requirement. Hours per day and operating schedule are locally designed to fit district needs. Not all areas of Alaska can support a minimum hour requirement. For example, some programs offer an opportunity for 4-year-olds to participate in kindergarten during specified times of the day. Programs may partner with child care or other services to provide wraparound care, but, by state definition, state-funded pre-K cannot operate for longer than five hours a day.
- <sup>8</sup> 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.
- <sup>9</sup> Preschool programs are not required to perform screenings. However, it is a recommended practice.
- <sup>10</sup> Districts are subject to federal Child Find requirements. With parental consent, students may be screened and if warranted, referred for special education eligibility determination. If determined eligible, students will be offered an Individualized Education Program that provides FAPE. Services received from an outside service provider do not negate the district responsibility to offer an IEP.
- <sup>11</sup> 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.
- <sup>12</sup> Targeted to be completed in early 2020.
- <sup>13</sup> The Alaska Department of Education works collaboratively to provide training on assessment for district leaders. The state funds protocols and digital data collection for Teaching Strategies for all preschool programs. This assessment is aligned with the state ELDS.
- <sup>14</sup> The state has provided additional funding support for Head Start and pre-elementary grantees when looking for curriculum resources materials.
- <sup>15</sup> All public school lead teachers are required to have a Bachelor's degree or higher. Non-special education lead teachers are encouraged to have training in Early Childhood Education, but it is not required. Special education teachers must have at least 6 semester credits of early childhood special education. Head Start Lead Teachers must follow Federal Head Start Requirements, which are not regulated by the State of Alaska. Information can be found here: <https://eclkc.ohs.acf.hhs.gov/publication/education-requirements-center-based-preschool-teachers>



- <sup>16</sup> Each school district shall ensure that a paraprofessional employed by the district in a public school has earned a secondary school diploma or its recognized equivalent. Each district shall ensure that a paraprofessional has met at least one of the following requirements: (1) completed at least two years, or 48 semester hours or equivalent, of study at a regionally accredited institution of higher education; (2) obtained an associate's or higher degree at a regionally accredited institution of higher education; or (3) achieved either score of at least 459 on the ParaPro Assessment, published by the Educational Testing Service or the following minimum scores on the Higher Education Learning Profile, published by Educational Resources Incorporated: (i) essential math, 54 percent; (ii) reading comprehension, 41 percent; and (iii) written expression, 55 percent. (<http://www.akleg.gov/basis/aac.asp#4.04.220>) Head Start Lead and Assistant Teachers must follow Federal Head Start Requirements, which are not regulated by the State of Alaska. Additional information can be found here: <https://eclkc.ohs.acf.hhs.gov/publication/education-requirements-center-based-preschool-assistant-teachers>
- <sup>17</sup> 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 is looking to expand using Early Ed U.
- <sup>18</sup> Head Start employed 138 teachers.
- <sup>19</sup> Alaska's 2018-2019 preschool spending was estimated based on the prior year's spending and a reported increase in funding approved by the state legislature.
- <sup>20</sup> There is a competitive grant application process.
- <sup>21</sup> Teachers are observed through their districts and the local unions determine how frequently observations are done. Some districts have locally designed instruments. Programs can choose which instrument(s) to use but the CLASS, ERS/ECERS, Danielson, and/or Marzano are encouraged.
- <sup>22</sup> LEA administration and teacher(s) decide how the CLASS information is used.

## ARIZONA - Quality First Scholarships

- <sup>1</sup> The programmatic staff have opportunities to attend conferences, both local and national, with a focus on early childhood, such as Zero to Three, NAEYC PDI, and local department of education conferences.
- <sup>2</sup> First Things First provides both financial and programmatic oversight for the Quality First Scholarships. The Chief Financial Officer provides the financial oversight and reports directly to the CEO of the state agency. The Senior Director for Early Learning is responsible for the programmatic oversight, including policy development and reports to the Chief Program Officer who directly reports to the CEO of the state agency.
- <sup>3</sup> First Things First contracts with a local organization to administer Quality First Scholarships. That contractor has a total of 13.34 FTE staff supporting the administration of Quality First Scholarships (contracting with ECE providers, overseeing reporting of usage by ECE programs, making reimbursement payments, and fiscal monitoring of eligibility determination and reporting). First Things First also contracts with a local organization to administer the Quality First Assessment. The contractor conducts classroom observations using the Environment Rating Scales and Classroom Assessment Scoring System with reliable assessors. Scores are used in the calculation of a Quality First star rating. First Things First also contracts with a local organization to administer Quality First Coaching and Incentives. Quality First Coaches provide support to programs to improve implementation of best practices in classroom and program operations. Through this contractor, ECE programs are able to access financial incentives to remove barriers to achieving quality (as defined by a 3-, 4-, or 5-star Quality First Rating).
- <sup>4</sup> Review of usage data informs policy development and programmatic implementation. Regular review of usage data allows financial staff to re-allocate Quality First Scholarships that are not being used by ECE programs so that as many children as possible have access to quality ECE services. It is also reviewed to understand the ages of children served, the FPL of children receiving scholarships, and the average length of time a child receives a scholarship.
- <sup>5</sup> First Things First was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded, such as Quality First Scholarships, are made by 28 regional partnership councils composed of community volunteers. For more information about the Regional Partnership Councils, see: <https://www.firstthingsfirst.org/governance/ftf-regions/>
- <sup>6</sup> There were 237 infants and toddlers and 169 3-, 4-, and 5-year-olds who received Quality First Scholarships in home based settings in 2018-2019. In total, there were 2,716 infants and toddlers who received Quality First Scholarships in 2018-2019.
- <sup>7</sup> PDG funded preschool enrollment outside of Quality First Scholarships. A total of 2,540 seats were funded with PDG only; 284 were funded with PDG and Head Start; and 250 were funded with PDG and other funds.
- <sup>8</sup> There were three 3-, 4-, and 5-year-olds with an IEP who received Quality First Scholarships in home based settings during 2018-2019.
- <sup>9</sup> Head Start programs are able to participate in Quality First Scholarships to extend part-day slots to full-day or increase the number of slots in their program above and beyond the federally funded ones. It is also possible that children enrolled part-time in Head Start may also have a part-time Quality First scholarship at another program but these data are not currently collected.
- <sup>10</sup> There were 3,079 three- to five-year-olds who received a Quality First Scholarship at a private center-based setting; 2,246 children at a public center-based setting, 100 children at neither public nor private center-based settings; and 169 children served at home-based settings. This number does not add up to the total enrollment of 5,410 due to children changing from one setting to another and being counted more than once. This number does not include infants and toddlers.
- <sup>11</sup> The operating schedule is based on minimum hours requirements: full time (1,120 hours annually and 93 hours per month) and part time (400 hours annually and 34 hours per month). These hours could be over the course of a 9-, 10-, 11-, or 12-month calendar. For 2018-2019, there were 3,355 three- to five-year-olds who received a full time Quality First Scholarships and 2,236 three- to five-year-olds who received a part time Quality First Scholarship. This number does not add up to the total enrollment of 5,410 because children changed from full time to part time (or vice versa) during the year and were counted twice.
- <sup>12</sup> The program is based on minimum monthly and annual hours, not daily hours. The state does not dictate the annual operating schedule, but programs must operate a minimum of 400 instructional hours annually (9-, 10-, 11-, or 12-months), 34 hours per month, and 8 days per month to receive reimbursement for a part time Quality First Scholarship. This assumes a minimum of 2 days per week. To receive reimbursement for a full time Quality First Scholarship, children must be enrolled for a minimum of 93 hours per month, 1,120 hours annually, and a minimum of 8 days per month.
- <sup>13</sup> Eligibility to participate in Quality First Scholarships includes age requirements and income requirements. Age requirements only include children birth through five years of age, not eligible for kindergarten. Family income eligibility only include families earning 200% of Federal Poverty Level (FPL) or below.
- <sup>14</sup> Some early care and education programs participating in Quality First Scholarships charge a co-payment to the family in addition to the reimbursement that the state provides, but this is a decision made by the early care and education program the child attends. It is recommended that providers do not charge a co-payment if the Quality First Scholarship reimbursement covers the program's tuition.
- <sup>15</sup> Eligibility is re-determined each state fiscal year based on the child's age and the family's income. Once deemed eligible, children remain eligible for the entire state fiscal year. Children who are deemed ineligible at the start of a new state fiscal year are dis-enrolled from the program.
- <sup>16</sup> Group size and teacher-child ratio are based on the age of the youngest child in attendance. Ratios and group sizes are assessed every other year in all classrooms during the Quality First rating process.
- <sup>17</sup> State child care licensing regulations require the following: 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.
- <sup>18</sup> Programs participating in Quality First and Quality First Scholarships must have a written procedure for both screening and referring children for additional services as part of their Quality First rating. Programs may provide screening themselves or refer families to receive screening from other organizations.
- <sup>19</sup> As part of the Quality First Rating (required for participation in Quality First Scholarships), programs are assessed every 24 to 27 months on kindergarten transition activities, involvement of parents in ongoing progress monitoring, parent conferences and/or home visits, and their screening/referral policy.
- <sup>20</sup> Early care and education programs participating in Quality First Scholarships are required to obtain family input in the ongoing progress monitoring (formative assessment) of enrolled children. In addition, programs are required to offer all families at least one parent teacher conference per year and receive points toward a quality star rating for offering more than one parent teacher conference per year. Lastly, programs are required to share written information with families about the curriculum that is being used.
- <sup>21</sup> The Arizona Program Guidelines for High Quality Early Education Birth through Kindergarten specify the following about transitions: "There is a written plan which specifies the timelines and activities for transitions into the program, within the program, and exiting the program which may include the following: meetings to help

- prepare families and set expectations are held with family appropriate transition and teacher/provider, visits to new programs (kindergarten, new classroom, new provider), home visits, etc.” This transition plan is inclusive of transition to kindergarten, but also includes transitions into the program and within the program. As part of the program assessment to determine a Quality First Star Rating, each program is required to submit their transition plan in alignment with the above guideline.
- 22 Programs are required to have a minimum of 1 hour of outdoor time each day in a full day program. In a part day program, the required outdoor time is based on the total number of hours of operation (i.e. in a 4-hour day, 30 minutes would be required daily). Additionally, Quality First requires all programs to participate in the state’s EMPOWER program (<https://azdhs.gov/prevention/nutrition-physical-activity/empower/index.php#standards-resources-home>) which also requires 1 hour of outdoor time each day in a full day program.
  - 23 Transportation services are allowed and must follow the state regulations required by state licensing, Tribal authority, or Military authority (state child care licensing rules can be found here: <https://www.azdhs.gov/licensing/childcare-facilities/index.php#rules-regulations>; rules for licensed child care group homes is detailed in R9-3-408 C – F; rules for licensed child care centers is detailed in R9-5-517).
  - 24 All programs participating in the state preschool program receive on-site coaching that can support the implementation of the ELDS. In addition, the Arizona Department of Education offers an introduction to the standards training as well as in depth training on each of the sections of the standards.
  - 25 The Arizona Department of Education has identified Teaching Strategies GOLD (TSG) as the state approved child assessment. To participate in Quality First Scholarships, an early care and education program is not required to use TSG, but rather any assessment that is aligned to the ELDS and the Infant Toddler Developmental Guidelines.
  - 26 The Arizona Department of Education provides on-line resources to support programs in selecting a curriculum (see: <http://www.azed.gov/ece/preschool/>). Early Care and Education programs participating in Quality First Scholarships are assessed every 24 to 27 months on the alignment of their curriculum with the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines. The curriculum assessment also includes a requirement to include curriculum learning objectives for children, and any modifications to the curriculum made for individual children if there are children enrolled with special needs in the classroom. In addition, programs receive on-site technical assistance on a monthly basis that can include support in curriculum implementation.
  - 27 The minimum requirement is that 25% of lead teachers and administrators have at least 12 college credit hours in early childhood or related fields or a Certificate of Completion in ECE or CD, or a CDA. However, all programs must have a minimum star rating based on the Quality First assessment to participate in Quality First Scholarships.
  - 28 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. The Arizona Department of Health Services, Bureau of Child Care Licensing includes training requirements that all programs are responsible to meet.
  - 29 Quality First Scholarships requirements for ongoing PD are aligned with the State Licensing standards.
  - 30 All programs participating in Quality First Scholarships that also have a contract with the Arizona Department of Economic Security to accept child care subsidy must meet the health and safety requirements identified in the CCDBG re-authorization of 2014.
  - 31 Monthly coaching is provided to all early care and education programs participating in Quality First Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required, the audience (teacher, assistant teacher, administrator) receiving the coaching is not dictated by the state.
  - 32 Formal education is unknown for 1,746 (80%) teachers. Other indicates 109 teachers (5%) with an Arizona State Teaching Certification; 2 teachers (.09%) with AMI/AMS Montessori Credentials, and; 39 teachers (1.79%) with a Certificate of Completion in ECE from a Community College.
  - 33 In addition to the funding that supports children 3 to 5 years of age in center-based settings, \$723,004 was spent to support Quality First Scholarships in home based settings. This program also provide service to infants and toddlers at a total budget of \$18,277,146 for both center- and home-based Quality First Scholarships. A total of \$40,713,079 was expended in 2018-2019.
  - 34 Reimbursement rates were informed by a cost of quality study completed in 2010. A cost of quality study is currently being planned and is anticipated to inform any revisions to reimbursement rates in the future. Center-based programs: 0 – 2 years of age: Full Time, 12 Month Rate (minimum 1,120 hours) - \$11,300, Full Time Monthly Rate (minimum 93 hours) - \$942; 3 - 5 Years of age: Full Time, 12 Month Rate (minimum 1,120 hours) - \$7,300, Full Time Monthly Rate (minimum 93 hours) - \$608; Home-based program: 0 – 2 years of age: Full Time, 12 Month Rate (minimum 1,120 hours) - \$7,600, Full Time Monthly Rate (minimum 93 hours) - \$633; 3 - 5 Years of age: Full Time, 12 Month Rate (minimum 1,120 hours) - \$6,200, Full Time Monthly Rate (minimum 93 hours): \$517. The instructional hours requirements and program eligibility were determined with 5 key principles in mind: quality services are required; evidence base regarding dosage as well as state dosage guidance; maintaining options for families; objectivity in a mixed service delivery, and; efficiency of administration.
  - 35 Faith-based programs have Quality First Scholarships that families can transfer to any program that they would like, while Quality First Scholarships at non-faith-based programs are not transferable.
  - 36 Child Assessment tools must be aligned with the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines. There is no specific tool required.
  - 37 All programs are assessed on Staff Qualifications, Administrative Practices (Ratios/Groups Sizes and Retention), and Curriculum/Child Assessment using the Quality First Points Scale, developed by First Things First. 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 randomly selected 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, 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.
  - 38 The state contracts with an organization to conduct all the assessments in Quality First. The state requires that all assessors must meet the reliability as identified by the tool. In addition, ongoing reliability checks are required every 10th assessment an assessor conducts. The ongoing reliability checks must be conducted in tandem with an assessor supervisor or assessor trainer to ensure ongoing reliability in use of the tool. Assessors that fall below the reliability as required by the tool cannot conduct assessments.
  - 39 Quality First Coaches visit the sites monthly.

## **ARKANSAS - Arkansas Better Chance (ABC)/Arkansas Better Chance for School Success (ABCSS)**

- 1 State funding is provided through the Arkansas Division of Elementary and Secondary Education (DESE). DESE has an agreement with the Division of Child Care and Early Childhood Education (DCCECE) to have the administrative oversight of the ABC Program to ensure compliance with the state law and regulations. The State Board of Education must be informed of and/or approve grant awards, program standards/regulations and the impact of these services as they relate to school readiness.
- 2 This position not included in overall count of FTEs.
- 3 Professional learning opportunities include: State Child Development and Early Childhood Standards (CDEL), preschool curricula, social/emotional, child observation, child assessment, classroom assessment, trauma informed care, family and community, finance/budgets, health-safety-nutrition, program management, leadership, etc.
- 4 All 238 school districts have access to the Arkansas state funded preschool program.
- 5 School districts classified as being low performing, appearing on the Needs Improvement Priority School list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to work with the Arkansas Department of Education (ADE) and the local community to establish, promote, and assist in the development of an ABC pre-K program. Awarded funding goes to either the school district or a community provider in the identified locations.
- 6 All 39 five-year-old children are enrolled only through a waiver process, which may be due to a disability, a development delay, or are from foster care and need more time to prepare for Kindergarten. The enrollment total does not include children who received ABC home-visiting services only during the 2018-2019 program year. Children who are dually served in center-based care and home visiting are included in the enrollment total.
- 7 The 1,368 new seats/PDG Expansion slots are not a part of the ABC funding, but these children may be served in ABC classrooms and/or facility alongside children funded by ABC. The high-quality requirements for the PDG children meet or exceed the ABC quality standards.
- 8 All children enrolled in an ABC program receive an annual developmental screening to identify individual developmental delays and/or educational deficiencies. Children so identified are referred for special education services through either the regional Education Service Cooperative or the local school district. The team of parents,

- preschool staff, and special education professionals collaboratively develop plans and design the individualized early intervention service components for eligible students.
- <sup>9</sup> The number of children dually enrolled in the state preschool and Head Start is unknown. Some Early Head Start and Head Start programs are ABC grantees.
  - <sup>10</sup> All state-funded preschool services are expected to operate for a minimum of seven hours per day. All children receive 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 in Arkansas. The local ABC program operating schedule typically reflects the annual operating schedule of the local school district.
  - <sup>11</sup> 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 percent FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at birth of child; 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 homeless criteria; is in foster care; or has an incarcerated parent. The \$104 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 percent FPL and the child must be age-eligible. A sliding fee scale applies to families with incomes between 200 and 250 percent FPL.
  - <sup>12</sup> The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.
  - <sup>13</sup> The age appropriate health/well child screenings include the Early Periodic Screening, Diagnosis, and Treatment (EPSDT) screening and a hearing and vision test. The complete health/well child screenings should be completed every two years while the child is in the ABC program.
  - <sup>14</sup> Each ABC program is required to create and implement a local Parent Involvement Plan including providing two parent-teacher conferences, an open door policy, and opportunities for parents to have input. Each ABC program is also required to create and implement a local Transition Plan to Kindergarten.
  - <sup>15</sup> The state does not have policies that regulate services for preschool DLLs. The state does support DLL students as seen in the provision of translated materials for parents, enrollment applications, learning standards, etc. Local programs make decisions about translation into languages according to the needs of the local population to accommodate families. 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 and/or coaching is provided for teachers of DLLs/ELLs such as world languages, foreign language acquisition, and/or cultural awareness.
  - <sup>16</sup> An ABC program must follow all state Minimum Licensing Requirements for Child Care Centers: there shall be a total of 30 minutes per day of moderate to vigorous physical activity and there shall be a total of one hour of outdoor play per day in suitable weather.
  - <sup>17</sup> An ABC program selecting to provide transportation services for children must follow all the state minimum licensing requirements as specified in the Minimum Licensing Requirements for Child Care Centers.
  - <sup>18</sup> The Arkansas ELDS also covers: Emergent Literacy, Mathematical Thinking, Science and Technology, Social Studies, and Creativity and Aesthetics. They are also linked to the kindergarten entry assessment (KEA).
  - <sup>19</sup> The state strongly supports the ELDS and has approved these standards via the Early Childhood Commission, which is an advisory group. Funding is provided to contractors to disseminate training statewide to early childhood providers.
  - <sup>20</sup> ABC programs are required to only use the Work Sampling Assessment by Pearson for every child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. Teachers evaluate a child's progress in each of the WSS domains three times during the year - in the fall, winter, and spring. WSS is curriculum neutral and has been aligned with the Arkansas ELDS. Additionally, the state has an approved list of developmental screening instruments that programs use to conduct a routine annual developmental screening on each child to identify developmental delays and/or educational deficiencies.
  - <sup>21</sup> ABC funding provided to programs may be used for TA to support curriculum implementation. The use of funding for curriculum TA is a decision made at the local level. The state supports and makes available to all ABC programs professional development opportunities that offer enhancements to any curriculum.
  - <sup>22</sup> The lead teacher 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.
  - <sup>23</sup> In Fall 2015, the Arkansas Division of Elementary and Secondary Education (DESE) replaced the Pre-K-4th grade (P-4) license with the Early Childhood/Special Education Integrated Birth – K (B-K) license. Any teacher who had already received a P-4 or was in the process of completing the license, could continue. Teachers holding an Elementary K-6 License, or a Special Education License can complete the requirements to obtain an Age 3-4 Endorsement from the ADE. Teacher credentials are evaluated on a case-by-case basis in an effort to include high quality teachers from varying educational backgrounds. The teacher must have a completed coursework in early childhood education and/or child development, though in some cases the teacher is placed on a Staff Qualification Plan (SQP) to complete the required coursework.
  - <sup>24</sup> To serve as a paraprofessional/assistant teacher in the ABC program, teachers are required to either complete the CDA credential or have an associate degree in early childhood education or child development. The Birth to Pre K Credential and Technical Certificate in ECE/CD are also options for the state-funded preschool program. The Technical Certificate requires 24 Early Childhood Education coursework hours in ECE and/or CD.
  - <sup>25</sup> 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 implementing the on-going state assessment system using anecdotal recording and observation. There are also professional development requirements that are early childhood specific in all areas of the ELDS which teachers or paraprofessionals must attend or complete to be in good standings.
  - <sup>26</sup> The other category includes those teachers who may have three years of college with a Certificate of Proficiency and are working to obtain a four-year degree.
  - <sup>27</sup> 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 programs pay the Pre-K teachers on a comparable pay scale as other K-3 teachers depending on their educational level and credentials.
  - <sup>28</sup> The local match may be in-kind and not necessarily currency.
  - <sup>29</sup> Several of the Education Service Cooperatives ABC grantees write the grant for state funds on behalf of the LEA in which they set up the services and oversee the operations on behalf of the LEA. One of the higher education ABC grantees writes the ABC grant on behalf of the LEA, local community, and family care homes.
  - <sup>30</sup> The ABC Unit monitors the programs in collaboration with the Licensing Unit using additional questions to ensure that the ABC programs are adhering to the teacher-child ratios and other programmatic areas of review for the ABC Program. Programs are provided technical assistance and support upon request and as needed. Classrooms are also observed when there are areas of noncompliance and program improvement does not occur, or program struggles with self-correction.

## CALIFORNIA - California State Preschool Program (CSPP)

- <sup>1</sup> Trainings include: Certifications in PAS-Program Administration Scale; Practiced Based Coaching; Berkeley Math Project; CSEFEL-Center on Social Emotional Foundations for Early Learning; Infant, Toddler, Preschool Classroom Assessment Scoring System (CLASS); Infant and Preschool Environmental Rating System; and Pre & Perinatal Shock/Trauma training; Monitoring California Alternative Payment, CalWORKS Stage 2, CalWORKS Stage 3, and General Child Care and Development Programs; Fiscal Accountability (Error Rate Legislative Reports and Enforcement of federal Improper Payments Elimination and Recovery Improvement Act); Workforce development; Facilities (Construction of New Child Care Centers and Renovation of Child Care Centers/Facilities); Parent Education & Training; ECE programs, including Head Start, California Alternative Payment Program, CalWORKS Stages 1, 2, and 3 Programs; Higher Education Institutions (Teaching and Articulations Agreements); Program Evaluation; Policy Development and Implementation; Administration of State ECE Programs/Management & ECE Program Operations; Grant Writing; ECE Systems Building and Integration; Advocacy; Positive Behavioral Interventions and Supports; Multi-Tiered System of Support; Coaching; Non-Profit board of directors and executive; Directing; Community-based organization executive; Health and Safety; Professional Growth Advisor for Commission on Teacher Credentialing; CE Public Policy Development; PreK - 8 Grade Teacher; Resource and Referral; Family Child Care Home Education Network; CC Food Program District; School Age Child Care Child Abuse Prevention; Intervention Counseling & Family Resource Centers; Maternal Depression; Differential Response; Foster Care; Juvenile Justice; Child Welfare Systems Improvement; and Quality systems work.
- <sup>2</sup> Many ELCD staff receive professional learning opportunities on: Desired Results Developmental Profile annual overview; CLASS trainings and certifications, including train the trainer pre-k CLASS trainings; Environmental Rating Scale annual calibration, certification and recertification; Audit and Fiscal essential trainings; Curricula, Early

- Learning Development Standards, and Coaching PDs are obtained in collaboration with California Preschool Instructional Network (CPIN); Participation at local/regional Quality Counts California (QCC) activities; Program for Infant/Toddler Care (PITC) training.
- 3 The State Superintendent for Public Instruction oversees CSPP and is a constitutionally elected statewide officer.
  - 4 The California Department of Social Services in the California Health and Human Services Agency oversees child care licensing. Per EC CA 8208(ai), any child under four years of age shall be served in a California state preschool program facility, licensed in accordance with Title 22 of the California Code of Regulations. Settings run by LEAs meeting all the other requirements for CSPP and serving only four-year-olds do not need to be licensed.
  - 5 CDE evaluates the summary of the findings from the CSPP self-evaluations that every CSPP is required to submit to CDE by June 1st of each year.
  - 6 No CSPP contractors have their headquarters in Mariposa and Sierra counties. It is possible children in Mariposa and Sierra counties received CSPP from a CSPP contractor headquartered outside the counties.
  - 7 The number of children with IEPs in CSPP could be higher than it appears.
  - 8 The ways that braiding, layering, or wrapping are implemented varies by CSPP site. Some sites use part-day CSPP funds to transform part-day Head Start into a full-day program. Others use both funding streams at the same time to support a richer and more high quality experience for children served.
  - 9 The CDE is in the initial stages of developing a new data system which would have unique identifiers. This system would enable the collection and reporting of dual enrollment data for CSPP and Head Start programs.
  - 10 Some of the 44,014 children receiving extended day programs are participating in school day programs. CDE funds CSPP part-day and full-day services. Part-day programs are funded to operate between three and less than four hours per day, and 175 to 185 days per year, unless the contract specifies a lower number of minimum days of operation. Full-day CSPP programs are funded to operate for the number of hours needed to meet the needs of the community for a minimum of 246 days per year unless the contract specifies a lower number of minimum days of operation. A CSPP contractor who serves a child under four hours per day earns a half-time reimbursement rate; four hours to under 6.5 hours per day receives a three-quarters-time reimbursement rate, 6.5 hours to under 10.5 hours receives a full-time reimbursement rate, and 10.5 hours and over receives a full-time plus reimbursement rate.
  - 11 CSPP three-year-old children are defined as those who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP (Education Code (EC) 8208(ai)). Children who have their third birthday on or after December 2 of the fiscal year may be enrolled in a CSPP on or after their third birthday. CSPP four-year-old children are those who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP (CA EC Section 8208(aj)). Priority for CSPP is given to 4-year-olds who are not enrolled in Transitional Kindergarten (TK), the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (pursuant to CA EC Section 48000(d)). Children who turn five between September 2 and December 2 are eligible to participate and must be served if they are interested. In addition, schools may also serve children who turn five between December 2 and the end of the school year (June 30). A school district or charter school may place four-year-old children enrolled in a CSPP into a TK program classroom and when this occurs the classroom is required to meet all of the requirements of the respective programs in which the children are enrolled as specified in Education Code including: completion of an ERS assessment; use of DRDP if children attend more than 10 hours a week; TK teacher requirements are met; 1:8 adult-child ratio (CA EC sections 8235(i) and 48000). A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year, if the child will have his or her fifth birthday on or before September 1 of each school year (CA EC Section 48000(a)). There is some flexibility around enrolling children who are five years of age but do not meet the age cutoff (CA EC Section 48000(b)).
  - 12 Families must meet at least one of the following eligibility criteria to be enrolled in CSPP: 1) income eligible, 2) receiving cash aid, 3) homeless, or 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation. A family is income eligible: 1) when income is at or below 70% of State Median Income (SMI) at initial enrollment, or 2) 85% of SMI when recertified for enrollment. For part-day CSPP, families may exceed the income threshold by no more than 15% only after all eligible children are enrolled, however no more than 10% of children enrolled may be over the income eligibility threshold (pursuant to CA EC 8235). Full-day services are provided based on family employment, vocational training, homelessness, and parental incapacitation. For full-day CSPP, families must also establish at least one of the following needs for care: employment/seeking employment, education or vocational training, homelessness, or parental incapacity. There are three caveats to this response: 1) Effective July 1, 2019, for families initially establishing eligibility for CSPP and other subsidized early learning and care services based on income, a family's adjusted monthly income must be at or below 85 percent of the SMI, adjusted for family size. This is the same percentage being used to determine ongoing eligibility. 2) After all families meeting at least one of the need criteria have been enrolled, a full-day California state preschool program, effective July 1, 2019, may provide services to three- and four-year-old children in families who do not meet any of the need criteria. 3) Starting on January 1, 2020, a CSPP provider operating within the attendance boundary of a public school, except a charter or magnet school, where at least 80 percent of enrolled pupils are eligible for free or reduced-price meals, may enroll four-year-old children under specific conditions.
  - 13 Neglected or abused children who are recipients of Child Protective Services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency may be excluded from paying family fees for up to 12 months (CA Section EC 8273.1(a)). CalWORKs cash-aided (TANF) families are excluded from paying the family fee (CA Section EC 8273.1(b)). Families do not pay family fees for their CSPP-eligible children to receive part-day CSPP services (CA Section EC 8273.1(c)).
  - 14 A part-day CSPP contracting agency has 120 calendar days prior to the first day of the beginning of the new preschool year to certify eligibility and enroll families into their program (EC Section 8237). Full-day and part-day CSPP contractors at initial certification or recertification shall certify services for not less than 12 months and consider the family to meet the eligibility and/or need requirements for not less than 12 months (EC Section 8263(h)). To receive part-day CSPP services, families must demonstrate eligibility, but not eligibility based upon need (EC Section 8235), while to receive full-day CSPP services, families must show eligibility and need (EC Section 8263(a)(1)). Once a family is determined to be eligible for full-day CSPP, they may receive full-day CSPP services for the program year unless their income exceeds the 85 percent of SMI eligibility threshold and the family lacks another basis for full-day CSPP eligibility; however, once a family is determined to be eligible for part-day CSPP, they receive services for the entire year, regardless of changes in income.
  - 15 Although there is no limit to class size, programs typically enroll 24 children in a classroom.
  - 16 In CSPP classrooms, the staffing ratios for children 3- to 6-years-old is 1:8 adult-child ratio, 1:24 teacher-child ratio (pursuant to CA Education Code 8264.8). If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. When CSPP classrooms are blended and commingled with TK, the required ratio is 1:8 adult-child ratio (pursuant to CA EC Section 48000(h)).
  - 17 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.
  - 18 Full physical exam includes vision and hearing screenings; other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.
  - 19 Part-day and full-day CSPPs are required to include age and developmentally appropriate programs designed to facilitate the transition to kindergarten for 3- & 4-year-old children in educational development, health services, social services, nutritional services, parent education and parent participation, evaluation, and staff development (CA Education Code Section 8235(ai)). According to state codes (CA EC Section 8261, 5 California Code of Regulations Section 18273) and the 2018-2019 CSPP Program Requirements, each contractor must include in its program a parent involvement and education component that includes: (1) An orientation for parents that includes topics such as program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures; (2) At least two individual conferences with the parent(s) per year; (3) Parent meetings with program staff; (4) An open door policy that encourages parents to participate in the daily activities whenever possible; and (5) A Parent Advisory Committee that advises the contractor on issues related to services to families and children.
  - 20 When a child in CSPP transfers to a local public school, the provider is expected to provide the parent or guardian with information from the previous year deemed beneficial to the pupil and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any. The CSPP program may, with the permission of the parent or guardian, transfer this information in summary form to the pupil's elementary school. Any child who has participated in CSPP that maintains results-based standards, including the desired results accountability system, may have the performance information transferred to any subsequent or concurrent public school setting.
  - 21 In 2007, the CDE released a resource guide titled Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning and its companion DVD A World Full of Language Statewide training on this resource guide has been provided by the California Preschool Instructional Network (CPIN) regions. Santa Clara County Office of Education (SCCOE) has been contracted to develop extended training modules for DLL. This project provides Training of Trainers to CPIN leads who train teachers, aides, administrators, and family members in their regional areas.
  - 22 According to CA EC Section 8261, 5 CCR Section 18273, and the 2018-2019 CSPP Program Requirements for CSPP contractors, CSPP child development and education program component shall include, but are not limited to (1) Promotion of each child's physical development by providing sufficient time, indoor and outdoor space,

- equipment, materials, and guidelines for active play and movement; (2) Promotion and maintenance of healthy and safe practices.
- <sup>23</sup> CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain.
- <sup>24</sup> Other supports for the ELDS include an online overview module: California Preschool Instructional Network (CPIN) Family Child Care at its Best. CPIN provides guidance for implementing subject-specific curricula in social-emotional development, language and literacy, English language learners, mathematics, visual and performing arts, physical development, health, history-social science, and science. This is done through regional communities of practice (CoP) and series of professional learning experiences. CPIN promotes promising practices in early learning, family engagement, and equity, and emphasizes a whole child approach. Organized into 11 regions of the state, CPIN instructors provide research-based teaching and learning strategies that are age and developmentally appropriate and highlight inclusive practices and support for ALL children. Instruction incorporates adult learning theories and is intentional, reflective, and interactive with hands-on learning and time for planning. The trainings are based on the California Preschool Learning Foundations, which describe the competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program before entering kindergarten. As companion volumes to the foundations, the California Preschool Curriculum Framework present strategies for early childhood educators that enrich learning and development opportunities for all California preschool children.
- <sup>25</sup> The California Child Development Associate Teacher Permit is the minimum requirement for a Lead Teacher in a CSPP classroom. The permit requires 12 units in ECE or CD 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 CD, and 175 days of work experience, or a Master Teacher permit. There is a minimum requirement of 12 units of ECE if the teacher has a Bachelor's degree in a field other than ECE/CD or related field.
- <sup>26</sup> Assistant teachers in CSPP 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.
- <sup>27</sup> Lead and assistant teachers are required to complete 105 hours of professional growth every five years. Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Lead teachers are required to complete 15 additional units toward a Teacher Permit, and they must meet the Teacher requirements within 10 years.
- <sup>28</sup> Pursuant to CA EC Section 8261, 5 CCR Section 18274, and the 2018-2019 CSPP Program Requirements for CSPP contractors, each CSPP contractor must develop and implement a staff development program that includes the following: Identification of training needs of staff or service provider; Written job descriptions; An orientation plan for new employees; An annual written performance evaluation procedure unless a different frequency of performance evaluations is specified in a contractor's collective bargaining agreement with their employees; Staff development opportunities that include topics related to the functions specified in each employee's job description and those training needs identified by the contractor; and An internal communication system that provides each staff member with the information necessary to carry out his or her assigned duties. In addition, California allocates funds each year through Quality Counts California that may be used for embedded supports such as coaching or mentoring.
- <sup>29</sup> Local contractors determine the salary and fringe benefits for public and nonpublic school employees.
- <sup>30</sup> The state Standard Reimbursement Rates (SRRs) for part- and full-day are determined by California lawmakers when they enact the annual Budget Act. California state law allows for certain counties to apply to have special rules different from the rest of the state and different reimbursement rates. In 2018-19, four of 58 counties had reimbursement rates higher than the Standard Reimbursement Rate for CSPP: Alameda (\$51.80); San Francisco (\$51.50); San Mateo (\$52.10), and Santa Clara (\$52.20). These counties established a Pilot Reimbursement Rate (PRR) prior to Fiscal Year 2018-19. The CDE reviewed to ensure that the higher rate was sustainable, and that the methodologies for developing the proposed PRR were consistent with relevant statutes, regulations, and policy.
- <sup>31</sup> The Desired Results (DR) system defines an overall outcome and is used by the California Department of Education (CDE) is designed to improve the quality of programs and services provided to all children who are enrolled in state subsidized early care and education programs and before-and after-school programs.
- <sup>32</sup> Each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The ERS are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). The information collected through the observations is included in the annual Program Self Evaluation to make continual program improvements. In addition, consultants observe classrooms using the ERS during an agency's contract monitoring review which occurs at least once within three years and as resources permit (5 CCR Section 18023). For each environment rating scale completed, the contractor is expected to achieve a minimum average score of "Good" on each subscale.
- <sup>33</sup> The state has a set of trainers for each ERS tool that are trained and certified as "State Master Anchors" (SMA). SMAs are certified to at least 90 percent reliability. The SMAs train Regional Anchors and certifies all new raters. Reliability is re-tested periodically and recertification of reliable rater is performed.
- <sup>34</sup> As resources become available, CDE shall conduct site visits every three years. In addition to Contract Monitoring Reviews, CDE field consultants conduct complaint on-site inspections, environmental ratings of preschool classrooms providing Training and Technical Assistance program quality improvement, and corrective action follow-up. The CDE Fiscal Service Analyst conduct on-site reviews of contract fiscal reporting and earnings issues. The CDE Office of Audits and Investigations conduct on-site audits for the purposes of investigation and the auditing of contractor operations and contract administrative compliance.

## CALIFORNIA - California Transitional Kindergarten (TK)

- <sup>1</sup> Trainings include: Program Evaluation, Workforce Development, Policy Development and Implementation, Program Administration, Grant Writing, Systems Building and Integration, Advocacy, Non-Profit Leadership, Facilities, Teaching College Courses, Parent Education and Training, Articulation Agreements with Higher Education Institutions, Teacher Preparation.
- <sup>2</sup> Staff supporting TK receive on-the-job training necessary to the specifics of their job. As necessary, those TK staff will provide training to other staff in the department.
- <sup>3</sup> The State Superintendent for Public Instruction oversees TK and is a constitutionally elected statewide officer.
- <sup>4</sup> CDE contracted with an external entity to develop the California Preschool Learning Foundations. Pursuant to California (CA) Education Code (EC) 48000(f), it is the intent of the Legislature that transitional kindergarten curriculum be aligned to the California Preschool Learning Foundations developed by CDE.
- <sup>5</sup> Pursuant to CA EC Section 48000(c)(3)(A), every school district or charter school is required to offer TK to all age-eligible students in the district. However, not every school site is required to offer TK.
- <sup>6</sup> Data source for the enrollment numbers are from the California Longitudinal Pupil Achievement Data System 2018-2019 End of Year 2 program participation data collection.
- <sup>7</sup> Pursuant to CA EC 46117, the minimum school day for pupils in TK and kindergarten is 180 minutes inclusive of recesses, and no units of average daily attendance shall be credited for attendance in TK and kindergarten classes if the minimum school day of such classes is less than 180 minutes.
- <sup>8</sup> Effective June 27, 2017, an LEA may maintain TK or kindergarten classes for different lengths of time during the school day, either at the same or a different school site, but the minimum instructional minute and day requirements must be met. For TK and kindergarten, all school districts and county offices of education, with the exception of a few school districts, operate 5 days per week. Charter schools may operate five to seven days per week.
- <sup>9</sup> Transitional Kindergarten (TK), the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (pursuant to CA EC Section 48000(d)). Children who turn five between September 2 and December 2 are eligible to participate and must be served if they are interested. Early Admittance (EA) TK is an exception to regular TK: schools may also serve children who turn five between December 2 and the end of the school year (June 30). Admittance of a child into EA TK must have the approval of the parent or guardian and 1) The school district or charter school determines that the admittance is in the best interests of the child; 2) The parent must be given information regarding the advantages and disadvantages and any other explanatory information about the effect of this EA TK. A pupil admitted to an EA TK program shall not generate average daily attendance for purposes of CA EC Section 46300, or be included in the enrollment or unduplicated pupil count pursuant to CA EC Section 42238.02, until the pupil has attained his or her fifth birthday, regardless of when the pupil was admitted during the school year. In addition, CA EC Section 48000(b) provides that the school districts maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school under certain conditions.
- <sup>10</sup> In California, the TK program is for all age-eligible children and is included in the free and public kindergarten-12th grade system.
- <sup>11</sup> There is a recommended ratio of 1:31.
- <sup>12</sup> LEAs are required to make available, free or at a reduced price, one nutritionally adequate meal every school day to each needy student who qualifies according to specified family size and income standards. 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.

- <sup>13</sup> TK programs operated by charter schools are exempt from the hearing, and full physical exam requirements. Per CA EC Section 49452, school districts are required to provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district and provides that the pupil's vision shall be appraised by the school nurse or other authorized person under CA EC Section 49452 during the kindergarten year or upon first enrollment or entry in a California school district of a pupil at an elementary school.
- <sup>14</sup> According to the TK Implementation Guide: Programs with children identified as English learners must be staffed by teachers who are qualified to deliver English learner instructional services. Qualifications include possession of the Cross-cultural, Language, and Academic Development (CLAD) certificate, which authorizes a person to teach English language development (ELD) and specially designed academic instruction in English (SDAIE). DLL students enrolled in TK have access to K-12 resources, such as being provided with designated and integrated English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in language acquisition program [5 CCR c(1)]. Program options may include, but are not limited to, the following: Dual-Language Immersion Program, Transitional or Developmental Program, and Structured English Immersion. LEAs use the California English Language Development Standards and the English Language Arts/English Language Development Framework to provide language development instruction to TK English learners.
- <sup>15</sup> 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.
- <sup>16</sup> The state does not require a child assessment but encourages the use of the Desired Results Developmental Profile-Kindergarten (DRDP-K). The DRDP-K (2015) is based on the previous DRDP-SR (2012) instrument. It includes refinements made over the past several years and new elements that are essential to quality ECE. It aligns with CDE's Early Learning and Development Foundations and the California Content Standards for Kindergarten. The use of child assessments and their alignment with ELDS are determined by TK programs.
- <sup>17</sup> Pursuant to CA EC 48000(f) It is the Legislature's intent that TK curriculum be aligned to the California Preschool Learning Foundations developed by the department. California provides the following resource and training: TK Implementation Guide: <https://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>
- <sup>18</sup> A lead teacher employed by public schools with a General Elementary (grades K-9) or a Standard Elementary (grades K-9) is authorized to teach in TK programs. 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 ECE, 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. Lead TK teachers must possess an English learner authorization or bilingual authorization to teach English learners. The appropriate credential for serving in a TK or TK/kindergarten self-contained special education classroom would be the same credential authorized for an individual to serve in a kindergarten self-contained special education classroom.
- <sup>19</sup> 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.
- <sup>20</sup> 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.
- <sup>21</sup> Since Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (as specified in EC Section 48000d), all teachers have parity with kindergarten teachers.
- <sup>22</sup> This is Fiscal Year 2019 data. Unaudited actual Financial data is reported to CDE, which includes state funding sources for each LEA. This information is aggregated at the LEA level, so it would not be possible to identify funding specifically allocated for TK. This data can be found in SACS: <https://www.cde.ca.gov/ds/sd/filescupc.asp>. The Legislative Analyst's Office (LAO) also provides an estimate of TK funding as a component of their yearly budget analysis. This estimate is lower than CDE's estimate because of different assumptions regarding the number of children served. LAO: <https://lao.ca.gov/Publications/Report/3956>.
- <sup>23</sup> Some school districts may support their TK programs with funding authorized by Titles I and II of the Every Student Succeeds Act. State-funded LEAs may receive federal funds that are used to support TK, but these funds are not reflected in our estimated statewide funding for TK.
- <sup>24</sup> 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. The LCFF entitlement is fulfilled by a combination of the general fund and local property taxes. LEAs can blend and braid federal sources to support TK.
- <sup>25</sup> Under LCFF, the value of one unit of ADA differs for each applicable grade span. Additionally, the value of an ADA for each LEA can differ due to an LEA's Unduplicated Pupil Percentage of students identified as eligible for free or reduced-price lunches, an English learner, or foster youth. To determine a funding estimate for TK, we multiplied the statewide average value of TK/K-3 ADA calculated as of the 2018-19 second Principal Apportionment by the statewide TK enrollment. This appears to be how the estimate was calculated in the prior year's survey.
- <sup>26</sup> The CDE Monitoring Tool (CMT) is a Web-based system, which allows LEAs to facilitate a response to state and federal requirements for program monitoring. Additional information can be found at the following CDE web page: <https://www.cde.ca.gov/ta/cr/cmt.asp>.

## COLORADO - Colorado Preschool Program (CPP)

- <sup>1</sup> Not required for supporting personnel (data team, Unit/Division leaders).
- <sup>2</sup> There were three FTE positions open during at least a portion of the 2018-2019 program year (two Colorado Preschool Program Regional Specialist positions, and one Data Coordinator position), but the regional specialists were filled in the 2018-2019 program years, and they are included in the prior reported FTE count.
- <sup>3</sup> Staff attend professional learning opportunities focused on the following subjects: Literacy, Social Emotional Learning, Leadership, Special Education, Data Systems, Data Analysis, Child Assessment, Dual Language Learners, Program Quality, Effective Teaming, Effective Messaging and Reporting, Early Learning Environment ratings, Colorado Academic Standards, Early Childhood Transitions, Inclusion, Family Engagement, and Preschool Curriculum.
- <sup>4</sup> The position title of the highest ranking officer with direct oversight is the Student Learning Division Director. The Student Learning Division Director is three levels above the Colorado Preschool Program Director.
- <sup>5</sup> In 2018-2019, the Colorado Department of Education (CDE) funded a contract for a license to access statewide early childhood data using GOLD® by Teaching Strategies. CDE does not contract with Teaching Strategies to perform child assessments or conduct any work for the state. The license is just for data access.
- <sup>6</sup> CPP is accountable to the State Board of Education and the Colorado State Legislature. CPP is required to submit annual data on preschool program enrollment, program QRIS, student assessment data, and program finances. This information illustrates the effectiveness of CPP supporting state statute and providing quality preschool to Colorado. CPP also engages in continual self-assessment and monitoring.
- <sup>7</sup> 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. The districts not participating partner with neighboring districts to provide preschool services.
- <sup>8</sup> When positions are available for allocation, school districts may apply to the CDE for participation in CPP using an application provided by the department. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program. The department shall evaluate any application and give priority to school districts that include exemplary plans for the coordination of the program and are not participating in the program currently.
- <sup>9</sup> All preschool children with an IEP enrolled prior to the pupil count close may also access state funding for general education preschool programming, in addition to special education and related services. Those children are not included in the special education enrollment unless they have also been determined eligible for a half day of funding as determined by the CPP eligibility criteria. On March 15, 2016, CDE clarified its interpretation of statute C.R.S. § 22-28-106 to include children who qualify for special education services if they meet the eligibility criteria of CPP. This reinterpretation provides access to full-day preschool funded half day by each of the two programs with state general funds. In 2018-2019, 776 children were funded by preschool special education as well as CPP, helping to foster inclusion practices, providing access to a minimum of 720 hours of programming across the school year. CPP counts the number of children who are enrolled in CPP and who are also receiving special education services. Not every student who receives special education services in the state is enrolled in CPP.

- <sup>10</sup> District advisory councils are encouraged to stack CPP funding with other sources, such as Head Start so that children can participate in full-day programs.
- <sup>11</sup> State-wide data is not available for dual enrollment in Head Start and CPP. Based on anecdotal discussions with preschool providers and a pilot project to match CPP student records with a sample of records from select Head Start Programs grantees, it is known that there are students enrolled in both programs within Colorado. The percentage of Head Start-funded children in each the pilot project grantees who were dually enrolled in CPP ranged from 12-90%. The overall CPP/Head Start dual enrollment rate among pilot grantees was 30% although this cannot be considered representative of all of CPP/Head Start.
- <sup>12</sup> The program is funded for five days per week. The statute requires children to attend four half 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. However, some districts operate two full days instead of four part days. 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 stack 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 operating 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.
- <sup>13</sup> Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in the Colorado Preschool Program. In 2018-2019, 451 children under age 3 participated in CPP. Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. If a child is granted early entrance to kindergarten, they will not receive CPP funding. If a child is age eligible for kindergarten and still is attending preschool, then they are not eligible to receive CPP funding. 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. Additionally, there is a state policy limiting children to two years of participation in CCP.
- <sup>14</sup> Eligibility is determined by child age and the number of significant family risk factors that may impact a child's learning. Four-year-olds can qualify for the preschool program with one risk factor. Three-year-olds must have three or more risk factors to qualify. Income eligibility may be the sole qualifying eligibility factor or it may be one of several eligibility factors. In some areas of the state where the cost of living is extremely high, local district advisory councils have increased the eligibility to 200-225% of FPL. The state-specified significant family risk factors include: Eligibility for free or reduced price meals; Homelessness of the child's family; An abusive adult residing in the home of the child; Drug or alcohol abuse in the child's family (present or past); Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child; The child's parent or guardian has not successfully completed a high school education or its equivalent; Frequent relocation by the child's family to new residences; Poor social skills of the child; Child in need of language development, including the ability to speak English; or Receiving services from the Department of Human Services as a neglected or dependent child. Locally determined risk factors include (but are not limited to): an incarcerated parent, a parent on active military duty, or a developmental delay that raises concerns for school readiness, but does not require special education services. Locally determined risk factors are selected by the district advisory councils when the district can provide the required link between the expanded criteria and school failure and are approved by the State.
- <sup>15</sup> If a child attends preschool beyond the hours funded by CPP then the family may be charged tuition for the additional hours. The tuition rate is determined by the preschool service provider.
- <sup>16</sup> All meals and snacks provided by the center must meet current USDA child and adult care food program meal pattern requirements and be offered at suitable intervals. Children who are at the center for more than 4 hours must be offered a meal that meets at least one-third of their daily nutritional needs.
- <sup>17</sup> Though screenings are not mandated in statute, they are highly encouraged. Of the 175 districts serving CPP, 158 provide hearing screening, 161 provide vision screenings, and 173 provide developmental screenings. While referrals are not a requirement, they are a recommended practice. Local programs are expected to provide information and referral to family support services including nutrition, immunizations, health and dental care, and social services programs. Parental consent is required before any referrals are made for services. Facilities shall have knowledge to assist parent(s)/guardian(s) and families in accessing services for mental health or other special needs to support early intervention when necessary.
- <sup>18</sup> School districts provide family support services, but districts can decide which services are offered. CPP providers must have a written plan that addresses family involvement and a plan for coordinating the district preschool program with a parenting program. CPP rules require that families shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal. The District Advisory Councils should assess the needs specific to the families they serve when creating a written family partnering agreement and the signed agreement should be kept in the child's file. CPP requires that classes shall be supplemented by teaching activities in the home between each pupil and the pupil's parent. An individual teaching plan shall be created for the pupil by his preschool teacher, and the school district shall provide the parent with the books and other materials necessary to carry out such teaching plan. Local school districts and providers are encouraged to plan and implement their own transition activities tailored to the needs of their local communities.
- <sup>19</sup> Children may qualify to participate in the CPP based on their need of language development, including but not limited to the ability to speak English. Their status as a DLL is determined through a school district administered home language survey. The CPP statute requires that an individual teaching plan is developed for each child. The plan shall include identification of the child's needs in the following areas: language development, cognition, gross motor skills, fine motor skills, social skills/self-esteem. Every child participating in the CPP will be assessed three times per year: fall, winter, and spring. Children are assessed in the following areas: language development, cognition, gross motor skills, fine motor skills, social skills/self-esteem. Assessments are completed using Teaching Strategies GOLD and COR Advantage by HighScope. The assessments are aligned with the State's ELDS. GOLD and COR provides an optional set of ELL assessments. Both assessments' online platforms are available in English and Spanish. Reports of assessments can be provided to families in Spanish. Additionally, GOLD offers its language and literacy assessments in Spanish. It is our understanding that both assessment tools used DLLs in their norming sample. In 2018 the Colorado Department of Education finalized the new Colorado Academic State Standards. They include expectations for English language development. Colorado has started the implementation of the revised standards during the 2018-2019 school year. They will be universally implemented for the 2020-2021 school year.
- <sup>20</sup> Daily physical gross motor activities, with or without equipment or materials, must be provided to children outdoors for no less than thirty minutes total for part day programs operating from three to five hours per day, and no less than sixty minutes for full day programs.
- <sup>21</sup> If transportation is provided for children by the preschool program provider, the vehicles must be equipped with age appropriate restraint devices. The program provider must have certification that vehicles used in transporting children are appropriately licensed, inspected and maintained. When children with disabilities are transported, restraints must be appropriate for the level of disability. If transportation fees are imposed, the fees shall be waived for any student who is eligible for free and reduced cost meals. Drivers must complete a minimum of four (4) hours of Colorado Department of Human Services approved driver training.
- <sup>22</sup> Colorado Early Learning and Development Guidelines Update Report 2019 Update: <https://static1.squarespace.com/static/5679be9605f8e24bd8be467a/t/5d55b59e5305170001e2f4c0/1565898145257/ELDGs+update+summary+report+for+ECLC.pdf>
- <sup>23</sup> Colorado has two required child assessment tools approved: Teaching Strategies GOLD and COR Advantage by HighScope. These assessment tools are aligned with the State's current ELDS, but at the time of their approval, their alignment with the State's ELDS was not required.
- <sup>24</sup> While CPP does not endorse specific curricula, CPP does encourage districts to implement a research-based, developmentally appropriate curriculum to close the achievement gap that may already exist when children with significant family risk factors begin preschool. Any curriculum choices should follow national standards, the Colorado Quality Standards, and/or Colorado's ELDS. For additional ELDG support examples please refer to the ELDG website: <https://earlylearningco.org/>
- <sup>25</sup> Lead teachers are required to be qualified as an Early Childhood Teacher (ECT) by Child Care Licensing under the Colorado Department of Human Services. It is recommended that lead teachers possess an Educator License endorsed in ECE, and local districts can require it.
- <sup>26</sup> Staff aides must meet the Colorado Department of Human Services Licensing Requirements: at least 16 years of age, and have a favorable background check.
- <sup>27</sup> To be counted for ongoing training, the training certificate must have documentation that includes: the title of the training; the competency domain; the date and clock hours of the training; the name or signature, or other approved method of verifying the identity of trainer or entity; expiration of training if applicable; and connection to social emotional focus if applicable.
- <sup>28</sup> To meet the annual clock hour training requirements, all licensed child care providers are required to complete 15 clock hours of training. Three of those hours must be in the focus of social emotional development. The remaining 12 clock hours shall be in one or more of the following competency areas: Child growth and development and learning, Child observation and assessment Family and community partnership, Guidance, Health, Safety and nutrition, Professional development and leadership, Program planning and development, and Teaching practices. Prior to working with children, each staff member must read and be instructed about the policies and procedures of the center, including those related to hygiene, sanitation, food preparation practices, proper supervision of children, and reporting of child abuse. Staff members must sign a statement indicating that they have read and understand the center's policies and procedures. All staff members must complete an approved pre-service training prior to working with children. The training must include: Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants. Each staff member working with children less than three (3) years of age must complete an approved prevention of shaken baby/abusive head trauma

training. This training must be renewed annually and counts towards ongoing training requirements. Each staff member working with children must complete an approved Standard Precautions training that meets current occupational safety and health administration (OSHA) requirements prior to working with children. This training must be renewed annually and counts towards ongoing training requirements. Within 30 calendar days of employment and annually, all employees and regular volunteers must be trained using an approved training about child abuse prevention, including common symptoms and signs of child abuse.

- <sup>29</sup> Though state policy does not require specific salary, benefits, or paid time off, districts may set their own policy. Some districts that require their preschool teachers to hold commensurate degree with K-12 teachers so offer additional benefits.
- <sup>30</sup> The Colorado Department of Education (CDE) does not have specific information regarding funding sources from the state. The Colorado State Legislature and the Colorado Joint Budget Committee provides the funding to the CDE. However, CDE is not provided with the specific contributing funding sources or the percentages of each of those sources. Districts receive funding for each child qualified for CPP up to their designated allocation when those children are enrolled and attending during the pupil count window. Per pupil funding varies due to Colorado's school finance formula. CDE uses the School Finance Act of 1994 as amended which calculates a per-pupil funding for students in Colorado. Various factors are applied, such as the district's cost of living, size of the district, distance to closest urban area, number of at-risk students, number of online students and the state's budget deficits. Each CPP position is funded at half the equivalent of children in grades 1-12 (i.e., 0.5 FTE). Average funding per preschooler in CPP for FY2018-19 was \$4,524.95. Average funding per CPP position was \$4,176.82. The difference is due to the fact that some children access full-day services using two CPP positions. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share differs widely by school district due to the variables in Colorado school finance formula. The details and definitions of the school finance formula for 2018-2019 can be found through this link: <https://www.cde.state.co.us/cdefinance/fy2018-19brochure>
- <sup>31</sup> CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent. The early childhood setting may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands. Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.
- <sup>32</sup> The state requires preschool providers receiving state or certain federal funds to use a high quality early childhood assessment to support the learning of the children served and to communicate progress to families. Preschool providers receiving funding to provide preschool special education services (for students who meet state edibility criteria) or Colorado Preschool Program services are required to use an approved assessment tool. For the 2018-2019 school year, GOLD® by Teaching Strategies and HighScope COR Advantage by HighScope are the approved assessment tools in Colorado. Further details for Colorado's assessment tools and criteria can be found here: <https://www.cde.state.co.us/resultsmatter>; [https://docs.google.com/document/d/13FcTDaKXOQpcSghF4VjQcD0q0LSRVd5sY\\_nHtg0vO7g/edit#](https://docs.google.com/document/d/13FcTDaKXOQpcSghF4VjQcD0q0LSRVd5sY_nHtg0vO7g/edit#); and <http://www.cde.state.co.us/resultsmatter/rmassessmentdata>
- <sup>33</sup> Each school district's quality monitoring efforts are expected to be customized to the program's needs, size, and capacity. The role of the District Advisory Council (DAC) in these efforts should be determined based on the expertise and knowledge of DAC members and is not expected to include direct classroom observations in order to evaluate quality unless other standard and reliable methods are not being utilized. Rather, DAC visits are intended to build the capacity of DAC members to be familiar with the program structure and operations in order to provide appropriate and relevant advisement and oversight of the program as a whole. The DAC is responsible to review quality data from multiple sources to make recommendations to advise the program's quality initiatives. The council will use this data to inform a continuous quality improvement process, rather than to directly verify the level of quality in classrooms.
- <sup>34</sup> District Advisory Councils visit all settings providing Colorado Preschool Program enrollment and use Colorado Quality Standards. Although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS. 119 used Colorado Shines, 74 used CLASS, 81 used ECERS, 35 used TPOT, 32 used Pyramid, and 18 used NAEYC Accreditation. Some districts used multiple tools.
- <sup>35</sup> Each district advisory council runs oversees and implements their own setting visitation program, and they set the frequency for visitations. State agency staff are assigned as technical support specialists to provide support and oversight, including site visits to each district program. The frequency and intensity of site visits are determined based on a variety of factors and data, including quality of the annual report, local staff turnover, review of available data sources (child count, preschool outcomes, etc.).

## CONNECTICUT - Connecticut Child Day Care Contracts (CDCC)

- <sup>1</sup> Attendance at national conferences, symposium and training; participation in national and federal webinars; federal technical assistance; staff meetings with outside speakers.
- <sup>2</sup> Across all state funded preschool programs, any sites that are not currently accredited or for whom quality issues have been identified through ongoing monitoring, an Early Childhood Environment Rating Scale, Third Edition (ECERS-3) is required. While these programs are required to secure the services of an approved rater on their own, the Office of Early Childhood (OEC) has contracted to support the development and maintenance of a cadre of approved, reliable raters.
- <sup>3</sup> Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Contractors may serve multiple towns. No towns are required to offer these services and the funds are currently distributed through purchase of service contracts; Sites are funded under two-year contracts.
- <sup>4</sup> Children born in 2012 or before are not included (total 228).
- <sup>5</sup> CDCC programs provide services for children for 10 hours per day through multiple funding sources. The minimum number of hours paid for with CDCC funds cannot be specified.
- <sup>6</sup> The State does not provide a requirement regarding hours per year. Programs generally operate for 52 weeks a year; however, they are allowed up to 22 days of closure per year.
- <sup>7</sup> Children may enroll in preschool spaces funded by CDCC at any point of the year, however, a preschooler must be at least 3 years old by January 1 as required by licensing to begin preschool in the fall.
- <sup>8</sup> Families must meet income eligibility criteria upon enrollment. Eligibility is re-assessed annually based on family income (75% SMI for state funds). If a child meets eligibility upon enrollment, they remain eligible until they age out of the program, but the family pays a higher fee if their income changes.
- <sup>9</sup> While referrals are not required, follow up care is documented.
- <sup>10</sup> Parent involvement activities include: (1) Provide for parents' participation in setting goals for and evaluating the progress of their children; (2) assist parents with their responsibility of educating their children; (3) assist parents in working with child care programs, communicating with teachers and other child care program personnel, and participating in decisions relating to the education of their children; (4) assist staff with their responsibility of working with the child's parents to promote parent-education partnerships; and (5) take other actions, when appropriate, to support the active involvement of parents with child care programs, school personnel and with the transition to school-related organizations.
- <sup>11</sup> While the legislative requirements regarding the identification of English learners continues to begin at kindergarten, beginning in June of 2018 the CT State Department of Education added an Optional Identification Policy for Students enrolled in PK 4 who are at least 4 years old. This Optional Policy offers a recommended approach for identifying 4-year-olds enrolled in public preschool programs and the Public School Information System (PSIS) using the preLAS 2000 English version.
- <sup>12</sup> While the number of hours per day is not prescribed, the CT ELDS provides curriculum guidance. Programs are required to develop and implement a written plan for the daily program activities including indoor and outdoor physical activities which provide opportunities for fine and gross motor development.
- <sup>13</sup> CT ELDS are for birth to age five. Therefore, they are inclusive of state infant and toddler development standards.
- <sup>14</sup> CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. Series of documents also available: 'Using the CT ELDS to Support All Children' available and embedded in PD available and embedded in PD Aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).
- <sup>15</sup> Locally determined assessment, but aligned with ELDS: The Contractor agrees that it shall ensure that both the curriculum and child assessments used by its facilities are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).
- <sup>16</sup> Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. Guidance document on intersection of Standards, Curriculum, and Assessment provided at state funded program meetings.
- <sup>17</sup> Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree as outlined in [https://www.ct.gov/oec/lib/oec/GP\\_A-01\\_final\\_09-24-2019.pdf](https://www.ct.gov/oec/lib/oec/GP_A-01_final_09-24-2019.pdf) Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the



program must have a Associate's degree or higher, specific to early childhood, with all remaining lead teachers holding at least an CDA credential plus 12 Early Childhood credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an Associate's degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a Bachelor's degree in Early Childhood.

- <sup>18</sup> There are no minimum education degree requirements for Assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
- <sup>19</sup> CDCC programs are required to be licensed, which requires PD for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, ECE and CD, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. 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. PD required under new CCDF rules may count toward the annual PD requirement. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. <https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1>
- <sup>20</sup> Lead Teachers who do not meet the final benchmark of a Bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. If teachers seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If they seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. <https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1>
- <sup>21</sup> Other: 1 yr. cert./30 ECE credits, advanced degree (i.e. sixth year)
- <sup>22</sup> CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.
- <sup>23</sup> Some families are eligible for CCDF child care subsidies.
- <sup>24</sup> It is a State appropriation as part of the biennium budget (Early Care and Education).
- <sup>25</sup> The full day rate is \$8,596.64/year or \$165.32/week and the wraparound rate is \$3,008.20/year or \$57.85/week. Rates were developed in the early 1960s and over the years have tried to be in sync with School Readiness rates. CDCC rates differ by length of program day and do not vary by region. Primary support is for full day care. The program only funds center-based care.
- <sup>26</sup> Public schools are eligible to receive CDCC funding but they would be required to obtain a license from OEC, even though they are normally exempt.
- <sup>27</sup> Programs must have NAEYC Accreditation or be Head Start approved. Both systems require programs to assess children's learning and development during the preschool years.
- <sup>28</sup> The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 and/or ITERS-3 by a state approved, reliable rater. State approved raters are trained by Environment Rating Scale Institute (ERSI) staff. This requirement would only be fulfilled in CDCC that are also SR funded.
- <sup>29</sup> Annual ERSI training; raters at least 85% reliable; The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum every 10 visits.
- <sup>30</sup> Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding, experiencing licensing compliance challenges, non-compliant with approval system requirements including reporting and required criteria, chronically under enrolled, non-compliant with OEC reporting requirements, General Policies, or legislation, enrolling families in OEC funded spaces that do not meet income eligibility requirements, experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC.

## CONNECTICUT - Connecticut School Readiness

- <sup>1</sup> For a portion of 2018-2019, there was an open position which was filled in the same fiscal year. During the gap, a veteran staff member who had previously worked on this program served as an interim program manager.
- <sup>2</sup> Attendance at national conferences, symposium and training; participation in national and federal webinars; federal technical assistance; staff meetings with outside speakers.
- <sup>3</sup> Across all state funded preschool programs, any sites that are not currently accredited or for whom quality issues have been identified through ongoing monitoring, an Early Childhood Environment Rating Scale, Third Edition (ECERS-3) is required. While these programs are required to secure the services of an approved rater on their own, the Office of Early Childhood (OEC) has contracted to support the development and maintenance of a cadre of approved, reliable raters.
- <sup>4</sup> Of the 67 communities, 21 are priority districts and 46 are competitive municipalities as defined by legislation. The 21 priority school districts are not required to participate in the School Readiness Program, but funds are available to all eligible districts.
- <sup>5</sup> Children born in 2012 or before are not included.
- <sup>6</sup> The State will be using School Readiness unspent funds to support an additional 8 months of Preschool Development Grant (PDG) enrollment (January 2020 to August 2020).
- <sup>7</sup> Breakdown by setting is based on capacity, not actual enrollment; The total includes 7,778 children in full day spaces (available for 10 hours per day; child must be in need a minimum of six hours per day).
- <sup>8</sup> 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. Full day operates 10 hours per day, 50 weeks per year.
- <sup>9</sup> As defined by legislation, communities may allow a small number of kindergarten-eligible children to remain in the program (up to five percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child will not enter kindergarten.
- <sup>10</sup> 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 SMI.
- <sup>11</sup> 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.
- <sup>12</sup> Programs are required to serve one snack to children who attend fewer than five hours per day and one snack plus one meal to children in school for five to eight hours per day. Children attending more than eight 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.
- <sup>13</sup> Programs are required to conduct health screenings, but they are not required to conduct developmental delay screenings.
- <sup>14</sup> While referrals are not required, follow up care is documented.
- <sup>15</sup> While the legislative requirements regarding the identification of English learners continues to begin at kindergarten, beginning in June of 2018 the CT State Department of Education added an Optional Identification Policy for Students enrolled in PK 4 who are at least 4 years old. This Optional Policy offers a recommended approach for identifying 4-year-olds enrolled in public preschool programs and the Public School Information System (PSIS) using the preLAS 2000 English version.
- <sup>16</sup> While the number of hours per day is not prescribed, the CT ELDS provides curriculum guidance. Programs are required to develop and implement a written plan for the daily program activities including indoor and outdoor physical activities which provide opportunities for fine and gross motor development.
- <sup>17</sup> CT ELDS are for birth to age five. Therefore, they are inclusive of state infant and toddler development standards.
- <sup>18</sup> CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. Series of documents also available: 'Using the CT ELDS to Support All Children' available and embedded in PD available and embedded in

PD Aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).

- <sup>19</sup> Locally determined assessment, but aligned with ELDS: The Contractor agrees that it shall ensure that both the curriculum and child assessments used by its facilities are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).
- <sup>20</sup> Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. Guidance document on intersection of Standards, Curriculum, and Assessment provided at state funded program meetings.
- <sup>21</sup> Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree as outlined in [https://www.ct.gov/oec/lib/oec/GP\\_A-01\\_final\\_09-24-2019.pdf](https://www.ct.gov/oec/lib/oec/GP_A-01_final_09-24-2019.pdf) Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have a Associate's degree or higher, specific to early childhood, with all remaining lead teachers holding at least a CDA credential plus 12 Early Childhood credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to early childhood, with all remaining lead teachers holding an Associate's degree specific to early childhood. As of July 2029, 100% of lead teachers must hold a Bachelor's degree in Early Childhood.
- <sup>22</sup> There are no minimum education degree requirements for Assistant Teachers. Assistant Teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
- <sup>23</sup> Note that this is a policy change for all staff; it matches licensing requirements. Licensed programs require PD for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, ECE and CD, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. 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. PD required under new CCDF rules may count toward the annual PD requirement. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. <https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1>
- <sup>24</sup> Lead Teachers who do not meet the final benchmark of a Bachelor's degree for Qualified Staff Member (QSM) must have a written PD plan. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If Lead Teachers or Teacher Assistants seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. Core Knowledge and Competency Framework outlines guidance for creating individual PD plans. <https://www.ct.gov/oec/cwp/view.asp?a=4541&Q=586598&PM=1>
- <sup>25</sup> Other: 1 yr. cert./30 ECE credits, advanced degree (i.e. sixth year)
- <sup>26</sup> CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.
- <sup>27</sup> Some families are eligible for CCDF child care subsidies.
- <sup>28</sup> Connecticut does not track or collect information on local use of federal funds to support this preschool program at the local level.
- <sup>29</sup> Full-day/Full-year Program: Provide services for up to 10 hours per day for 50 weeks per year. Reimbursed at \$8,924 per child per year. School-Day/School-Year Program: Provide services for six hours per day for 180 consecutive days. Reimbursed at \$6,000 per child per year. Part-Day/Part-Year Program: Provide services for at least 2.5 hours per day for 180 consecutive days. Reimbursed at \$4,500 per child per year. Extended-Day Program: Only available in the priority school districts. This space type is to provide services that extend the hours, days, and/or weeks of programming for children who are enrolled part-time in a program not funded by School Readiness. The purpose is to provide these children with a full-time program of 10 hours per day for 50 weeks per year. Reimbursed at \$2,772 per child per year.
- <sup>30</sup> Programs may use any curriculum and assessment that is aligned with the CT Early Learning and Development Standards. There is no policy regarding how the pre-K assessment data are used. Communities have been known to use this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time.
- <sup>31</sup> The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. In addition, Local School Readiness Liaisons are required to observe programs/classrooms at least annually. School Readiness Liaisons provide feedback to programs. Those programs are required to have an ECERS-3 by a state approved, reliable rater. State approved raters are trained by ERSI staff.
- <sup>32</sup> The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum every 10 visits.
- <sup>33</sup> Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding, experiencing licensing compliance challenges, non-compliant with approval system requirements including reporting and required criteria, chronically under enrolled, non-compliant with OEC reporting requirements, General Policies, or legislation, enrolling families in OEC funded spaces that do not meet income eligibility requirements, experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC.

## CONNECTICUT - Connecticut Smart Start

- <sup>1</sup> For the entire 2018-2019, there was an open position which was covered on an interim basis by an existing staff member familiar with the program. The former program manager was available for consultation.
- <sup>2</sup> Across all state funded preschool programs, any sites that are not currently accredited or for whom quality issues have been identified through ongoing monitoring, an Early Childhood Environment Rating Scale, Third Edition (ECERS-3) is required. While these programs are required to secure the services of an approved rater on their own, the Office of Early Childhood (OEC) has contracted to support the development and maintenance of a cadre of approved, reliable raters.
- <sup>3</sup> Only local or regional boards of education are eligible to apply for Smart Start program funds.
- <sup>4</sup> No additional funding has been appropriated for this preschool program. Funding has remained level.
- <sup>5</sup> Children born in 2012 or before are not included.
- <sup>6</sup> Smart Start programs must operate the same number of days as the rest of the school system, which is a minimum of 180 days per year.
- <sup>7</sup> 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 third birthday.
- <sup>8</sup> Districts may prioritize enrollment based on local need.
- <sup>9</sup> 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.
- <sup>10</sup> Smart Start does not require comprehensive services, but local School Districts provide a variety of services unique to their communities.
- <sup>11</sup> While the legislative requirements regarding the identification of English learners continues to begin at kindergarten, beginning in June of 2018 the CT State Department of Education added an Optional Identification Policy for Students enrolled in PK 4 who are at least 4 years old. This Optional Policy offers a recommended approach for identifying 4-year-olds enrolled in public preschool programs and the Public School Information System (PSIS) using the preLAS 2000 English version.
- <sup>12</sup> Programs are required to develop and implement a written plan for the daily program activities including indoor and outdoor physical activities which provide opportunities for fine and gross motor development.
- <sup>13</sup> CT ELDS are for birth to age five. Therefore, they are inclusive of state infant and toddler development standards.
- <sup>14</sup> CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. Series of documents also available: 'Using the CT ELDS to Support All Children' available and embedded in PD Aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).
- <sup>15</sup> Locally determined assessment, but aligned with ELDS: The Contractor agrees that it shall ensure that both the curriculum and child assessments used by its facilities are aligned to ELDS. CT offers an aligned framework for formative assessment tied to CT ELDS (CT Documentation and Observation for Teaching System-CT DOTS).
- <sup>16</sup> Guidance documents available: 'Supporting All Children Using the CT ELDS: Building Meaningful Curriculum' includes a curriculum self-assessment tool, which has been used in trainings for administrators. Guidance document on intersection of Standards, Curriculum, and Assessment provided at state funded program meetings.
- <sup>17</sup> The State Department of Education certification, which must include pre-K or early childhood specialization, is required for all Smart Start teachers.
- <sup>18</sup> Lead Teachers are certified by the State Department of Education (SDE) and must meet SDE professional learning requirements and professional learning plans.

- <sup>19</sup> All salaries are determined locally. Any arrangements regarding programming or compensation outside of the school year, school day program is handled locally and the OEC does not have a record of any such arrangements. CT has a workforce report viewed by the General Assembly outlining a plan for compensation but no action has been taken.
- <sup>20</sup> This amount includes \$1,003,249 for capital improvements (state funding).
- <sup>21</sup> IDEA funds and Title 1 funds may be used by local districts to also support this state-funded preschool program; however, this varies by district and is not reported to the OEC.
- <sup>22</sup> All classrooms must be in public schools.
- <sup>23</sup> There is not a specific policy regarding child assessment in Smart Start programs; however, because state policy requires NAEYC accreditation it is expected that all programs are engaging in ongoing assessment to inform instruction.
- <sup>24</sup> Programs may use any curriculum and assessment that is aligned with the CT Early Learning and Development Standards. There is no policy regarding how the pre-K assessment data are used. Communities have been known to use this data to guide teacher training and PD, to share data upon kindergarten enrollment, to adjust curricula and track child and program outcomes over time.
- <sup>25</sup> The structured observation is only required for programs that are not NAEYC accredited or Head Start approved. Only programs that are not NAEYC accredited or Head Start approved are required to have an ECERS-3 by a state approved, reliable rater. State approved raters are trained by ERSI staff.
- <sup>26</sup> The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at minimum every 10 visits.
- <sup>27</sup> Compliance Monitoring ensures that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC.

## DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

- <sup>1</sup> In state and out of state professional development days, participation in national state cohort programs like National Governor's Association (NGA) and Council of Chief State School Officers (CCSSO), observations of pre-K programs and technical assistance supporting pre-K programs, national Head Start technical assistance.
- <sup>2</sup> At times, site-level monitoring is contracted out. Also, some professional learning speakers are contracted out. All programs are in Delaware Stars, which performs program evaluations as part of the state's QRIS system.
- <sup>3</sup> Yearly self-assessment that mirrors the continuous quality improvement requirements of the Head Start Program Performance Standards; we self-assess using quarterly reports every three months, with an emphasis at the end of quarter three in order to write next year's contract scopes.
- <sup>4</sup> The total number of children is the number of seats funded by the Delaware Department of Education (DDOE), Office of Early Learning (OEL). Enrollment numbers by age reflect children who were enrolled and left the program; seats are filled within 30 days as per Head Start Program Performance Standards.
- <sup>5</sup> Head Start programs in Delaware also have Early Childhood Assistance Program (ECAP)-funded children enrolled, but the State does not track the braiding or blending of funding.
- <sup>6</sup> Programs are required to provide a minimum of 3.5 hours of direct service per day. Schedule requirements are indicated by the Head Start Program Performance Standards (HSPPS) 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 ECAPs 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 nine months but do not necessarily follow school district calendars. The program year for state-funded ECAPs is based on the state fiscal year and extends from July 1 through June 30 of the following year; programs determine operating schedules within this program year.
- <sup>7</sup> Programs provide high-quality educational and comprehensive services to children for at least one hundred and sixty (160) days per year, five (5) days per week, and three and a half (3.5) hours per day with ECAP funding.
- <sup>8</sup> ECAP funding supports enrollment of eligible preschool-aged children, defined as at least three-years-old after August 31 to kindergarten eligibility age, at most five-years-old on or before August 31 of the respective program year.
- <sup>9</sup> ECAP-funded children must meet the federal Head Start Program Performance Standards (HSPPS) 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 the Head Start Act 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.
- <sup>10</sup> 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; this may result in identification of additional risk factors.
- <sup>11</sup> Delaware follows the Head Start Program Performance Standards.
- <sup>12</sup> At least one meal is required; which meal is offered depends on the duration of the day and the start and end time.
- <sup>13</sup> ECAPs follow the requirements for screenings per the federal Head Start Program Performance Standards. Depending on the screening, these are conducted within the first 45 or 90 calendar days of the program year. Screening procedures are locally determined.
- <sup>14</sup> Comprehensive services are required, but the specific services offered are determined locally. ECAPs follows Head Start Program Performance Standards which require comprehensive services.
- <sup>15</sup> Programs are required to follow Head Start Performance Standard 1302 Subpart E—Family and Community Engagement Program Services. Parent Involvement activities include: parent activities to promote child learning and development, offer opportunities for parents to participate in research-based parenting curriculum, provide parents with opportunities to participate in the program as employees or volunteers, and family partnership process.
- <sup>16</sup> Programs are required to follow Head Start Performance Standard 1302.71: Transitions from Head Start to kindergarten. Activities include: family collaborations for transitions, community collaborations for transitions, learning environment activities, and transition services for children with an IEP.
- <sup>17</sup> This requirement is through Delaware Stars and all ECAPs are required to be in Delaware Stars.
- <sup>18</sup> 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 and receive technical assistance as a Stars Level 4 or 5 center.
- <sup>19</sup> Federal Head Start Program Performance Standards require at least an associate degree in early childhood education or a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children for all lead teachers. 50% of teachers must have a BA in child development, early childhood education, or equivalent coursework. Lead teachers in both public and private settings must meet these requirements. Additional certifications and specializations are required by school district programs. (State and federal requirements are dictated by the funding source).
- <sup>20</sup> Federal Head Start Program Performance Standards require that assistant teachers 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.
- <sup>21</sup> The number of teachers is not currently tracked because ECAP funding supports multiple classrooms in each of our programs.
- <sup>22</sup> This amount reflects only Delaware's ECAP-funded program; therefore, this is the state budget line item that directly supports this program. Delaware spends more local, state, and federal dollars on preschool through other initiatives that are not a part of this survey; Programs determine whether they braid or blend funds from these other sources. The State does not specify what other sources to use to support care and education for ECAP-funded seats.
- <sup>23</sup> The reimbursement rate is calculated annually based on state appropriation. \$7,140.00 per year or \$595 per month from July 1, 2018 on. Reimbursement rates are consistent per seat. Training and technical assistance dollars are allocated based on the total number of children served at each site (ex. Sites with more children receive a higher stipend for training and technical assistance.)
- <sup>24</sup> All programs use MyTeachingStrategies (formerly Teaching Strategies GOLD) because the State funds child portfolios for all Star 4 and 5 programs.

## DISTRICT OF COLUMBIA - D.C. Universal Pre-K

- <sup>1</sup> The District uses a mixed-delivery system operating across three sectors for pre-K services, including traditional public schools (DCPS), public charter schools (PCS), and publicly-funded community-based organizations (CBOs) that have a high-quality designation. The District of Columbia Public Schools (DCPS) provides publicly-funded pre-K that is open to all DC residents. DCPS receives funding at the Uniform Per Student Formula Funding (UPSFF) level for students participating in pre-K classrooms. Additionally, DCPS receives Head Start funding, which enables schools to provide comprehensive child and family support services to all students enrolled in Title I schools through implementation of the Head Start School-Wide Model. PCS provide publicly-funded pre-K that is open to all DC residents. While PCS receives funding at the UPSFF level from the District government, they operate independently from the traditional public school system. Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). Through a partnership with the United Planning Organization, select PCS sites also receive Head Start funding to support pre-K programming. CBOs that achieve and maintain a high-quality designation under the Pre-K Enhancement and Expansion Act, provide publicly-funded pre-K that is open to all DC residents. These CBOs receive an allocation of funding to supplement funds received through the District's subsidized child care program and may also receive funding through the federal Head Start program up to the UPSFF level for each student served.
- <sup>2</sup> Included in total reported FTEs.
- <sup>3</sup> Professional learning opportunities include: Child Growth and Development, Observing, Documenting, and Assessing to Support Young Children, Health, Safety, and Nutrition, Curriculum, Inclusive Practices, Learning Environments, Social Emotional Development and Mental Health.
- <sup>4</sup> Across the District's eight Wards, pre-K is offered in 37 of 66 Local Education Agencies. An additional 25 pre-K programs are offered in CBOs.
- <sup>5</sup> Most elementary schools in DCPS and PCS offer pre-K for age-eligible students. Additionally, the pre-K enhancement and expansion program provides funding to high-quality CBOs. PCS sites that are approved to provide pre-K (by way of the school's charter) may offer pre-K to any student that meets the District residency and age eligibility requirements.
- <sup>6</sup> A small number of LEAs may use later cutoff dates.
- <sup>7</sup> Ratios and group size requirements are indicated for the sector (e.g. applicable to DCPS and CBOs). Ratios and group size requirements are based on the age of the youngest child in the classroom. PCS have independent authority to develop their own set of guidelines/program standards for classes within each school.
- <sup>8</sup> Only DCPS Title I schools are required to have these screenings. All students enrolled in DCPS, PCS and CBOs must have a completed DC Universal Health Certificate, completed and signed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations. The required components of the physical exam as set by DC's EPSDT can be found at <https://www.dchealthcheck.net/trainings/exam/exam.html>. In PCS, schools with nurses give vision and hearing screenings as part of services. DC provides funding to DC health (Dept. of Health) to provide nurses in schools with an approved nurse's suite. They do not provide funds directly to schools for nurses. DC Health contracts with Children's School Services (a division of Children's National Medical Center) to provide nursing services to DC schools.
- <sup>9</sup> All students identified with a potential delay are required to be referred to DC's Early Stages program.
- <sup>10</sup> In DCPS, 60 of 78 pre-K programs are Title I and therefore meet this requirement through the DCPS Head Start School-Wide Model based in Title 1 elementary schools. PCS are not required to offer these services though they report that they are offered.
- <sup>11</sup> DCPS & CBOs offer a variety of parent involvement activities including parent-teacher conferences, home visits, play-dates, parent information sessions and trainings. Additionally, DCPS Title 1 schools provide parenting training through the Head Start school-wide model, utilizing an established parenting curriculum, as well as a host of other engagement activities and trainings, which vary according to the needs of the community. PCS have independent authority to develop their own parent involvement activities within each school.
- <sup>12</sup> In DCPS, transition activities that support children as they transition include but are not limited to lessons that expose children to the idea of kindergarten and the transition process; visits from kindergarten teachers to the pre-K classrooms; opportunities to visit and spend time in the kindergarten classrooms; opportunities to learn from and engage with kindergarten students; and a discussion of and, in some cases, gradual transition to some kindergarten routines and procedures. Activities that support families through the transition include but are not limited to an open house for parents to visit the kindergarten classrooms while in session; parent curriculum nights during which parents can meet the kindergarten teachers and learn about classroom routines and expectations; and information sessions that provide parents with information about how they can support their children through the transition process and prepare them for the transition. Programs also hold data meetings during which pre-K teachers, kindergarten teachers, and other early childhood staff meet to discuss individual student data and to plan accordingly for students' transition. CBOs assist families with kindergarten transition in a variety of ways, including providing information on kindergarten registration requirements, establishing a transition calendar with important dates leading up to kindergarten registration and recommended reading for children prior to kindergarten; ensuring parents have up-to-date and complete immunization and oral health records, and other general informational and assistance supports. These activities help children experience a smooth transition from pre-K to kindergarten. PCS must follow the Every Student Succeeds Act (ESSA) standards outlined in the Memorandum of Understanding with the Office of the State Superintendent of Education or an equivalent procedure.
- <sup>13</sup> The District provides policy guidance for identification and placement services (for DLLs) to all state-funded LEAs (public schools and public charter schools preschool programs). If the OSSE Home Language Survey indicates that a language other than English is spoken in the home, the student is screened using the Preschool IDEA Oral Language Proficiency Test (Pre-IPT Oral). If the child is not fluent, then he/she will be designated as an English Learner (EL) and receive EL services. Additionally, the DCPS early childhood education division has two coaching positions focused on supporting DLLs and building capacity among coaches assigned to schools with higher proportions of DLL students.
- <sup>14</sup> The District provides transportation to/from DCPS preschool programs for children with special needs, including those who have an Individualized Education Plan (IEP). PCSs have independent authority over transportation.
- <sup>15</sup> DC's Common Core Early Learning Standards include content for children from birth through kindergarten.
- <sup>16</sup> The District provides pre-K programming through three sectors: DCPS, PCS, and in CBOs. Each sector has different teacher requirements. DCPS: Lead teachers must have a Bachelor's degree, pass a core Praxis test in reading, writing and math, and pass a Principles of Learning & Teaching - Early Childhood test that verifies their content knowledge. PCS: The state gives public charter schools the authority to establish their own requirements for teacher education and credentials. CBOs: Lead teachers must have a Bachelor's degree in child development, early childhood education, or child and family studies. Alternately, a lead teacher is qualified to teach if they hold a Bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education.
- <sup>17</sup> The state gives PCSs the authority to establish their own requirements for teacher education and credentials. In CBOs, assistant teachers must hold at least an Associate's degree (AA) in child development, early childhood education, or child and family studies. Alternately, they must hold an AA in a field other than child development, early childhood education, or child and family studies and have 9 credits in early childhood education.
- <sup>18</sup> DCPS requires teachers to receive ongoing classroom-embedded support such as coaching and mentoring. Ongoing classroom-embedded support is not required for assistant teachers in DCPS; however, many schools require teaching teams to be coached together. PCS determine the type of training teachers receive.
- <sup>19</sup> All DCPS and CBO Lead Teachers are required to have a BA (at a minimum) to teach in pre-K.
- <sup>20</sup> DCPS requires salary and fringe benefit parity for lead teachers, including same starting salary, retirement benefits, and health care as K-3 for all years of service. Additionally, the DCPS salary schedule is prorated for differences in length of work day or year. DCPS preschool teachers receive professional development at their schools on an ongoing basis and are compensated the same as their colleagues in K-3 grades. For PCS, salary, fringe benefit parity, requirements, and/or supports for lead teachers is under the exclusive control of charter schools. CBOs are required to pay lead teachers the same as that indicated on the DCPS pay scale.
- <sup>21</sup> For PCS, requirements and/or supports are under the exclusive control of charter schools.
- <sup>22</sup> The Uniform Per Student Funding Formula (UPSFF) is the formula used to determine the annual funding for DC public schools, public charter schools, and CBOs that participate in the District's universal pre-K program. The UPSFF was established by the District of Columbia School Reform Act of 1995 to ensure that all public schools received the same level of funding on a per-student basis. The UPSFF applies to appropriations from the DC General Fund. The UPSFF foundation amount is enhanced according to different weights for higher-cost grade levels and supplemental funding weights for students with particular needs. During the 2018-2019 school year, the Uniformed Per Student Funding Formula for Pre-K 3-year-olds was \$14,282 and for 4-year-olds the per pupil rate was \$13,855.
- <sup>23</sup> DCPS classrooms are required to use Teaching Strategies GOLD. In CBOs, child assessment tools are required to be aligned with the ELDS and the curriculum selected by pre-K programs. The curriculum must also be aligned with the District's Common Core Early Learning Standards. PCS have the authority to determine if they administer child assessments and if they do, they can select their own tool(s).

- <sup>24</sup> All data collectors have a current CLASS Pre-K certification through Teachstone. Data collectors participate in monthly calibration activities to ensure on-going reliability with the CLASS measure. A random sample of the classrooms are 'double-coded' to ensure sufficient inter-rater reliability. Each data collector is screened for fidelity to data collection protocols during actual observation visits. Data collectors must pass the fidelity check in order to continue collecting data for the vendor.
- <sup>25</sup> CBOs participating in subsidized child care or providing public pre-K are required to be part of Capital Quality, the District's enhanced QRIS system. DCPS and PCS are required to be part of an accountability system that is aligned with the state's QRIS.

## FLORIDA - Florida Voluntary Prekindergarten Program (VPK)

- <sup>1</sup> Voluntary Prekindergarten (VPK) is administered by the Florida Office of Early Learning (OEL) which is part of the Florida Department of Education. The Office of Early Learning Executive Director reports to the Commissioner of Education.
- <sup>2</sup> Number of FTEs includes three that were unfilled during 2018-2019. The vacant FTEs include two VPK Regional Facilitators and one VPK Manager.
- <sup>3</sup> Professional learning opportunities for state staff include participation in ECE conferences and online VPK courses for content knowledge. One-on-one mentoring is provided for new staff.
- <sup>4</sup> While OEL governs day-to-day operations of statewide early learning programs and administers federal and state child care funds, across the state 30 regional early learning coalitions and the Redlands Christian Migrant Association are responsible for delivering local services.
- <sup>5</sup> The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for 4-Year-Olds to Kindergarten. FLKRS has also been used to calculate VPK Provider Kindergarten Readiness Rates, which measure how well a VPK provider prepares 4-year-olds to be ready for kindergarten. Data is analyzed annually for the purpose of planning professional development and related resources.
- <sup>6</sup> All school districts are required to offer the 300-hour VPK program during the summer.
- <sup>7</sup> Enrollment reflects the Program Year VPK enrollment. The number of 5-year-olds enrolled in VPK vs. kindergarten is not currently available.
- <sup>8</sup> The VPK program is universal and does not track which children have IEPs. A small number of children (178) attend a special VPK program known as Specialized Instructional Services (SIS) where parents can divert the regular funding for the VPK program to obtain specialized services for their children based on the child's IEP.
- <sup>9</sup> 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. 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.
- <sup>10</sup> Children must be 4 years old on or before September 1 to attend VPK. As of July 2016, parents of young 4-year-olds (those born between February 2 and September 1) could opt to enroll their child in VPK a year later when the child is 5 years old.
- <sup>11</sup> 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 children are in care. Meals and snacks are required for extended-day programs.
- <sup>12</sup> 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. The VPK program allows faith-based license-exempt providers to offer the state-funded preschool program. For further information, please visit <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html> and <https://www.myflfamilies.com/service-programs/child-care/laws-and-requirements.shtml>.
- <sup>13</sup> VPK providers are required to implement the Florida Early Learning and Developmental Standards that include physical development and gross motor skills. VPK providers have the flexibility to create their own daily schedule.
- <sup>14</sup> The early learning standards are aligned with the Florida Kindergarten Standards.
- <sup>15</sup> The Florida Early Learning and Developmental Standards Four Years Old to Kindergarten (2017) Educator's Guide was developed to provide support for VPK teachers implementing the standards. The Guide includes information on meeting needs of diversity and how learning can be supported at home.
- <sup>16</sup> The VPK Assessment is required for use with children in all VPK programs.
- <sup>17</sup> 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.
- <sup>18</sup> Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by DCF. VPK providers on probation who must complete 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.
- <sup>19</sup> VPK teachers in public school VPK programs that are on probation are required to have individualized PD plans. For nonpublic schools, providers on probation must either implement the approved staff development plan including lead and assistant teachers or select a new, approved VPK curriculum. Providers selecting a new curriculum must require lead and assistant teachers to complete the required professional development to implement the curriculum.
- <sup>20</sup> Per child reimbursement rates are a legislative appropriation.
- <sup>21</sup> The Office of Early Learning provides funding from the state to the 30 Early Learning Coalitions in Florida who contract with private VPK providers. Private Subcontracts are permitted with other community programs to help implement the parent outreach component of VPK and also with approved licensed or certified professionals to provide specialized instructional services for children with disabilities.
- <sup>22</sup> The OEL VPK Outreach/Awareness and Monitoring Initiative Grant Agreement awarded to all early learning coalitions (ELCs) requires that a sample of VPK providers in the ELC service delivery area be monitored annually.

## GEORGIA - Georgia's Pre-K Program

- <sup>1</sup> 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.
- <sup>2</sup> Responses represent staff from the leadership team, Directors, Pre-K Specialists, Coordinators, Inclusion support, Professional Development Support, Informational Technology, Finance, Research, Audits, and Legal.
- <sup>3</sup> We have many other staff who support Pre-K as part of their job responsibilities including finance, legal, audits and compliance, informational technology, professional development support, Work Sampling online support staff, and admin support staff. These employees are not required to have a background or training in ECE.
- <sup>4</sup> Teachstone Classroom Assessment Scoring System (CLASS) (Observer Training, Making the Most of Classroom Interactions, Feedback Strategies), Work Sampling System Online, Curriculum training, Professional Learning Communities, Working with Dual Language Learners, Pyramid Training, Practice Based Coaching, and Best Practices training for Pre-K teachers.
- <sup>5</sup> DECAL contracts with the Frank Porter Graham Child Development Institute at the University of North Carolina to conduct longitudinal research of the Georgia's Pre-K Program. An outside auditing firm is utilized to conduct financial reviews and audits of program grantees. For teacher professional learning courses, the agency contracts with the Best Practices unit of Georgia State University. The agency also contracts with vendors for IT services such as the Pre-K Application and Roster database system. The agency also contracts with professional organizations such as Teachstone and the Pyramid Consortium for professional development and support for the Pre-K

Specialists; however, the specialists are all employees of DECAL.

- 6 In 2011, the Georgia General Assembly authorized an evaluation of Georgia's Pre-K Program. In response to the General Assembly, DECAL commissioned national experts at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to conduct a series of studies to measure the impact of the state's nationally renowned Pre-K program. Reports and summaries from the studies are available here: <http://decals.ga.gov/BftS/EvaluationGAPreKProgram.aspx>. This includes recent results from the Pre-K Longitudinal Study designed to examine the short- and long-term learning outcomes for children who attended Georgia's Pre-K as well as the quality of their preschool and early elementary school experiences. Reports from the fourth year of the study were issued in August 2019. Additionally, in 2018, DECAL contracted with the University of Georgia's Carl Vinson Institute of Government to study the Georgia's Pre-K waitlist to better understand provider and family perspectives on Georgia's Pre-K enrollment. Results and study materials can be found here: <http://decals.ga.gov/BftS/GAPreKEnrollment.aspx>. In 2016, DECAL commissioned researchers from Child Trends to conduct an analysis examining the relationship between Pre-K participation and Georgia's Third Grade Assessments (Milestones). This analysis utilized Georgia's Statewide Longitudinal Data System (<https://gosa.georgia.gov/statewide-longitudinal-data-system-ga%E2%80%A2awards>). Results and study materials can be found here: <http://www.decals.ga.gov/BftS/ThirdGradeAchievement.aspx>.
- 7 Children must be four years old by September 1 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 a specific approval is given. The exact number of five-year-olds is unknown; however, eligible five-year-olds served are included in the enrollment total.
- 8 The information on the number of children with IEPs is self reported by programs.
- 9 Children who are eligible for kindergarten and attend Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.
- 10 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 2019-2020 school year. However, roster data reports that the average class size is 20 students with a 1:10 ratio. The maximum for an Inclusion classroom is 18 students with three teachers.
- 11 All programs are required to serve lunch, but if a program participates in the Child and Adult Care Food Program (CACFP), the program is also required to serve a snack during the pre-K day.
- 12 All children must receive a nutrition (BMI) assessment. Children in blended Pre-K Program/Head Start classrooms are required to have developmental screenings. All Pre-K programs are required to ask parents if a child has received a developmental health screening and provide a referral and appropriate follow-up to children who have not. Children eligible for Medicaid or PeachCare are required to have a 4-year-old full physical exam.
- 13 Programs are required to offer a program orientation and two parent conferences. Additional family activities are required of programs who provide the Pre-K Summer Transition Program (STP). These activities include Parent Cafes, parenting classes and referrals to community services.
- 14 Programs are required to provide information to families on kindergarten registration and ensure that necessary health screenings and immunization documentation is completed. Additionally, resources are provided to programs on planning transition activities including instructional activities, field trips and family meetings. Pre-K assessment data is provided to local school systems through the state longitudinal data system. Additional family activities are required of programs who provide the Pre-K Summer Transition Program (STP). These activities include School Readiness Workshops, Parent Cafes and school field trips. Programs can also utilize funding to support families in attaining necessary health screenings and follow up services, required school entry documentation and school supplies.
- 15 Additional comprehensive services are offered in the Summer Transition Program (STP). Each STP site is funded to have a Transition Coach to work with families.
- 16 Georgia has worked with WIDA to implement the Early English Language Development (E-ELD) Standards. The Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with states' Early Learning Standards (ELS) and the Head Start Child Development and Early Learning Framework – including the Georgia Early Learning and Development Standards Using Race to the Top- Early Learning Challenge funding, a master cadre of WIDA trainers was developed to support programs. Additionally, the Rising Summer Transition Program targets children who are eligible to attend Pre-K the following school year and whose home language is Spanish.
- 17 It is required for Georgia's Pre-K classrooms to include outdoor time in their lesson plans and on their daily schedule. The specific time requirements are mandated by the program licensing regulations. (i.e. child care licensing, state school accreditation)
- 18 Additional funding is provided to programs who offer transportation services.
- 19 WIDA developed Early English Language Development (E-ELD) Standards that describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The E-ELD Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with Georgia Early Learning and Development Standards (GELDS).
- 20 DECAL provides a website ([www.gelds.decals.ga.gov](http://www.gelds.decals.ga.gov)) which includes resources for families, teachers, and providers on the ELDS. All Pre-K teachers are provided with a GELDS manual and toolbox. PEACH is a newly developed interactive website ([www.peach.decals.ga.gov](http://www.peach.decals.ga.gov)) that provides ELDS-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online, and print lesson plans.
- 21 All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the ELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.
- 22 A curricula review is currently being conducted for a new list of approved curricula for the 2020-2021 school year. DECAL's current approved curriculum list includes: Alpha Skills Pre-K, Beyond Centers and Circle Time, Big Day for Pre-K, CORE Knowledge, DIG, Frog Street, Galileo, High Scope, Investigator Club, Learn Every Day, OWL, Splash into Pre-K, We Can, and WINGS. This curricula list is provided on the DECAL website ([decals.ga.gov/PreK/curriculum](http://decals.ga.gov/PreK/curriculum)) with guidance regarding selection of a curricula.
- 23 Lead teachers must have a minimum of a Bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). In addition, 73% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.
- 24 A CDA is the minimum requirement for assistant teachers in Georgia's Pre-K Program. However, the majority of assistant teachers (1,536) hold a state paraprofessional license issued by the Georgia Professional Standards Commission. Additionally, many assistant teachers have a higher ECE credential: 264 have a Technical College Diploma, 345 have a Technical College Certificate, 335 have an Associate's degree, 432 have a BA, and 73 have an advanced degree.
- 25 DECAL provides a minimum of 12 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. This training is offered free of charge to the staff. Programs are required to document the additional three hours of appropriate training.
- 26 Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. The Professional Development Plan for Pre-K staff should include: identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K trainings attended), timelines for completion, hours accrued, and reviews of progress toward goals.
- 27 All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded technical assistance and coaching in all classrooms and onsite monitoring for programs. In addition, individual teachers are selected to participate in an intensive professional development project focused on improving teacher-child interactions. These teachers are provided on-going in-class coaching, regular observations, and attend monthly professional learning community sessions.
- 28 The amount of support or number of coaching visits is differentiated based on teacher and program needs. New teachers receive additional visits, while veteran teachers may only be visited two or three times a year. Teachers participating in Making the Most of Classroom Interactions (MMCI) PD receive monthly coaching sessions. Teachers in programs that are in the Quality Support Program (Funding Probation) receive, at a minimum, quarterly classroom observations, goal setting, and targeted technical assistance. In addition, teachers who are identified as struggling with classroom management or dealing with challenging behaviors receive Intensive Professional Development from a regional Inclusion Specialist. A total of 34 child care centers that are funded for Pre-K received resources and training to support full implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, which includes classroom embedded coaching.
- 29 Georgia's Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K lead teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K program to maintain parity with the K-12 system.
- 30 The Georgia Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K assistant teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K

program to maintain parity with the K-12 system. The starting salary for all Georgia's Pre-K assistant teachers is higher than the starting salary for K-12 assistant teachers. Funding for benefits for Pre-K assistant teachers are allocated in the Pre-K grants at the same rate as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level. This allows programs to align Pre-K benefit packages with other employees in the program.

- <sup>31</sup> DECAL offers a six-week Summer Transition Program, which is funded using both state and federal funds (\$1,440,000 in lottery dollars and \$3,775,203 in CCDF funds). This money is included in the information above.
- <sup>32</sup> The per child rate varies according to the provider type (Private Metro, Private Non-Metro, and Public School), service area, number of children served, and the lead teacher credential verified through the Georgia Professional Development System. Head Start programs that operate within a public school are paid at the public school rate. The actual reimbursement amount may vary based on changes in class size, changes in lead teacher credential and number of days offering service.  
For public schools: Four Year Degree \$3,087.27 Per Child Per Year, \$308.73 Per Child Per Month, Certified T4 \$3,844.54 Per Child Per Year, \$384.45 Per Child Per Month, Certified T5 \$4,134.14 Per Child Per Year, \$413.41 Per Child Per Month. For private child care settings: Private Metro: Four Year Degree \$3,528.69 Per Child Per Year, \$352.87 Per Child Per Month, Certified T4 \$4,007.14 Per Child Per Year, \$400.71 Per Child Per Month, Certified T5 4,261.54 Per Child Per Year, \$426.15 Per Child Per Month, Private Non-Metro: Four Year Degree \$3,229.04 Per Child Per Year, \$322.90 Per Child Per Month, Certified T4 \$3,707.49 Per Child Per Year, \$370.75 Per Child Per Month, Certified T5 \$3,961.89 Per Child Per Year, \$396.19 Per Child Per Month.  
In addition to the base rate funding, all grantees also received supplemental funds for lead teacher salary and transportation services. Grantees offering transportation services for children whose families participate in a means-tested program (Medicaid, Supplemental Nutrition Assistance Program, etc.). Grantees received transportation reimbursement at a rate of \$16.50 per month for each child. Grantees also received \$8,000 in startup funds for each newly awarded class.
- <sup>33</sup> Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are randomly selected to provide a representative snapshot of the program statewide. CLASS observations are provided to programs for program improvement and to support the development of Professional Development Plans. In addition, teachers receive CLASS observations as part of participation in Making the Most of Classroom Interactions (MMCI) professional development. These observations are used in coaching sessions. For programs participating in the state TQRIS, Quality Rated, classrooms receive ECERS observations. The Teaching Practices Observation Tool (TPOT) is utilized in Intensive Professional Development provided by Inclusion and Behavior Support Specialists.
- <sup>34</sup> Additionally, all observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency.

## HAWAII - Hawaii's Executive Office on Early Learning Public Prekindergarten Program

- <sup>1</sup> Although the Hawaii Department of Education (DOE) does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the DOE.
- <sup>2</sup> Two resource teacher positions were open at the state agency level. Resource teachers provide coaching and mentoring support to all teachers in the Public Pre-K Program. These positions are not included in the total FTE count.
- <sup>4</sup> Opportunities provide information about interactions, language/literacy, social-emotional, art, music, approaches to learning, observation and assessment, coaching, professional learning communities, curriculum planning, effective teaching strategies, ELDS, and family engagement/culture.
- <sup>4</sup> EOEL's Director reports to the Early Learning Board (an independent governing body analogous to the Board of Education).
- <sup>5</sup> EOEL staff engage in ongoing self-assessment with attention to child outcomes, quality of interactions in classrooms, teacher practice, and implementation goals based on teacher observations, professional learning community/coaching data, and ongoing feedback from schools.
- <sup>6</sup> PDG funds were used in SY18-19 to support pre-k classrooms in public charter schools that were not part of the State's public pre-k program.
- <sup>7</sup> Beginning in SY19-20, all charter school pre-k classrooms are part of the EOEL Public Pre-K Program and, as such, will receive state funding. Eighteen public charter school pre-k classrooms funded through the Preschool Development Grant, which expired at the end of SY18-19, are now state-funded through their incorporation into the EOEL Public Pre-K Program.
- <sup>8</sup> 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.
- <sup>9</sup> Priority is given to families who fall into the following at-risk categories: at or below 300% FPL; 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; and child history of foster care. However, if a school offering an EOEL Pre-Kindergarten Program is unable to fill all spaces, the income requirement may be waived and the spaces can be offered to families who do not fall into the at-risk categories.
- <sup>10</sup> Breakfast is offered before the start of the school day for a fee (unless the student qualifies for free or reduced-price meals).
- <sup>11</sup> In order for a child to register and enroll in the EOEL Pre-Kindergarten Program, which is offered on DOE public school campuses, he/she must have completed a physical exam which includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test.
- <sup>12</sup> Parent conferences are offered to all families who have children in DOE schools, which includes pre-K. While transition to kindergarten activities are 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.
- <sup>13</sup> Policies related to serving DLLs are established by the Department of Education. Children in the public pre-K program receive the same services and supports as all K-12 students in the DOE. For more information, see: <https://docs.google.com/document/d/1-stl5tKtNsl1zFwE9znJVa4UoTBCBSpqgdLcALZy5oM/edit>
- <sup>14</sup> The requirement refers to outdoor learning center and activity time.
- <sup>15</sup> Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- <sup>16</sup> EOEL has worked with the Hawaii Teacher Standards Board to change licensure requirements relating to early childhood education. Starting January 1, 2020, any individual adding the fields of Early Childhood Education (ECE) PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.
- <sup>17</sup> Educational assistants can also have a high school diploma and 48 semester credits of baccalaureate level courses from an accredited institution of higher education recognized by the DOE. The 48 semester credits can be from various program or academic areas but three must be for math and three for English courses. Hawaii is in the process of working on the implementation of a requirement for all assistant teachers in the EOEL Pre-Kindergarten Program to have at least nine credits of coursework (comparable to a CDA) in Early Childhood or Child Development.
- <sup>18</sup> 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 Pre-kindergarten teachers, at least 60 hours of professional development in ECE are offered to teachers per year in addition to the required 21 hours.
- <sup>19</sup> Professional development sessions are typically either full-day or 1.5 to 2 hours.
- <sup>20</sup> Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning resource teachers and school administrators, as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring one to two times a month while those needing more support may receive coaching/mentoring one to two times per week.
- <sup>21</sup> All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12.
- <sup>22</sup> All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12. Neither preschool nor K-3 teacher assistants receive paid time for professional responsibilities.
- <sup>23</sup> In Hawaii, there is no "reimbursement rate" for public pre-k classrooms, as the question asks. However, schools do receive an initial \$20,000 for start-up costs and a

subsequent \$8,000 each year, half of which is for furniture and supplies and the other half for administrative overhead. These figures were originally based on estimated need and have subsequently been revised to better reflect actual spending patterns among schools on their public pre-k classrooms in previous years. Teacher salaries are determined through the collective bargaining process by the Hawaii State Teachers Association and the Department of Education. EOEL also provides funding for substitutes so teaching staff can attend PD, the cost of which is based on DOE's substitute teacher wages (<http://www.hawaiipublicschools.org/ConnectWithUs/Employment/JobOpportunities/Pages/Substitute-teachers.aspx>). Travel costs for staff to attend EOEL PD is based on collective bargaining between the DOE, Hawaii State Teachers Association, and the Hawaii Government Employees Association and on DOE's travel policies. Other resources are purchased for the schools (e.g., professional books) on an as-needed basis as determined by EOEL's assessment of the professional development needs of the schools.

<sup>24</sup> Site visits are conducted through routine coaching and mentoring where support is provided to program staff.

## **ILLINOIS - Illinois Preschool for All (PFA)**

<sup>1</sup> Individuals who work indirectly with the ECE program are not required to have a background in ECE.

<sup>2</sup> The one vacant FTE was a principal consultant position, which was filled in 2019-2020.

<sup>3</sup> All staff participate in professional development which includes on-site PD and webinars.

<sup>4</sup> The Early Childhood Director reports to the Executive Director of Programs who then reports to the State Superintendent of Education.

<sup>5</sup> The Early Childhood Department routinely looks at data and policies and then makes adjustments as necessary.

<sup>6</sup> Children from all counties participate. However, funding does not allow for services to be provided to all children whose parents want them to attend.

<sup>7</sup> The sustainability plan for PDG includes continuing to serve those slots in the state expansion model but Illinois is planning on continuing the grantees at the same level they received through federal funding.

<sup>8</sup> Children are enrolled in part-day state-funded preschool and part-day Head Start, blending funding sources to provide full day services.

<sup>9</sup> Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 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.

<sup>10</sup> 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 as determined by those exhibiting the most at-risk factors. Children must meet at least 2 risk factors to be eligible.

<sup>11</sup> Vision and hearing screening must be conducted annually for preschool age children by technicians or nurse 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 are no state requirements to report on dental examinations until kindergarten. The physical examination involves all component give on the State of Illinois Certificate of Child Examination, including a complete immunization records, medical history, diabetes screening and lead assessments. Students transferring from another Illinois school must present copies of their current Illinois school health records. Comprehensive services are required in the Preschool for All State Expansion model and included medical and dental homes.

<sup>12</sup> Preschool for All (PFA) grantees must provide for active and continuous participation of parents or guardians. Programs must provide and document opportunities for parent education and involvement as well as ongoing two-way communication with parents and guardians to comply with the PFA grant. No fees will be charged for child supplies, materials, field trips, or registration.

<sup>13</sup> Grant compliance requires written transition plans for children entering kindergarten.

<sup>14</sup> Public Act 100-0645 makes changes to who can teach in PFA classrooms. Between 2017 and 2023, educators who hold one of the two following credentials and are working towards a Professional Educator License can teach in a PFA program: A Gateways ECE Credential Level 5 and An Educator License with Stipulations with a Transitional Bilingual Educator endorsement and have either passed the ECE content test or have completed at least 9 semester hours of ECE coursework. Public Act 100-822 makes some changes to who can participate in alternative licensure programs. This law allows for early childhood educators in alternative licensure programs to keep their jobs in community-based organizations while enrolled in the alternative licensure program. Executive Directors and Lead Teachers in community-based EC programs are now considered Qualified Equivalent evaluators of EC educators.

<sup>15</sup> 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.exceleerateillinoisproviders.com/resources/resources-by-standard?id=51>. The Illinois Early Learning Project provides resources, tip sheets, benchmark videos, etc.: <http://www.illinoisearlylearning.org/>

<sup>16</sup> The teacher assistant in the classroom must hold an Educator License. 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: (1) Hold an Associate's Degree (or higher) from a regionally accredited institution of higher education, (2) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (3) Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (4) Presents evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).

<sup>17</sup> Assistant teachers must work under the direct supervision of a licensed teacher.

<sup>18</sup> Each program must have staff development procedures and ongoing PD activities that demonstrate how the results of the assessment were used to inform the program's staff development. Assistant teachers are not required by ISBE licensure to have PD hours, however, the PFA grant requires assistant teacher to have PD plans.

<sup>19</sup> 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.

<sup>20</sup> Results from the PFA monitoring visit may result in programs being invited to participate in the PFA Coaching Project. The project is funded by ISBE through the Illinois Resource Center at no cost to programs. Programs receive support, on-site visits, and resources from the PFA Coaching Project to assist in the process of continuous program improvement. PFA coaches are experts in the field of ECE and have extensive experience with PFA. On average, coaches visit their teachers once a month. Coaches also meet with the administrators, often together with the teacher. Length and timing of visits vary based on the experience of the teacher and whether a monitoring visit is scheduled, but 32 hours per year are allowed per teacher and 4 hours per year per administrator. The coach is responsible for using these hours as needed.

<sup>21</sup> Public School District salaries and fringe rates are set by union bargaining agreement at a local level. For our state funded PFA programs we do not have salary parity for nonpublic school employees, however, parity is required in sites participating the state-Preschool for All Expansion and Federal Preschool Development Grant. In those sites, salary must be comparable to the local K-12 school salary schedule.

<sup>22</sup> Public School District salaries and fringes for assistant teachers are set by union bargaining agreement at a local level.

<sup>23</sup> The total appropriation for the ECBG Block grant was \$493,738,100. Another state agency contributed \$6,400,000 to the ECBG grant in FY19 for a total of \$500,138,100. The total expenditures were \$500,131,793 in FY19. Between both programs (3-5) and the (0-3) the expenditures were \$489,792,014. The amount of the ECBG grant expenditure for preschool services on was \$385,174,818. Lastly, the federal preschool development grant had \$17,919,957 in expenditures in FY19 during the state's no cost extension term.

<sup>24</sup> Programs were funded by a cost per child during the competitive request for proposals grant process. Brand new Preschool for All programs were funded by a cost per child of \$3,250 and for Preschool for All State Expansion the cost per child was \$9,150. Existing programs in FY18 that were awarded funds for FY19 received their FY18 per pupil funding, unless the applicant requested less funds per pupil in FY19 than awarded in FY18 (in this case, the applicant was fully funded at their request amount in FY19)

<sup>25</sup> PFA programs can choose any research based assessment tool, but 65% of PFA programs use Teaching Strategies GOLD and 25% use Work Sampling System. The state does not require a specific assessment tool. Each program must use a research-based, authentic assessment system that aligns with the curriculum and documents child progress over time. <https://www.isbe.net/documents/235ARK.pdf>

<sup>26</sup> The assessors conduct visits along with either the state anchor, who is at least 90% reliable with the authors, or a lead assessor, who has been 90% reliable with the anchor. These reliability visits take place on every sixth or eighth assessment visit, depending on the experience of the assessor (every six for newer assessors and eight for senior assessors). National Louis University maintains a reliability spreadsheet on everyone monitored by their supervisor.



<sup>27</sup> ISBE principal consultant site visits are conducted on an as needed basis.

## IOWA - Iowa Shared Visions

- <sup>1</sup> One position (Education Consultant) was vacant beginning in March 2019; this is included in the FTEs reported previously.
- <sup>2</sup> Staff are supported in attending local and/or national conferences relative to their work and role; some internal learning opportunities are also offered on various topics relative to the work of the team/Department. Examples include attending the NAEYC Annual Conference, participating in a book study related to MTSS in early childhood, discussion of various research articles within work teams, etc.
- <sup>3</sup> The Education Consultant reports to a Bureau Chief who reports to a Division Administrator who reports to the Director at the Department of Education.
- <sup>4</sup> Program data, including student outcome data, is reviewed by the legislated state advisory board members and used to inform an annual legislative report to the Governor.
- <sup>5</sup> Shared Visions Preschool is in 22 out of 330 school districts in the state; there are 32 grants held within these 22 school districts. Additionally, there are 16 other organizations (such as Head Start programs and licensed non-profit child care centers) which provide services through an additional 35 grants.
- <sup>6</sup> In addition to the 1,299 children funded by Shared Visions, 623 children were enrolled in the programs but funded by other sources (for a total of 1,922 children served at one point in time as reported for the Fall 2018 cut-off date).
- <sup>7</sup> The numbers reported are not as of the Fall 2018 cut-off date. Shared Visions collects a cumulative count of children receiving services through an IEP. Of the 89 3-year-olds reported, 51 were enrolled with an IEP and the remaining 38 were identified for services after enrollment. Of the 83 4-year-olds reported above, 46 were enrolled with an IEP and the remaining 37 were identified for services after enrollment.
- <sup>8</sup> There were 480 children enrolled in a Shared Visions program in which the awarded grantee reported collaboration with a Head Start program/use of Head Start funds. It is unknown how many additional children were enrolled in a Shared Visions program with an extended day provided by a Head Start program if it was not coordinated or due to a partnership with the Shared Visions grantee. Program designs include dual enrollment with braided funds, part-day for each program, and state preschool with Head Start providing wrap-around services.
- <sup>9</sup> All program operating schedules are determined locally and are based on community need in the application process. There are no minimum number of hours per day or days per week required for the Shared Visions Program.
- <sup>10</sup> Kindergarten-age eligible children may enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors.
- <sup>11</sup> 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 and 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. Income eligible children (at or below 130% FPL) may not be charged any fees for participation. Additional locally determined risk factors 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. Programs may enroll children who do not meet income or secondary risk factors, but grant funds cannot pay for their participation and they must be at full pay or covered by another funding source.
- <sup>12</sup> Iowa code requires a ratio of 1:8 regardless of class maximum. Programs are required to adhere to NAEYC Early Learning Program Accreditation Standards and Assessment Items, which requires classrooms serving preschool age children (3- and 4-year-olds) to not exceed a maximum group size of 20. This was updated for 2018-2019.
- <sup>13</sup> 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, and programs are required to follow NAEYC criteria. The program must serve meals and snacks at regularly established times; meals and snacks must be at least two hours apart but not more than three hours apart.
- <sup>14</sup> Shared Visions Programs must implement NAEYC Program Standards, which require following the American Academy of Pediatrics (AAP) schedule for routine screening. Dental screenings are locally determined, but required as part of the full physical exam for 3-year-old children, per AAP. Screenings are typically conducted prior to enrollment, but children may enroll if not yet screened as long as proof of appointment can be provided.
- <sup>15</sup> Iowa administrative rule requires grants to be awarded based on points provided for a variety of items, one of which is the provision for parental involvement. Iowa code requires programs to be considered for an award based on a variety of items, one of which is the degree to which the program involves and works with the parents, and includes home visits, instruction for parents on parenting skills, or enhancement of skills in providing for their children's learning and development. In addition, all programs are required to follow NAEYC standards which also address family engagement.
- <sup>16</sup> Iowa code and administrative rule do not address transition to kindergarten activities. However, all programs are required to follow NAEYC standards which do address supporting children and families with this transition.
- <sup>17</sup> A home language survey is sent home at the beginning of the school year and is required. Information about enrolled children's program and performance must be presented to families in their home language. Programs are required to screen and assess all children in their home language.
- <sup>18</sup> Programs are required to follow state approved preschool program standards, which include opportunities for gross motor/physical activity/outdoor time. The amount of time would be guided by program standards and/or locally adopted curriculum. In addition, programs are required to assess children's physical/gross motor development and all programs are required to follow NAEYC standards which address and offer guidance related to gross motor time and activities.
- <sup>19</sup> When considering the award of program grants, Iowa code requires the provision of transportation that may be necessary for children/families to participate in the program to be considered.
- <sup>20</sup> The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the IELS and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
- <sup>21</sup> The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer Teaching Strategies GOLD.
- <sup>22</sup> Materials are available, including at the preschool grade-level, to support instruction at the universal tier level. Training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of Shared Visions staff in the area of curriculum; additional funding is not provided specifically for this purpose.
- <sup>23</sup> All teachers employed by nonpublic schools must meet the educational qualifications within the program standards which state: Teachers must have a minimum of a higher education degree (any degree level) in early childhood education, child development, elementary education, or early childhood special education. Degreed professionals entering the early childhood education profession from another industry must meet the equivalent minimum qualification, which is currently 60 college credits with 30 college credits in early childhood education, child development, elementary education, and/or early childhood special education. Lead teachers in Shared Visions classrooms that are blended with SWVPP are required to have a BA with an early childhood endorsement as part of their teaching license and meet the SWVPP requirements which requires a license in Pre-K, Pre-K - K, Pre-K - 3rd Grade, Birth - K, or Birth - 3rd Grade.
- <sup>24</sup> Program staff must meet the educational qualifications within the program standards which state: Assistant teachers/teacher aides must have a minimum of a Child Development Associate (CDA) Credential reflective of the age group of children they are supporting. Alternatively, assistant teachers/teacher aides can also have qualifications equivalent to a CDA, which is currently 12 college credits in early childhood education, child development, elementary education, and/or early childhood special education.
- <sup>25</sup> Iowa code requires awarded grants be considered in relation to the provisions of staff training and development. In addition, program standards require initial orientation and training of staff members which must include health, safety and emergency procedures. All program staff must receive PD in curriculum, assessment, working with diverse families, CD, and working with children with special needs. Staff members 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 also be licensed by the Department of Human Services which requires 6 clock hours of PD annually. Staff members with a CDA would need to renew every three years by completing 45 clock hours, 4.5 CEUs, or complete a 3-credit college course.
- <sup>26</sup> Coaching is required for all teachers in public schools per Iowa Code 284.6. For lead teachers in nonpublic schools and all assistant teachers, it is required by program standards, and locally determined how it will be implemented. Program standards state that mentoring, coaching, and professional development must be included in a program's professional development plan, but it is locally developed.

- <sup>27</sup> Those listed in the "Other" category were reported as having college credits and working toward a higher education degree.
- <sup>28</sup> The federal sources are included in the required and non-required local sources. Those reported above are clearly identified in descriptions of in-kind support as reported by grantees. It is possible other sources are used but not clearly reported. This information is not collected specifically.
- <sup>29</sup> Programs providing a Shared Visions Preschool Program submit a budget with the application when awards are determined. Budgets are set locally within guidelines and allowable cost categories. Programs determine amounts needed in each category in order to meet the needs of the local community and at-risk population/number to be served. Budgets are negotiated at the time of the initial grant award (every five years). Mid-year budget reports and year-end reports are required and budget expenditures are part of those reports. If changes of more than a 10% difference is needed in any budget category, prior approval is needed. If grant funds are not expended, they are returned to the State Department of Education.
- <sup>30</sup> Faith-based centers can receive grants to provide a comprehensive preschool program as long as there is no religious content. Programs may also sub-contract with faith-based centers as long as there is no religious content during state-funded programming.
- <sup>31</sup> The state does not develop or require a specific classroom observation tool. Tools used vary depending on decisions of the local grantee as well as the AEA and identified need/request of the local program. Many programs report use of ECERS and CLASS. All state-funded programs must meet NAEYC Accreditation Criteria and maintain accreditation status as required by Iowa law. This process requires a site visit and formal evaluation every five years, as well as ongoing observation, reflection, and feedback from administrators/supervisors. The state also coordinates support for classrooms to be received from the AEAs (regional supports) which includes classroom observations as often as determined necessary at the local level.
- <sup>32</sup> The state coordinates communication, meetings, training for the AEAs in order to support consistent levels of support across programs. The state is not directly involved in the completion of classroom quality observation data as implemented through NAEYC Accreditation.
- <sup>33</sup> While the individual observations of classroom quality are not reviewed by the state, the overall report and accreditation decision for grantees is used to determine continuation of funding or development of corrective actions.
- <sup>34</sup> Per Iowa administrative rule, site visits are required as deemed necessary by the Department of Education as part of monitoring and reviewing annual reports.

## **IOWA - Iowa Statewide Voluntary Preschool Program (SWVPP)**

- <sup>1</sup> Professional learning opportunities are individually identified and determined by supervisors.
- <sup>2</sup> Team lead (administrative consultant) reports to the Division Administration as well as the State Agency Director.
- <sup>3</sup> 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. In 2018-2019, there was a reduction in the total number of school districts due to mergers between districts.
- <sup>4</sup> Children younger than 3 are combined with the number of 3-year-olds. Special education numbers include both support only (OT, Speech, or PT) and instructional IEPs.
- <sup>5</sup> Funds may be braided using a full infusion model, where the participation of children in the same classroom is funded by different funding sources, including Head Start and SWVPP funding, or a flip-the-switch model, where full-day participation of children is funded part of the day by SWVPP funding and part of the day by Head Start or other funding (based on eligibility).
- <sup>6</sup> The number of children enrolled by location is based on data from Fall 2018 and should be considered an estimate. This information is not collected by the Department of Education, but by the school districts who report to the state. In order to provide an unduplicated count, the number underrepresents (in particular) children who participated in Head Start settings. Head Start classrooms are also located in public schools and private settings, but these children were not double counted.
- <sup>7</sup> Programs operate a minimum of 10 hours per week, and the average is about 16 hours per week. Although there is not a formal state partnership to provide extended-day services, partnerships with Head Start or other programs may exist at the local level to provide school-day programming.
- <sup>8</sup> 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.
- <sup>9</sup> During 2018-2019, children older and younger than 4 years of age could participate if space was available based on group size maximum requirements. SWVPP funds could be used to support their participation based on local school board decision to use its funds for this purpose. Alternatively, kindergarten age-eligible students could generate the full 1.0 funding if they were provided additional hours comparable with part-time kindergarten and are working on the Iowa Academic Standards in the pre-K classrooms.
- <sup>10</sup> All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence.
- <sup>11</sup> Many programs are only required to offer a snack based on the length of the program day, although it is recommended that they serve a meal. If the program operates more than 15 hours per week, a meal is usually served. The majority of programs provide lunch or breakfast to children who qualify for FRPL.
- <sup>12</sup> 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. While program standards and criteria do not require dental screenings, the majority of programs either require this locally or engage in dental screening practices during the year. The required components of the physical exam would be specified by the program standards being implemented in each classroom (the Iowa Quality Preschool Program Standards, Head Start Program Standards, or accreditation by NAEYC). Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.
- <sup>13</sup> State rule requirements for parent involvement include the following: The preschool program shall involve families through at least one home visit by the licensed teacher of the child, one family night, and at least two family-teacher conferences per year. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities. The preschool program may collaborate with other agencies for the provision of family education and support. In addition, preschool program standards would guide other opportunities for parent involvement.
- <sup>14</sup> There are no requirements in state code or rule that address transition to kindergarten activities. However, preschool program standards do address transition activities, and all SWVPP classrooms must meet at least one set of preschool program standards.
- <sup>15</sup> A required 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.
- <sup>16</sup> Programs are required to follow state approved preschool program standards, which include opportunities for gross motor/physical activity/outdoor time. The amount of time would be guided by program standards and/or locally adopted curriculum.
- <sup>17</sup> State rule and code allows for transportation services to be provided: Children participating in preschool in an approved local program under Iowa Code chapter 256C may be provided transportation services. Provision for ensuring that children receiving care from other child care arrangements can participate in the preschool program with minimal disruption due to transportation and movement from one site to another. The children participating in the preschool program may be transported by the school district to activities associated with the program along with other children. Preschool foundation aid funding may be used by approved local programs for the costs of transportation involving children participating in the preschool program. The costs of transporting other children associated with the preschool program or transported as provided in section 256C.3, subsection 3, paragraph "h", may be prorated by the school district. The costs of transportation involving children participating in the preschool program and other children may be prorated by the community partner.
- <sup>18</sup> The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the IELS and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
- <sup>19</sup> Iowa Code 279.60 requires district-sponsored programs to administer TS GOLD.
- <sup>20</sup> The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research- or evidence-based and be aligned with the IELS. Programs may use state funds to support curriculum implementation or training, however additional funds are not provided specifically for this purpose. Training for curricula adopted by programs is determined locally, and may be provided by the local program, intermediate agencies (e.g., Area Education Agencies (AEAs)), and/or vendors.
- <sup>21</sup> All teachers in the SWVPP have a BA, an Iowa teaching license, and an early childhood endorsement. Appropriate endorsements in Iowa include Pre-K - 3rd Grade, including special education; Pre-K - K; and Pre-K - 3rd Grade. All lead teachers must hold one of these endorsements (and may have additional endorsements). A teacher

- who only holds an early childhood special education license is not appropriately licensed/endorsed. Required training varies based on the training required for the specific endorsements.
- 22 Assistant teacher requirements vary depending upon the overseeing agency (public and nonpublic) and the preschool program standards being followed. Some classrooms follow Iowa Quality Preschool Program Standards, others NAEYC, and others Head Start. For the Iowa Quality Preschool Program Standards, teacher assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA.
  - 23 State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance do not specify a number of hours of PD annually required for teacher assistants, but do require that teacher assistants receive appropriate PD in ECE. Each staff member should have an individualized PD plan that is used to inform continuous PD.
  - 24 Districts make PD available to non-district SWVPP teachers in the same manner it is offered to district personnel. Career development for school district preschool teachers shall be addressed in the school district's career development plan and implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in ECE.
  - 25 Low number of teachers employed by nonpublic schools may be due to community partner teachers who are employed by the public school to teach at the community partner location.
  - 26 All SWVPP teachers have a minimum of a BA and an Iowa teaching license and early childhood endorsement.
  - 27 There are explicit salary requirements for state funded pre-K teachers in public schools, but benefits are determined locally. 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.
  - 28 Funding for districts participating in Iowa's statewide voluntary preschool program for four-year olds is provided through a state aid formula (preschool foundation aid), which is enrollment-based (Iowa Code section 256C.5). The foundation aid is provided through an appropriation from the state's general fund (Iowa Code section 257.16).
  - 29 Funding flows 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.
  - 30 All SWVPP classrooms are required to implement a set of program standards approved by the Iowa Department of Education: the Iowa Quality Preschool Program Standards, NAEYC Accreditation Standards and Criteria, or Head Start Program Performance Standards. Review of classroom quality and safety requirements are included in onsite monitoring and visits based on the selected program standards (and tools for supporting review for implementation of the selected program standards). All AEA and state staff who conduct classroom observations are trained on the Iowa Quality Preschool Program Standards. Facilities that are DHS licensed are also monitored by DHS licensing consultants. QRIS participation in Iowa is voluntary, but those that participate in QRIS would use QRIS processes and associated tools for monitoring.
  - 31 Classrooms in districts (and their community partners) that are newly implementing the SWVPP are visited in their second year of implementation by the Iowa Department of Education. In addition, districts that are newly implementing the Iowa Quality Preschool Program Standards receive onsite visits in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards have onsite visits based on the visit schedules of NAEYC and based on local and federal Head Start monitoring. Programs may elect to be NAEYC accredited, follow Head Start Program Performance Standards, or the Iowa Quality Preschool Program Standards, but must follow one of these three program standards.

## KANSAS - Kansas Preschool Pilot

- 1 In addition to the administrative authority provided via the Kansas State Department of Education (KSDE), the Kansas Children's Cabinet and Trust Fund reviews, assesses and evaluates all uses of the moneys in the Children's Initiatives Fund, which is used to support the Kansas Preschool Pilot.
- 2 Experience is required, but broadly defined, and does not have to be tied to a degree.
- 3 Professional learning is tailored based on staff needs and can include in-state and out-of-state conferences, access to peer learning networks, dedicated time for site visits/webinars/professional reading, leadership training, etc. Agency policy includes Professional Development Leave of up to 10 working days per year to attend college, university, or technical school classes or conferences, seminars, workshops, or other activities for which the department does not pay travel or per diem expenses and which are compatible with the objectives of individual development plans or beneficial to the department.
- 4 Early Childhood is one of 11 teams at the KSDE. The Director of Early Childhood reports to the Deputy Commissioner of the Division of Learning Services (one of two Divisions), who in turn reports to the Commissioner. The 10-member elected Kansas State Board of Education appoints the Kansas Commissioner of Education. The KSDE is not part of the Governor's Cabinet.
- 5 The Kansas Children's Cabinet and Trust Fund contracts with the University of Kansas Center for Public Partnerships and Research to manage the annual accountability process for the Children's Initiatives Fund. See <https://kschildrenscabinet.org/cif-grantees/>
- 6 Annual performance metrics are embedded in the state budget process.
- 7 In 2018-2019, 70 of 286 school districts received Kansas Preschool Pilot funding to serve students; this includes 54 individual school districts and several multi-district partnerships. This represents roughly 47 of 105 counties. County boundaries do not necessarily align to district boundaries.
- 8 Limited funding is available statewide.
- 9 Enrollment breakdown by age does not match total enrollment due to a data reporting issue. The age of the remaining 52 children is unknown. Some children may be enrolled in both the Kansas Preschool Pilot and Preschool-Aged At-Risk (State Pre-K 4-Year-Old At-Risk) programs.
- 10 The state is conducting work in 2019-2020 to ensure Kansas Preschool Pilot participation is included in the state's K-12 longitudinal data system, which should allow us to have this data.
- 11 Districts blend and braid funds at the local level. The state does not have an early childhood integrated data system, and it is unknown how many students may be enrolled in part-day state-funded preschool and then enrolled in part-day Head Start. For the 2018-2019 school year, three districts report utilizing Kansas Preschool Pilot funds in Head Start facilities, and an additional 11 reported that their program was accessing Head Start funding.
- 12 Children are served in a combination of public and nonpublic settings, but an enrollment breakdown is not available.
- 13 Enrollment figures reported by operating schedule do not match total enrollment due to a data reporting issue.
- 14 Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded. Please visit <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing> for additional resources to calculate the total number of instructional hours provided.
- 15 Students who are age-eligible for kindergarten may not be served with Kansas Preschool Pilot funds.
- 16 At least 50% of the children enrolled must meet one or more of the following risk factors: (1) Qualifies for Free or Reduced lunch program, or family income is below 185% of the FPL; (2) Single parent families; (3) DCF referral (which may include history of abuse, neglect, or family violence; homelessness or unstable housing; parental substance abuse; or foster care); (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status.
- 17 Auditors review program rosters to confirm that at least 50% of students served meet at-risk criteria. If a program does not meet 50%, KSDE then addresses whether funding is reduced or whether the program is required to submit a corrective action plan
- 18 For classes with 21 to 25 students, a third teacher must be added. This additional teacher can be an assistant teacher.
- 19 Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings.

- <sup>20</sup> Grantees must submit locally developed plans showing how they will provide parenting support or training; parent involvement activities; referral to social services; and transition to kindergarten activities. Also, all grantees must make available services such as transportation, health services, appropriate nutritional meals, in addition to screenings for hearing and vision as required by federal, state, and/or local law.
- <sup>21</sup> All grantees must provide developmentally appropriate opportunities for meaningful family engagement (i.e. family night, parent/teacher conference, field trips, parent volunteers). Programs are required to develop a plan for keeping families informed of their child's development, as well as opportunities to partner with district/organization staff. Programs may encourage parents to attend existing councils in the building, or develop a Parent Advisory Council if one does not exist. All grantees must utilize the Local Interagency Coordinating Council (ICC) or an Advisory Committee that meets at least quarterly. The committee must include at least one currently enrolled parent, and may include Part C Infant and Toddler Services Early Intervention, Part B 619, other early learning programs, or local home visiting programs.
- <sup>22</sup> Beginning in the 2018-2019 school year, all kindergarten classrooms are required to partner with parents to administer both the ASQ:3 and the ASQ:SE-2. The tools are aligned with other birth-4 state initiatives and requirements to facilitate data-sharing between preschool and kindergarten teachers, shared professional development and aligned expectations within communities, and increased parental knowledge of child development using a common tool across programs.
- <sup>23</sup> For a child to qualify based on Limited English Proficiency, status must be documented. The student must qualify for bilingual weighting and ESOL services must be provided by qualified teachers. Process and criteria are found at: <https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf>
- <sup>24</sup> For more information, see: [https://www.kn-eat.org/SNP/SNP\\_Menus/SNP\\_Guidance\\_Wellness\\_Policies.htm](https://www.kn-eat.org/SNP/SNP_Menus/SNP_Guidance_Wellness_Policies.htm)
- <sup>25</sup> Transportation is an allowable expense for Kansas Preschool Pilot funds. Students who are enrolled in the Kansas Preschool Pilot but do not either fill a Preschool-Aged At-Risk slot or have a disability do not generate transportation funding.
- <sup>26</sup> A list of alignments is posted at <https://kskits.drupal.ku.edu/7-alignments>. Also, Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019: <https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/2019%20Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf>
- <sup>27</sup> The KSDE Early Childhood Team works with programs during the grant application process to ensure locally selected curricula and assessment tools are evidence-based and aligned with the Kansas ELS. Kansas Child Care Training Opportunities, Inc. (KCCTO) regularly provides in-person and online professional development workshops on the Kansas ELS. Beginning in 2018, the KSDE Career Standards and Assessments team includes an elementary consultant, who delivers professional development on a variety of topics, including the Kansas ELS. State agencies also collaborated with partners to develop an online toolkit to accompany the standards: <http://kskits.org/kels-toolkit>. Finally, the Kansas Technical Assistance Support Network (TASN) has multiple projects to provide support for implementation of the Kansas ELS.
- <sup>28</sup> All grantees must implement an evidence-based curriculum, aligned with the Kansas ELS, and evidence-based assessment to measure children's developmental growth upon entry and exit of the program.
- <sup>29</sup> All school districts can access the TASN to support systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports, which includes state trainers who specialize in early childhood.
- <sup>30</sup> Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.
- <sup>31</sup> It is strongly recommended that school districts employ paraprofessionals or aides who have at least a CDA or AA in early childhood education or a related field. Other accepted qualifications for assistant teachers are: HSD or GED with 48 credit hours at an institution of higher education; OR an AA (or higher); OR Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness. For more information, see: <https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional>
- <sup>32</sup> Teachers and assistant teachers must participate in at least 15 hours of in-service training annually. PD should address the curriculum model in use as well as other developmentally appropriate topics of early childhood learning. Examples include training through TASN, Kansas Child Care Training Opportunities (KCCTO).
- <sup>33</sup> Two years of mentoring is required for a licensed teacher (lead teacher) to move from a two-year initial license to the five-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the five-year professional license. See: <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Mentoring>
- <sup>34</sup> The mentoring program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the initial year of structured, intensive support must include: weekly communication; at least three annual observations (virtual or in person); and a system for mentor to provide reflective verbal dialogue and feedback.
- <sup>35</sup> The Kansas Preschool Pilot does not have a set reimbursement rate/per child rate. Programs submit grant applications in response to an RFP, and KSDE recommends grant award amounts to the Kansas State Board of Education.
- <sup>36</sup> The RFP application and review process requires programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment. KSDE staff work with programs to ensure appropriate monitoring and assessment tools are in place. All programs must implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program.
- <sup>37</sup> Kansas Pre-K Pilot Programs providing preschool services funded by the Early Childhood Block Grant are required to conduct CLASS observations annually and report that data to inform quality improvement and program effectiveness. The W.K. Kellogg grant awarded to the Kansas Parent Information Resource Center included supports to conduct CLASS observations in classrooms. All CLASS observers are required to be certified as "reliable" on an annual basis.
- <sup>38</sup> Kindergarten Readiness and Early Childhood are a component of Kansas Education Systems Accreditation (KESA), which includes outside visitation teams. More information is available at <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA>.

## **KANSAS - Kansas Preschool-Aged At-Risk**

- <sup>1</sup> Experience is required, but broadly defined, and does not have to be tied to a degree.
- <sup>2</sup> Professional learning is tailored based on staff needs and can include in-state and out-of-state conferences, access to peer learning networks, dedicated time for site visits/webinars/professional reading, leadership training, etc. Agency policy includes Professional Development Leave of up to 10 working days per year to attend college, university, or technical school classes or conferences, seminars, workshops, or other activities for which the department does not pay travel or per diem expenses and which are compatible with the objectives of individual development plans or beneficial to the department.
- <sup>3</sup> Early Childhood is one of 11 teams at the Kansas State Department of Education (KSDE). The Director of Early Childhood reports to the Deputy Commissioner of the Division of Learning Services (one of two Divisions), who in turn reports to the Commissioner. The 10-member elected Kansas State Board of Education appoints the Kansas Commissioner of Education. The KSDE is not part of the Governor's Cabinet.
- <sup>4</sup> Support from the Kansas Technical Assistance System Network (TASN) is provided through contracted individuals supported with federal funding. The goal of TASN is to increase the capacity of districts to implement and sustain the use of evidence-based practices to address priority areas and practices identified by the KSDE Special Education and Title Services. Many of the supports provided by TASN target district and building level systems and instruction that occurs in the general education classrooms where students who receive Title services and students with disabilities are served. See [www.ksdetasn.org](http://www.ksdetasn.org) for additional details.
- <sup>5</sup> Annual performance metrics are embedded in the state budget process.
- <sup>6</sup> In 2018-2019, 215 of 286 school districts received Preschool-Aged At-Risk funding to serve students; this represents roughly 92 of 105 counties. County boundaries do not necessarily align to district boundaries. Funding is available to all school districts who are able to abide by the assurances, but only 215 out of the 286 school districts accessed this program in 2019.
- <sup>7</sup> Limited funding is available for a set number of slots; in 2018-2019, 8,064 slots were available. Districts apply for slots but typically do not get all of the slots they request if they request an increase. Auditors verified that districts served an additional 404 4-year-old students and an additional 684 3-year-old students who met at-risk criteria, but who did not generate funding due to the limited funding available.
- <sup>8</sup> Because preschool-aged students with IEPs already count once when calculating a district's enrollment, they cannot also fill Preschool-Aged At-Risk slots, even if they also

- qualify as at-risk.
- <sup>9</sup> Districts blend and braid funds at the local level. The state does not have an early childhood integrated data system, and it is unknown how many students may be dually enrolled in state-funded preschool and Head Start.
  - <sup>10</sup> Children are served in a combination of public and nonpublic settings, but an enrollment breakdown is not available.
  - <sup>11</sup> This data is not connected to our state longitudinal data system and significantly underreports the number of students receiving services in an extended day or school day program.
  - <sup>12</sup> Grantees must provide a minimum of 465 instructional hours of developmentally appropriate educational activities for each child during the school year. Programs are encouraged to build in additional days to ensure these minimum hours are met or exceeded. Please visit <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing> for additional resources to calculate the total number of instructional hours provided.
  - <sup>13</sup> For the 2017-2018 school year, per Senate Bill 61, '4 Year Old At-Risk' changed to 'Preschool-Aged At-Risk'. For the 2018-2019 school year, House Substitute for Senate Bill 423 added 3-year-olds to the definition of 'Preschool-Aged At-Risk', but did not fund 3-year-olds. In 2018-2019, no 3-year-olds were served. Four-year-olds are students who are 4 years old on or before August 31. Students who are age-eligible for kindergarten may not be served with Preschool-Aged At-Risk funds.
  - <sup>14</sup> To qualify for Preschool-Aged At-Risk funding, children must be enrolled on September 20, 2019. In addition, children must meet one of the following risk factors: (1) Qualifies for Free lunch program, or family income is below 130% of the FPL; (2) Single parent families; (3) Kansas Department for Children and Families (DCF) referral; (4) Teen parent(s); (5) Either parent is lacking a high school diploma or GED at the time of enrollment; (6) Limited English Proficiency; (7) Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills; (8) Child qualifying for migrant status. There is not a minimum percentage of students in each program who must qualify based on income alone.
  - <sup>15</sup> If auditors determine children do not meet at-risk criteria, the district does not receive Preschool-Aged At-Risk funding for those students. The state reallocates funding from districts with unfilled slots to those with slots that are filled but unfunded once audits are finalized for the year.
  - <sup>16</sup> Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings.
  - <sup>17</sup> Grantees must submit locally developed plans showing how they will provide parenting support or training; parent involvement activities; referral to social services; and transition to kindergarten activities. Also, all grantees must make available services such as transportation, health services, appropriate nutritional meals, in addition to screenings for hearing and vision as required by federal, state, and/or local law.
  - <sup>18</sup> All grantees must provide developmentally appropriate opportunities for meaningful family engagement (i.e. family night, parent/teacher conference, field trips, parent volunteers). Programs are required to develop a plan for keeping families informed of their child's development, as well as opportunities to partner with district/organization staff. Programs may encourage parents to attend existing councils in the building, or develop a Parent Advisory Council if one does not exist. All grantees must utilize the Local Interagency Coordinating Council (LICC) or an Advisory Committee that meets at least quarterly. The committee must include at least one currently enrolled parent, and may include Part C Infant and Toddler Services Early Intervention, Part B 619, other early learning programs, or local home visiting programs.
  - <sup>19</sup> Beginning in the 2018-2019 school year, all kindergarten classrooms are required to partner with parents to administer both the ASQ:3 and the ASQ:SE-2. The tools are aligned with other birth-4 state initiatives and requirements to facilitate data-sharing between preschool and kindergarten teachers, shared professional development and aligned expectations within communities, and increased parental knowledge of child development using a common tool across programs.
  - <sup>20</sup> For a child to qualify based on Limited English Proficiency, status must be documented. The student must qualify for bilingual weighting and ESOL services must be provided by qualified teachers. Process and criteria are found at: <https://www.ksde.org/Portals/0/Title/ESOL/ESOLProgramGuidance.pdf>
  - <sup>21</sup> For more information, see: [https://www.kn-eat.org/SNP/SNP\\_Menus/SNP\\_Guidance\\_Wellness\\_Policies.htm](https://www.kn-eat.org/SNP/SNP_Menus/SNP_Guidance_Wellness_Policies.htm)
  - <sup>22</sup> Districts are not required to provide transportation for preschool children. However, if a district chooses to transport preschoolers, it can claim transportation aid for costs attributable to providing transportation for Preschool-Aged At-Risk students. Districts are also allowed to use Preschool-Aged At-Risk funding to supplement transportation aid.
  - <sup>23</sup> A list of alignments is posted at <https://kskits.drupal.ku.edu/7-alignments>. Also, Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019: <https://www.ksde.org/Portals/0/Early%20Childhood/Kindergarten/2019%20Kansas%20Family%20Engagement%20and%20Partnership%20Standards%20for%20Early%20Childhood.pdf>
  - <sup>24</sup> The KSDE Early Childhood Team works with programs during the grant application process to ensure locally selected curricula and assessment tools are evidence-based and aligned with the Kansas ELS. Kansas Child Care Training Opportunities, Inc. (KCCTO) regularly provides in-person and online professional development workshops on the Kansas ELS. Beginning in 2018, the KSDE Career Standards and Assessments team includes an elementary consultant, who delivers professional development on a variety of topics, including the Kansas ELS. State agencies also collaborated with partners to develop an online toolkit to accompany the standards: <http://kskits.org/kels-toolkit>. Finally, the TASN has multiple projects to provide support for implementation of the Kansas ELS.
  - <sup>25</sup> All grantees must implement an evidence-based curriculum, aligned with the Kansas ELS, and evidence-based assessment to measure children's developmental growth upon entry and exit of the program.
  - <sup>26</sup> All school districts can access the TASN to support systematic implementation of evidence-based practices. Select school districts choose to participate in the Kansas Multi-Tier System of Supports (MTSS), which includes state trainers who specialize in early childhood.
  - <sup>27</sup> Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, K-6 or K-9.
  - <sup>28</sup> It is strongly recommended that school districts employ paraprofessionals or aides who have at least a CDA or AA in early childhood education or a related field. Other accepted qualifications for assistant teachers are: HSD or GED with 48 credit hours at an institution of higher education; OR an AA (or higher); OR Pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness. For more information, see: <https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Paraprofessional>
  - <sup>29</sup> Continuous professional learning associated with the selected curriculum model must include assistant teachers. Learning opportunities should include models and strategies such as Universal Design for Learning (UDL) or MTSS to facilitate an inclusive classroom. Professional learning should also include training on social-emotional topics as well as trauma informed care practices. Online training is available for annually required child abuse and neglect training. First aid and CPR training is also recommended.
  - <sup>30</sup> Two years of mentoring is required for a licensed teacher (lead teacher) to move from a two-year initial license to the five-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the five-year professional license. See: <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Mentoring>
  - <sup>31</sup> The mentoring program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the initial year of structured, intensive support must include: weekly communication; at least three annual observations (virtual or in person); and a system for mentor to provide reflective verbal dialogue and feedback.
  - <sup>32</sup> Preschool slots are counted as .5FTE and multiplied by the 2018-19 base amount of \$4,165. This does not include other weightings that students may trigger (e.g. FRL eligibility, transportation, etc.). Districts may choose to use these or other funding sources to supplement state preschool funding. In addition, during the 2018-2019 school year 52 districts received \$4,195,132.35 in Kansas Preschool Pilot Children's Initiatives Fund money; 50 of those districts participated in the Preschool-Aged At-Risk program. An additional 21 districts, plus nonprofit entity partners, received \$3,490,692 in Kansas Preschool Pilot federal TANF money. All 21 of those districts also participated in the Preschool-Aged At-Risk program.
  - <sup>33</sup> State General Fund, as a part of the school finance formula. The important difference between the Preschool-Aged At-Risk program and most other components of the school finance formula is that there is a capped number of slots available each year. The Preschool-Aged At-Risk funding is used as state TANF match.
  - <sup>34</sup> The RFP application and review process requires programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered

interventions, as well as tools to assess the classroom environment. KSDE staff work with programs to ensure appropriate monitoring and assessment tools are in place. All programs must implement an evidence-based assessment to measure children's developmental growth upon entry and exit of the program.

- 35 Kansas State Pre-K programs providing preschool services funded by the Early Childhood Block Grant are required to conduct CLASS observations annually and report that data to inform quality improvement and program effectiveness. The W.K. Kellogg grant awarded to the Kansas Parent Information Resource Center included supports to conduct CLASS observations in classrooms. All CLASS observers are required to be certified as "reliable" on an annual basis.
- 36 Kindergarten Readiness and Early Childhood are a component of Kansas Education Systems Accreditation (KESA), which includes outside visitation teams. More information is available at <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home/KESA>

## KENTUCKY - Kentucky Preschool Program (KPP)

- 1 State staff may participate in local, state and national early childhood professional learning based upon individual learning needs and interests. Professional learning may be identified for staff based upon agency (or inter-agency) initiatives and policy priorities. Examples include early childhood assessment (child and environment), family engagement, social-emotional learning, birth-third grade alignment, early language and numeracy, budgeting, policy and evaluation.
- 2 The highest ranking officer with direct oversight of the state-funded preschool program is the School Readiness Branch Manager. The branch manager oversees the day-to-day state level administration of the state-funded preschool program and may oversee the preschool budget, IDEA Part B-619, special projects and low performing preschool programs. Also, the manager may direct and oversee school readiness branch staff and the Early Childhood Regional Training Centers (RTCs), ensuring they are fully engaged and effective in their respective roles. The manager reports to the division director. The KDE was recently reorganized, placing the School Readiness Branch in the Division of IDEA Implementation and Preschool (DIIP), located within the Office of Special Education and Early Learning (OSEEL).
- 3 The KDE contracts with five early childhood regional training centers to provide peer to peer training, consultation, technical assistance and materials to personnel for local school districts and other agencies operating programs for preschool children with disabilities and at-risk preschool children.
- 4 Children dually enrolled in preschool and Head Start are served using funds from both programs and are identified as Head Start Enhanced. Each year school districts and Head Start programs enter into full utilization agreements to coordinate services to eligible children and to avoid duplication of preschool services and supplanting of federal funds and to maximize the use of Head Start funds to serve as many 4-year-old children as possible. Only four-year-old students identified for enhanced Head Start services may be dually enrolled in state-funded preschool and Head Start.
- 5 The number of children dually enrolled in Head Start and state pre-K is not audited by KDE and may under-represent the actual number of students dually enrolled and/or participating in state-funded preschool and Head Start.
- 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. In 2018-2019, there were 81 full-day programs, 74 half-day programs, 16 programs offering both full-day and half-day options, and 2 programs contracting for services. Statewide, in total, there were 474 half-day sessions and 710 full-day sessions offered.
- 7 The 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 calendar. However, because of the comprehensive nature of the program, school districts are permitted to begin preschool classroom instruction later in the school year and end instruction earlier in the school year to ensure full implementation, including screenings, special education meetings, home visits and family education services.
- 9 Kindergarten children with disabilities may attend the preschool program under limited circumstances. The Admissions and Release Committee (ARC) decides the best placement for children with special needs. If the best placement option for a five-year-old child with disabilities is the preschool program, and space is available in the program, the child is placed in preschool but identified as a first-year primary student (kindergarten). No preschool funds may be used to support this child. In addition, non-age-eligible children may enroll if space is available.
- 10 Four-year-old children whose family income is up to 160% FPL are eligible to attend the preschool program. Three-year-old children with disabilities requiring specially designed instruction enroll on their third birthday, when transitioning from Part C to Part B services, or when they are determined eligible for special education services. Four-year-old children who are homeless or in foster care are categorically eligible for state-funded preschool.
- 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. Information about preventative health exams is available on KDE's website: <https://education.ky.gov/districts/SHS/Pages/Health-Forms.aspx>
- 14 704 KAR 3:410 requires school districts to provide at least three kinds of parent engagement activities: (1) parent participation opportunities in the classroom; (2) parent-teacher conferences; and (3) a minimum of two home visits per child per year. Often these visits occur in the fall and spring.
- 15 Generally speaking, state-funded preschool programs are not required to provide transition to kindergarten activities (as per 704 KAR 3:410). School districts must ensure children with disabilities receive appropriate transition services, as required by IDEA, as well as children participating in preschool services funded by the Title I program. State-funded programs typically provide service and support to families and children as students transition from preschool to kindergarten. RTCs may provide school districts with technical assistance, guidance and best practices concerning kindergarten transition.
- 16 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.
- 17 704 KAR 3:410 requires programs to provide a daily balance of indoor and outdoor activities. The regulation does not specify the number of hours per day.
- 18 School districts may use preschool funding to provide transportation but are not required to do so.
- 19 The standards are being revised by a subcommittee of Kentucky's Early Childhood Advisory Council with support from work groups and national experts. Revised standards may be released in 2020.
- 20 With support of PDG funds, progress is being made to revise Kentucky's standards and align them with other standards, including Kentucky's Academic Standards for Kindergarten and the Head Start Early Learning Outcomes Framework.
- 21 Kentucky uses PDG grant funding to support implementation of early childhood standards. Kentucky's Regional Training Centers provide support to school districts with curriculum decision-making and implementation, with specific focus on support for children with disabilities.
- 22 Based on a list of recommendations in the Kentucky Continuous Assessment Guide for classroom/instructional assessments, KDE has approved five assessments for preschool programs: (1) AEPs; (2) Carolina Curriculum for (Infants/Toddlers/Preschoolers) with Special Needs; (3) Teaching Strategies GOLD; (4) COR Advantage; and, (5) Work Sampling (WSS). Most programs have selected and implemented TS GOLD.
- 23 The Interdisciplinary Early Childhood Education (IECE) certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers. When state-funded preschool and Head Start classrooms are blended, the higher standard applies, thus the lead teacher must have IECE certification even if the teacher is employed by Head Start.
- 24 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 continues to review 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.
- 25 Classroom embedded support is determined locally for assistant teachers and non-certified lead teachers. Kentucky follows the Danielson Framework in promoting teacher professional growth and development, for more information about Kentucky's Professional Growth and Effectiveness System (PGES) see: <https://education.ky.gov/teachers/PGES/Pages/PGES.aspx>
- 26 Out of a total of 1,148 lead teachers, 885 (77%) have IECE certification, 124 (11%) are emergency/other and/or probationary IECE certified teachers, 81 (7%) have letters of exemption, and 58 (5%) are preschool associate teachers.

- <sup>27</sup> A formula is used to distribute local funding. Amounts are based on the average number of children served on December 1 and March 1 of the previous academic year. The sum of this average is multiplied by per-child rates approved by the Kentucky Board of Education for the new school year. There is a standard “per-child” rate for three enrollment categories: speech, developmental delay and income eligible children. In 2018-2019, the per-child rate was \$3,491 for at-risk, speech and DD categories. The weighted rate for children with severe/multiple disabilities was \$6,634. There is a weighted category for children with severe/multiple disabilities. These rates do not differ based on other factors such as length of program day or year.
- <sup>28</sup> With funding in House Bill 303, KDE partnered with early childhood shareholders to develop a new grant program to incentivize cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality programs for at-risk children. The grant is intended to increase the number of Child Care Assistance Program (CCAP) eligible preschool children served in high-quality, full-day settings. High-quality means participation in Kentucky All STARS. Full-day means at least six hours of operation four or five days per week.
- <sup>29</sup> Kentucky’s choice of preschool assessments was developed with input from early childhood experts, and results are used in reporting children’s progress towards meeting the Kentucky Early Childhood Standards and the Office of Special Education Program (OSEP) Child Outcomes. More about Kentucky’s preschool assessments is available here: <https://www.kedsonline.org/preschoolhome.aspx>
- <sup>30</sup> In the spring of 2018, staff in two RTCs achieved anchor status with the Environment Rating Scales Institute (ERSI). These staff trained other staff in all five regions, ensuring Kentucky has a core of reliable assessors to evaluate preschool classroom quality. In addition, Kentucky established cross-agency reliability between state-funded preschool, Head Start and child care.
- <sup>31</sup> In 2018-2019, KDE implemented the Kentucky Preschool Evaluation System (KPES), a preschool monitoring system designed to evaluate classrooms and programs once every three years during a six-year cycle. Every year, the state-funded preschool program participates in consolidated monitoring of school district programs in collaboration with KDE’s Title I office. Between 10 and 14 school districts are selected for monitoring based upon risk analysis of program data.

## **LOUISIANA - Louisiana 8(g) Student Enhancement Block Grant Program**

- <sup>1</sup> The Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund, commonly known as the 8(g) fund, was established in 1986 in the state constitution by Louisiana voters to improve the quality of education in the state. This legislation permanently dedicated the proceeds from an oil and gas royalty settlement with the federal government for the benefit of elementary, secondary, and higher education. The Louisiana Board of Elementary and Secondary Education receives allocations annually from the earnings of the Trust fund to be spent for prekindergarten through 12th grade projects and programs. This grant program doesn’t solely provide allocations for high quality early childhood education. This is one of four priority areas of the grant program that agencies can select to use their allocations for.
- <sup>2</sup> Professional learning opportunities include: staff observations of high quality early childhood classrooms and workshops and conferences hosted by the Department of Education.
- <sup>3</sup> The 8(g) Director (highest ranking officer with direct oversight) reports to the Executive Director of the Board of Elementary and Secondary Education. The 8(g) director is the supervisor of the 4 employees that work with the program.
- <sup>4</sup> BESE is part of the Division of Administration.
- <sup>5</sup> BESE 8(g) hires independent evaluators to conduct site visits and conduct overall project evaluations for assigned projects and programs.
- <sup>6</sup> BESE has a legislative audit every 2 years. BESE also has an operational plan that is submitted to the Division of Administration with performance indicators. These indicators have been established to evaluate components of the overall project effectiveness. The evaluations also are used to see if any changes need to be made in the implementation of the program.
- <sup>7</sup> Districts receive an allocation based on the October 1 count from the previous year and they determine whether to use the funds for the High Quality Early Childhood/Pre-K focus area. In 2018-2019, 5 districts did not use their allocation for the High Quality Early Childhood/Pre-K focus area.
- <sup>8</sup> Expansion funds were used to fund seats in 2018-2019 while Improvement funds did not fund additional seats, but instead focused on targeted professional development, coaching and comprehensive services.
- <sup>9</sup> Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.
- <sup>10</sup> Priority is given to students at or below 200% FPL (effective August 20, 2018, adjusted from 185% FPL previously). 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. Additional risk factors are locally determined.
- <sup>11</sup> Some districts may charge tuition for any child who does not meet eligibility requirements (at or below 200% FPL). 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.
- <sup>12</sup> All meals and snacks must meet USDA/CACFP guidelines.
- <sup>13</sup> This program strongly encourages vision and hearing screenings. Other screenings are determined locally. Since these screenings may be a requirement of other state-funded programs, those students identified as 8(g) usually receive the screenings.
- <sup>14</sup> Since most districts have other early childhood programs that require these services, 8(g) students benefit from them. However, 8(g) doesn’t formally require that these services must be offered though they are strongly encouraged.
- <sup>15</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>16</sup> Providers are required to assess children using Teaching Strategies GOLD or they may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>17</sup> All districts can purchase instructional materials that are best for their local communities. Effective the 2017-2018 school year, state funded pre-K programs are required to use a Tier I curriculum, as determined by the Louisiana Department of Education (LDE), in their publicly funded classrooms.
- <sup>18</sup> 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.
- <sup>19</sup> All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of ‘highly qualified,’ which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- <sup>20</sup> While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.
- <sup>21</sup> This number represents the teachers that were listed in the proposals as the lead teacher. It is possible that they were not fully funded by 8(g).
- <sup>22</sup> The Board of Elementary and Secondary Education allocated \$9,639,432 to local education agencies for the 2018-2019 8(g) Student Enhancement Block Grant Program. There is not a state reimbursement rate. A total of \$9,129,499 was allocated for high-quality early childhood programs. Districts received a base amount of \$55,000 and \$9.04 per pupil amount. In addition, funds (\$246,045) were allocated to the LDE to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program. Agencies are reimbursed for their approved expenditures up to their approved budget amount.
- <sup>23</sup> The state may not require site visits, but a regular monitoring cycle of site visits for 20-25 programs per year has been in effect since the 2013-2014 year. These evaluations and site visits are conducted by independent program evaluators employed by the oversight agency. In the interim years, programs will be visited by BESE staff to monitor progress.

## **LOUISIANA - Louisiana Cecil J. Picard LA 4 Early Childhood Program (LA 4)**

- <sup>1</sup> Department staff participate in CLASS reliability training.
- <sup>2</sup> A total of 64 out of 70 geographic school districts, 37 charter schools, and one tribal school received allocations for the LA 4 program during the 2018-2019 school year. Any LA 4 provider not under the school district’s jurisdiction operates as its own independent district. This results in a total of 102 LA 4 participating school systems.

- <sup>3</sup> Districts are not required to offer the program, though districts will receive funding if it is requested. Seats are allocated competitively based on demand, network performance and strategic planning. Due to limited funds, programs must apply for funding through the Coordinated Funding Request.
- <sup>4</sup> Expansion funds were used to fund seats in 2018-2019 while Improvement funds did not fund additional seats, but instead focused on targeted professional development, coaching and comprehensive services.
- <sup>5</sup> Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.
- <sup>6</sup> Effective August 20, 2018, eligibility for this program was increased to 200% FPL. Previously, eligibility was based on 185% FPL (eligible for free or reduced price lunch).
- <sup>7</sup> Tuition may be charged for any child who does not meet eligibility requirements (at or below 200% FPL). The sliding 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.
- <sup>8</sup> Schools are required to report twice a year who conducts screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.
- <sup>9</sup> Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- <sup>10</sup> These activities are determined locally.
- <sup>11</sup> There is no state policy that governs pre-K. Thus, there is no policy that allows or disallows transportation services. As a programmatic guideline, we allow districts to provide transportation services, though the decision to do so is made at the local level.
- <sup>12</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>13</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>14</sup> All districts can purchase instructional materials that are best for their local communities. Effective the 2017-2018 school year, state funded pre-K programs are required to use a Tier I curriculum, as determined by the Louisiana Department of Education (LDE), in their publicly funded classrooms.
- <sup>15</sup> 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.
- <sup>16</sup> All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- <sup>17</sup> While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.
- <sup>18</sup> LDOE 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 LA 4, therefore the local amount is an average as it varies from district to district.

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

- <sup>1</sup> Department staff participate in CLASS reliability training.
- <sup>2</sup> 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. Not all parishes have representation in the application process.
- <sup>3</sup> Expansion funds were used to fund seats in 2018-2019 while Improvement funds did not fund additional seats, but instead focused on targeted professional development, coaching and comprehensive services.
- <sup>4</sup> Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.
- <sup>5</sup> Effective August 20, 2018, eligibility for this program was increased to 200% FPL. Previously, eligibility was based on 185% FPL (eligible for free or reduced price lunch).
- <sup>6</sup> Nonpublic schools determine their own tuition rates for children who do not meet the program's eligibility requirements.
- <sup>7</sup> Other than those indicated, screenings are not required, but are strongly encouraged and determined at the local level.
- <sup>8</sup> Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- <sup>9</sup> These activities are determined locally.
- <sup>10</sup> There is no state policy that governs pre-K. Thus, there is no policy that allows or disallows transportation services. As a programmatic guideline, we allow districts to provide transportation services, though the decision to do so is made at the local level.
- <sup>11</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>12</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>13</sup> All districts can purchase instructional materials that are best for their local communities. Effective the 2017-2018 school year, state funded pre-K programs are required to use a Tier I curriculum, as determined by the Louisiana Department of Education (LDE), in their publicly funded classrooms.
- <sup>14</sup> 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.
- <sup>15</sup> New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA program or Early Childhood associate degree program, be continually enrolled, and complete the certification within three years of hire dates.
- <sup>16</sup> While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.

## **MAINE - Maine Public Preschool Program**

- <sup>1</sup> State agency staff receive professional learning opportunities around national early childhood issues and practices as well as preschool curricula and assessments.
- <sup>2</sup> School administrative units (SAUs) 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. The total number of SAUs changes regularly, due to new partnerships being formed or dissolved. Although there are 268 SAUs in Maine, only 196 could operate kindergarten and thus are eligible to operate pre-K.
- <sup>3</sup> Maine Public Preschool is funded through the Essential Programs and Services Funding Formula (EPS).
  - <sup>4</sup> SAUs 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.
  - <sup>5</sup> 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.
  - <sup>6</sup> All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vento. Some SAUs without universal capacity select children on a first come, first served basis; use a lottery; or create a targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.
  - <sup>7</sup> 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.
  - <sup>8</sup> Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).
  - <sup>9</sup> The developmental screenings used must be research-based.
  - <sup>10</sup> Programs must offer at least two parent-teacher conferences annually as well as show evidence of family engagement strategies.
  - <sup>11</sup> Transition activities are determined locally, however programs must show evidence that transition strategies are in place and assessed each year for effect.
  - <sup>12</sup> Transportation of all students is not required. If a district chooses to do so, it is recommended that they meet the standard of care as defined by "Guideline for the Safe Transportation of Preschool Age Children in School Buses."
  - <sup>13</sup> The Maine DOE partners with Maine Roads to Quality (Maine's Professional Development Network) to create and deliver training on the ELDS.
  - <sup>14</sup> 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.
  - <sup>15</sup> All assistant teachers must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours, including at least 9 credits in ECE or a related field.
  - <sup>16</sup> Other teachers include: 3 teachers with an advanced study certificate and 2 teachers with less than a bachelor's degree, it is unknown if these teachers have an AA or CDA.
  - <sup>17</sup> The dollar amounts for Title 1, Head Start, and IDEA are not able to be disaggregated to only include state preschool students.
  - <sup>18</sup> 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.
  - <sup>19</sup> Preschool assessments must be research-based and aligned with Maine's ELDS.
  - <sup>20</sup> Frequency of evaluations may vary depending on the effectiveness level, but observations of professional practice, formative feedback and continuous improvement conversations are required throughout the year. Most districts require two observations each year (or more depending on the model chosen). In addition, state evaluations must occur at a minimum of once every three years.
  - <sup>21</sup> The state only uses aggregate CLASS data for reporting. There is no requirement for a district to use the data but they are encouraged to use it for program improvement and to help guide PD planning.

## **MARYLAND - Maryland Prekindergarten Program**

- <sup>1</sup> One Pre-K Monitor, included in the FTEs reported previously, resigned in April 2019 but the position was filled in July 2019.
- <sup>2</sup> State staff regularly attend early childhood symposia and conferences that address preschool curricula, early literacy, early math, coaching, formative assessment, etc.
- <sup>3</sup> The Assistant State Superintendent of Early Childhood has direct oversight of the pre-K program and reports directly to the State Superintendent of Education (who is appointed by the State Board of Education).
- <sup>4</sup> Community providers and Head Start agencies do some of this on their own.
- <sup>5</sup> The state's 3-year-old and 4-year-old Prekindergarten curriculum is being developed by a local university. The maintenance of the Early Learning Assessment (formative assessment) is also being provided by a local university.
- <sup>6</sup> Four out of 24 districts offer universal full-day pre-K to all 4-year olds.
- <sup>7</sup> The Bridge to Excellence in Public Schools Act of 2002 (Senate Bill 856) required that each school system offer pre-K programs to all at-risk students by fiscal year 2008. (The Act defines at-risk students as students who are eligible for free or reduced-price meals.) The Prekindergarten Expansion Act of 2014 (Senate Bill 332) was a statewide initiative to expand access to half-day and full-day public pre-K for 4-year-olds from families with household incomes at or below 185% of the Federal Poverty Guidelines.
- <sup>8</sup> The enrollment numbers represent all publicly-funded pre-K in the state, including local school systems and pre-K grant-funded community-based programs.
- <sup>9</sup> In 2018, HB 1415, Education Commission on Innovation and Excellence in Education was passed by the Maryland legislature and signed into law. Beginning in FY2020, this Bill provides state funding to replace Federal PEG funding at FY2019 levels.
- <sup>10</sup> A total of 8,339 children (2,382 3-year-olds; 2,638 4-year-olds; 3,319 5-year-olds) received preschool special education services. This data is combined across children in public and non-public preschool (in other early childhood settings). It combines all early childhood settings where 3, 4, or 5-year-olds may be served. It is not currently possible to disaggregate preschoolers with disabilities who are in the state preschool program from those who are not.
- <sup>11</sup> Not all children were dually enrolled in state-funded preschool and Head Start. Some local school systems are the Head Start grantee, while others are the delegate. Each local system determines how state preschool funds and Head Start funds are used together.
- <sup>12</sup> PEG grant classrooms are funded for a full-day (6.5 hours).
- <sup>13</sup> Both full-day and part-day programs operate five days per week. Through House Bill 684, Education - State Grants for Education Aid, the state provides additional funds for four districts that offer full-day pre-K. In 2018-2019, the state budget includes \$16 million for the bill's purposes.
- <sup>14</sup> 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 pre-K. Local school systems may create pre-K programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Early entrance to kindergarten is offered to children who demonstrate the need for grade acceleration to appropriately address their academic needs. Assessment for early entrance into kindergarten is locally determined.
- <sup>15</sup> All children must first meet the income (185% of Federal Poverty Guidelines), 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.
- <sup>16</sup> 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. 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. In rare cases, if a classroom goes over 20, additional staff are added.
- <sup>17</sup> 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.

- <sup>18</sup> Head Start programs are required to have transition to kindergarten activities. PEG programs are required to address transitions between child care and the local school system via a Memorandum of Understanding/Agreement. All other transition to kindergarten activities are locally determined. Additionally, the State ESSA plan requires local school systems and Head Start programs to address transitions. Local school systems are encouraged to work with community-based programs to support transitions.
- <sup>19</sup> Services for DLLs are locally determined.
- <sup>20</sup> The state provides guidance on developmentally appropriate practices. Programs develop their own daily schedule or use the schedule as per the curriculum they are implementing. Local school systems determine the amount of gross motor time provided in their pre-K classrooms.
- <sup>21</sup> Transportation service for preschool programs is locally determined.
- <sup>22</sup> The Maryland College and Career Ready Standards cover Pre-K –grade 12. Pre-K 4 standards are included as the early learning standards.
- <sup>23</sup> The Ready for Kindergarten (R4K) Assessment system, which includes the Early Learning Assessment (ELA) and Kindergarten Readiness Assessment (KRA), is aligned to ELDS. However, while kindergarten programs are required to use the KRA, preschools are not required to use the ELA.
- <sup>24</sup> Regulations also allow a CDA for assistant teachers. Paraprofessionals in Title I schools must also have completed two years of college, hold an AA, or have a qualifying score of 455 on the Para Pro assessment administered by the Educational Testing Service (ETS).
- <sup>25</sup> Coaching is being piloted in the state to a cohort of PEG classrooms implementing the state's new 4-year-old curriculum. During the 2018-19 school year, there were 61 classrooms/teachers who participated in the coaching pilot.
- <sup>26</sup> Coaching is highly individualized based on the needs of the teachers. At minimum, coaches saw teachers once per month, but there were cases where the coach visited the teacher more frequently to meet the teacher's individual needs.
- <sup>27</sup> One hundred percent of teachers have a minimum of a BA; however, there are teachers who also hold an MA.
- <sup>28</sup> All local school systems are pre-K-12 systems. Salaries and benefits apply to all pre-K teachers and are locally determined. The PEG grant requires parity in salary. Additionally, paid time for professional responsibilities and PD are provided but locally determined in community-based programs.
- <sup>29</sup> 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 the state per-child amount from the K-12 average per-pupil revenue multiplied by the number of FTE children enrolled in the program, not through the PEG. In addition, the Prekindergarten Expansion Act of 2014 provided \$4.3 million (SFY2018 \$10.6 million) to expand access to public pre-K for 4-year-olds from families with household incomes at or below 300% of FPL.
- <sup>30</sup> The local school systems receive a compensatory weighted percentage of the per-child reimbursement rate for K-12. PEG funded programs receive per child reimbursement rates of either \$7,344 and \$3,672 depending on whether slots are new full-day slots or existing half-day slots being converted to full-day.
- <sup>31</sup> Classrooms participating in Maryland EXCELS, the State's QRIS system, are assessed using CLASS and ECERS by reliable observers who are monitored by the MD EXCELS Branch which conducts fidelity checks on all assessors.
- <sup>32</sup> PEG classrooms are visited multiple times per year to provide technical assistance. Additionally, one monitoring visit per year is conducted for all grantees.

## **MASSACHUSETTS - Massachusetts Universal Pre-Kindergarten (UPK)**

- <sup>1</sup> FY 2019 was an open competitive grant, and a new group of grantees were awarded based upon the competitive process.
- <sup>2</sup> The Governor and State Legislature allocated \$5,000,000 in the FY19 and FY20 state budgets for the Commonwealth Preschool Partnership Initiative (CPPI). CPPI is designed based on the model and lessons learned from the PDG. The state funds are used, in part, to sustain the work of several PDG sites and to expand access to include both public and community-based preschool programs. The \$5,000,000 in the FY19 state budget allocated for CPPI was used to fund preschool expansion. An additional \$5,000,000 allocated in FY20 has been used, in part, to sustain the current PDG programs.
- <sup>3</sup> Private settings include 40 center-based programs and 27 family child care programs.
- <sup>4</sup> The hours per day and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are funded for, and required to offer or provide, access to full-day, full-year services (defined as 231 days and 2,079 hours per year). On average, programs are in operation nine hours per day (range three to 12 hours per day), five days per week (range four to six days per week), and 2,271 hours per year (range 432 to 3,432 hours per year). The UPK Grant prorates the grant award amounts for programs providing less than full-day, full-year services.
- <sup>5</sup> 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).
- <sup>6</sup> 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 incomes up to 50% of SMI and can continue receiving assistance up to 85% of SMI. For families with special needs, they can enter with incomes up to 85% of SMI and remain until 100% of SMI.
- <sup>7</sup> 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.
- <sup>8</sup> 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.
- <sup>9</sup> UPK does not specifically include a requirement for health screenings. Health screening 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. 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.
- <sup>10</sup> Programs must engage families as essential partners when providing services that promote children's learning and development, nurture positive relationships between families and staff, and support families. Programs should establish and implement family engagement policies and procedures that include, but are not limited to: Providing inviting families to participate in learning activities; Creating family friendly environments; Promoting family networks and social support; Facilitating two-way communication about children's development (in the family's home language); Ensuring that interested families participate in planning, decision-making and oversight groups; and/or Providing family supports such as training or information sessions on topics that are of interest to families.
- <sup>11</sup> Programs must be knowledgeable of the expectations of kindergarten programs within its locality and provide transitional supports to preschool children and families moving to kindergarten. Programs should establish and implement transition to kindergarten policies and procedures that include, but are not limited to: Creating joint planning activities between preschool educators and kindergarten educators; Providing opportunities for kindergarten educators to visit the preschool classroom(s); Arranging field trips/visits to kindergarten classrooms; and/or Providing meetings with families to address kindergarten transitions.
- <sup>12</sup> 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 educators' annual professional development time is focused on children who have special needs, including linguistic. The Massachusetts 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.
- <sup>13</sup> EEC Licensing Regulations state "daily indoor and outdoor time periods, weather permitting, which include both small and large muscle activities ... at least 60 minutes of physical activity in full day programs".
- <sup>14</sup> The UPK Budget Guidelines allow grantees to utilize funds to support the transportation of students directly to/from their home to facilitate their participation in a specific grant activity. Vehicle costs related to transporting students, such as fuel and bus drivers/monitors, are permitted. However, the Budget Guidelines do not allow for costs

- associated with transportation of children where transportation is a Related Service in any child's Individualized Education Plan (IEP).
- 15 Additional supports include: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state staff, regional staff, or vendors paid by the state; A system of regular coaching for teachers; State grants (\$3.95 million) to local agencies or providers for training and other professional development. UPK programs can use TS GOLD, WSS, High/Scope, or Creative Curriculum which are all aligned with the ELDS.
  - 16 The Educator and Provider Support (EPS) Grantees provide statewide professional development and coaching on how to implement curriculum in the classroom. 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.
  - 17 Lead teachers in public schools are required to: (1) have a BA, (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 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. All UPK programs are required to be, at a minimum, Level 3 in QRIS. 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.
  - 18 Instructional paraprofessionals in public schools are not required to be licensed in MA. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are a HSD or equivalent and one of the following: AA 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 HSD or equivalent and must work at all times under the direct supervision of at least a qualified teaching staff person.
  - 19 All public school educators who hold a teacher 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 type of license 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 Department of Elementary and Secondary Education (DESE) board. Individual professional development that meets 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. EEC regulations require that all licensees, certified assistants, and any educator who may be alone with children must maintain current certification of training in basic first aid and CPR. Training in first aid and CPR may not be counted toward professional development hours.
  - 20 All UPK programs are required to be at Level 3 in the QRIS, which requires individualized PDPs, including formal PD in the components of the assessment process, including screening, observation, use of assessment tools, and IDEA processes.
  - 21 The Educator and Provider Support (EPS) Grant provides statewide professional development and coaching to programs that request such services. The frequency of coaching or mentoring depends on the individual needs of the program or teachers.
  - 22 This information is derived from an online site survey at the time of application.
  - 23 Classroom rates vary depending on QRIS level, number of UPK children in the classroom, and annual operating hours. The maximum per classroom rate is \$20,000 (for a full-day, full-year classroom at QRIS level 4 and with at least 5 UPK children).
  - 24 The UPK Grant does not require structured observations of classroom quality. MA reviews self-reported observation results for programs participating in QRIS at Levels 2 and 3. A site visit is required as part of the QRIS verification process at Level 3 and the ECERS-R is used as the observation tool. Programs are required to be at Level 3 or higher. When a program has multiple preschool classrooms, the classrooms observed are randomly selected. QRIS requires all programs, regardless of QRIS level, to observe their classrooms using the required measurement tools (ERS, CLASS, Strengthening Families, BAS, and/or PAS) each year to develop/update their Continuous Quality Improvement Plans (CQIPs).
  - 25 The Program Quality Specialists perform technical assistance visits for those programs that are in the process of applying for Levels 3 and 4 in the QRIS. Additionally, the state's contracted vendor conducts site visits for programs that have completed a Level 3 or Level 4 QRIS application.

## MASSACHUSETTS - Massachusetts Chapter 70

- 1 While Chapter 70 comes to the Department of Elementary and Secondary Education (DESE) through the state budget, the monies flow to districts and administration of the funds vary from community to community. Public school preschool programs do not have separate oversight so it is impossible to identify the number full time equivalencies responsible for program administration.
- 2 Chapter 70 funds are available to all school districts based on enrollment, PK-12. There are 280 districts in Massachusetts that have preschool enrollment. Districts that do not have preschool enrollment include districts that regionalize at the middle/high school level and vocational technical high schools.
- 3 The Governor and State Legislature allocated \$5,000,000 in the FY19 and FY20 state budgets for the Commonwealth Preschool Partnership Initiative (CPPI). CPPI is designed based on the model and lessons learned from the PDG. The state funds are used, in part, to sustain the work of several PDG sites and to expand access to include both public and community-based preschool programs. The \$5,000,000 in the FY19 state budget allocated for CPPI was used to fund preschool expansion. An additional \$5,000,000 allocated in FY20 has been used, in part, to sustain the current PDG programs.
- 4 While the majority of children are enrolled in public school preschool settings, there may be some children with disabilities who receive their services at home, in a child care or Head Start setting and/or a separate school.
- 5 Public preschool generally runs 2 to 5 days per week for varying hours.
- 6 Students must be 3 years of age to enroll in preschool, but the cut-off date is determined locally. The exception is for students who turn 3 years old in the middle of the year and are determined eligible for special education services. The cut-off date for kindergarten is also set by each local school district. If more children seek the program than there are slots, districts will often use a lottery process for children without disabilities.
- 7 The class size and ratios are based on special education regulations which mandate a maximum class size of 15 with no more than seven children with IEPs, or 20 with no more than five with IEPs. If the class does not include children with IEPs, there is no state requirement for class size/ratios. These are locally determined.
- 8 School districts are required to screen for vision and hearing within a year of entry into a public school (<https://www.mass.gov/files/documents/2017/09/11/105cmr200.pdf>), and also screen vision annually through Grade 5 and hearing annually through Grade 3. Districts must also ensure that children have received a physical examination within one year prior to school entrance or within 30 days after. Other screening requirements are determined locally. Public schools are required to screen children as part of Special Education - Child Find activities for all children in the community who seek a screening.
- 9 If students fail a hearing or vision screening, the school district must notify the family or legal guardian of the results.
- 10 The Look Act provides information on requirements for English language learners. For more information, see: [www.doe.mass.edu/ell/look-act.html](http://www.doe.mass.edu/ell/look-act.html)
- 11 State law (MGL Chapter 71, Section 3) states that "Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of students."
- 12 Transportation is only required if specified in a child's IEP.
- 13 The state does not require child assessments. If conducted, assessments are selected by the local school/district.
- 14 Public preschool teachers seek the Preschool through Grade 2 license.
- 15 Professional development activities must be identified by the educator and supervisor during the development and review of the Individual Professional Development Plan (IPDP). IPDPs must include at least 150 Professional Development Points (PDPs). At least 15 PDPs are required in: (1) Content; (2) Pedagogy; (3) Sheltered English Immersion (SEI), ESL or Bilingual Education; and (4) Training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles. The remaining 90 PDPs may be earned through either "elective" activities that address other educational issues, or additional PDPs in the four areas requiring at least 15 PDPs. For more information on PDPs, see: <http://www.doe.mass.edu/licensure/advance-extend-renew-license.html#renewing>. For more information on IPDPs, see: <http://www.doe.mass.edu/pd/01guideline/devel.html>
- 16 All licensed public school teachers have a BA and then have five years to earn an MA.

- <sup>17</sup> Salaries, benefits, and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.
- <sup>18</sup> This amount is the total allocation for preschool in the state's Chapter 70 foundation budget formula. The total required district spending for FY19 was \$11,153,457,652, including \$4,907,573,321 in state aid. The state budget line item for Chapter 70 is 7061-0008. For more about the line item and its funding history, visit: [http://www.massbudget.org/browser/line\\_item.php?id=7061000800&inflation=cpi](http://www.massbudget.org/browser/line_item.php?id=7061000800&inflation=cpi)
- <sup>19</sup> For additional information, please see: [http://www.massbudget.org/report\\_window.php?loc=Facts\\_10\\_22\\_10.html](http://www.massbudget.org/report_window.php?loc=Facts_10_22_10.html)
- <sup>20</sup> The state has a requirement that classroom teachers are observed, and provides districts with a model rubric, but what is evaluated and included in the observation is determined locally. Observations of teachers and feedback are part of the educator evaluation system. For more information, please visit: <http://www.doe.mass.edu/edeval/>. The state does not collect data on individual observations, but does receive ratings on the state's four standards of effective teaching practice, which are informed by observations (among other forms of evidence).

## MICHIGAN - Michigan Great Start Readiness Program (GSRP)

- <sup>1</sup> Fiscal staff have experience in federal and state grants, the federal food programs, audits, etc.
- <sup>2</sup> Program staff members have experience in public school and preschool teaching, directing child care centers, as licensing consultant's, public school academy administrators, in national child care chain administration, Head Start teaching and administration, Migrant Head Start, large early childhood agency administration, as a MDE Special Education consultant, and as trainers and adjunct faculty in early care and education.
- <sup>3</sup> Five employees administer the programmatic side of GSRP. All five have master's degrees in Early Childhood Education or Child Development. Having a degree in either ECE or Child Development is a requirement of the position. The remaining people fill other administrative, fiscal and support roles.
- <sup>4</sup> One GSRP Consultant position was open for six months and one GSRP Fiscal Analyst position was open for five months. These positions were included in the FTEs reported.
- <sup>5</sup> The Director and Manager are members of and attend ECE SCASS meetings. The Director, Manager and three GSRP Consultants are members of and attend summer meeting of NAECS-SDE. Several staff have taken part in a year long Education Policy Fellowship Program. One consultant became certified to offer ACE's training, another took part with the field in Pre-K Literacy Essentials TOT, consultants have updated their training in CLASS and POA-R. Both managers have taken a series of managerial classes over the last year and other team members have taken classes offered through Civil Service.
- <sup>6</sup> Program and fiscal monitoring is done by Michigan Department of Education (MDE) GSRP staff as applied to the Intermediate School Districts (ISD) that serve as GSRP grantees. Program and fiscal monitoring is also required to be completed by the grantees of their local subrecipients.
- <sup>7</sup> The Intermediate School Districts (ISD), which cover the state, serve as grantees for GSRP, the state Pre-K program. GSRP sites are operated in all but one county. A total of 326 out of 545 districts (60%) operated GSRP in 2018-2019. Classroom programs are still operated in the areas of those districts that no longer operate the program directly. In some cases, the ISDs are now providing the program directly and in some, CBOs have taken over.
- <sup>8</sup> Legislation allows for a GSRP/Head Start Blend option, which receives \$3,625 in state funding per child to blend with federal Head Start funding to create a school-day length program. This option requires adherence to all federal Head Start and GSRP policies and regulations, with the more stringent standard from either program prevailing.
- <sup>9</sup> GSRP school-day classrooms operate the length of day of the local first grade, which is typically 6.5-7 hours per day. GSRP/Head Start Blends operate those hours also. Part-day classrooms operate at least 3 hours per day.
- <sup>10</sup> School-day classroom programs are reimbursed at two slots per child (\$7,250); Part-day and GSRP/Blend programs are reimbursed at one slot per child (\$3,625). The minimum operating schedule is three hours per day for 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 operate 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option which is included in the extended-day count. Legislation requires a tuition-based sliding scale for children who are over-income.
- <sup>11</sup> 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 minimally 6.5 hours per day, four days per week for 30 weeks of teacher/child contact time.
- <sup>12</sup> 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.
- <sup>13</sup> At least 90 percent of the children enrolled in each grantee must meet the income requirement of 250 percent FPL or below, with exceptions for up to 300 percent if sufficient numbers of children cannot be recruited at 250 percent FPL. There are seven factors that determine eligibility: low family income (below 250 percent FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary home language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. All families above 250 percent 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 percent allowed must have at least two other risk factors and pay tuition based on a sliding scale. Sliding scales are determined locally, and may be included for review during monitoring. Children must meet at least one risk factor, including income to be eligible.
- <sup>14</sup> For classrooms that enroll 17 or 18 children, a third adult who meets licensing requirements for a caregiver is required at all times.
- <sup>15</sup> Minimally, part-day programs provide a snack, though many provide breakfast and lunch for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack. The minimum number of meals/snacks required is set by licensing, dependent on the length of the day.
- <sup>16</sup> The full physical exam includes: health history, birth history, meds taken, current/past diagnosis, measurements, essential findings, immunization record, and recommendations.
- <sup>17</sup> Programs develop local referral guides to support staff to make appropriate referrals for families.
- <sup>18</sup> Classroom teaching teams meet with parents for two home visits and two parent/teacher conferences per year. Parents are always welcome in classrooms and encouraged to volunteer in the classroom and on field trips. Events are planned locally for families, usually around a literacy theme several times per year. Parents have several ways to take part in decision making bodies at the local and ISD levels such as the parent advisory committees that receive presentations and help analyze program data around child assessment results and program quality evaluation. They assist programs on staff interview teams, serve on The Great Start Collaborative Parent Coalitions and School Readiness Advisory Committees helping to create the local early childhood system.
- <sup>19</sup> GSRP programs create and implement plans that transition families both into and out of the program. Transition planning committees have representatives from early childhood stakeholder groups, including parents. The plan features activities that support children and their families as they move into and out of preschool. Kindergarten transition activities could include casual discussions about the differences between GSRP and kindergarten, reading books about going to kindergarten, visiting a kindergarten classroom, or inviting a kindergarten teacher in to meet the children. Staff may support the transition for parents by inviting a panel of parents from the prior year to attend a Q&A period with the current GSRP parents. MDE also produces and posts a series of Transition to Kindergarten Parent Guides on its website that can be shared.
- <sup>20</sup> DLL immersion classes are allowed, and are locally determined.
- <sup>21</sup> Children are minimally provided 30 minutes of physical activity a day, outdoors if at all possible. Programs provide equipment and materials, and adults intentionally support and extend children's active play. Gross motor time is a combination of teacher-led and free play. School-day programs typically have a second outdoor period in the afternoon.
- <sup>22</sup> A \$10 million set-aside for transportation exists within GSRP funding. ISDs receive an allocation for transportation and it can be used for program provided transportation, or parent accompanied (not provided) transportation when there is no other transportation possible to get the child to and from school on a daily basis. Additional funding within the program budget can be accessed to cover these costs.
- <sup>23</sup> GSRP is currently going through a process to evaluate new comprehensive curricula for inclusion on the list of curricula able to be used in GSRP classrooms. Part of scoring is based on providing an alignment between the curriculum and the Early Childhood Standards of Quality for Pre-K (ECSQ-PK).

- <sup>24</sup> State policy provides an approved list of child assessments aligned with the ELDS.
- <sup>25</sup> Beginning in 2018-19, \$2 million was appropriated within GSRP legislation to allow programs to request funding to move to a new curriculum from the approved list or to purchase an updated version of the curriculum currently in use. Funding could be used for comprehensive curriculum materials and training in the curriculum. GSRP requires providers be trained directly by a certified trainer of the chosen curriculum.
- <sup>26</sup> 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 degree or endorsement program and in compliance within two years. ISDs must sign-off on and monitor the person's compliance plan.
- <sup>27</sup> An assistant teacher may have a CDA or an Associate's degree in Early Childhood Education or Child Development. 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 complete the requirements within two years. ISDs must sign-off on and monitor the compliance plan.
- <sup>28</sup> Lead teachers who are certified in public school settings must also complete 6 semester credit hours or 150 hours of education-related professional learning every five years to keep their teaching certification current. Newly certified lead teachers must complete 6 semester hours of reading methods course work and 3 semester credit hours of reading diagnostics in addition to the 16 clock hours of PD per year to renew their certificate for the first time.
- <sup>29</sup> All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach) who has contact with each classroom at least monthly during the program year for the purposes of supporting the teaching team. The requirement is that each ECS is in regular contact with the teaching teams and does regular visits for support based on differentiated needs of teachers. ECSs are typically 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 scores on their program evaluation or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress and areas where they desire additional support. See <http://www.michigan.gov/gsrp> for Implementation Manual and Early Childhood Specialist section for details.
- <sup>30</sup> At the point of reporting data to MDE in the Program Implementation Plan, 39 lead teacher positions were listed as "to be hired".
- <sup>31</sup> Programs are required to take part in federal food programs, if eligible, to offset costs to GSRP. Most local programs receive some type of local in-kind but they are not required to have or report in-kind.
- <sup>32</sup> GSRP funding comes from the General Fund and is appropriated in Sections 32d and 39 of the State School Aid Act.
- <sup>33</sup> State reimbursement rates are the same for all provider types. They differ only by program option: Part-day and GSRP/Head Start Blends receive \$3,625 per child, and School-day (6.5 hours) receives \$7,250 per child.
- <sup>34</sup> For additional information please see: <http://www.michigan.gov/gsrp> GSRP Implementation Manual Child Assessment Section
- <sup>35</sup> Program Quality Assessment (PQA), Program Quality Assessment-R and CLASS were tools approved for use; any of the three could be used. Every teaching team is assigned an Early Childhood Specialist (ECS, i.e., a Master's level coach). Teams with new Lead Teachers have a baseline observation in the fall and all teams have an End-of-Year observation. Together the teaching team and ECS set goals for growth from results. Each ECS is required to be in regular contact with the teaching teams and do regular visits to provide support based on the differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of the teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress toward team goals and areas where they desire additional support. See <http://www.michigan.gov/gsrp> for the GSRP Implementation Manual and Early Childhood Specialist section for details.
- <sup>36</sup> SEA monitors ISDs as GSRP grantees that are required to provide oversight and monitoring of subrecipient practices, such as local policies and procedures related to all aspects of fidelity of implementation of the program model. During site visits a sample of classroom are visited, usually with the assigned Early Childhood Specialist, the classroom coach.

## MINNESOTA - Minnesota Head Start

- <sup>1</sup> The Head Start Collaboration Office resides in the Early Learning Division at the Minnesota Department of Education.
- <sup>2</sup> Professional learning opportunities include webinars provided by other organizations; Minnesota Head Start Association; and other state networking opportunities.
- <sup>3</sup> The Head Start Collaboration Office Director reports to an Early Learning Services Supervisor within the Early Learning Division. Head Start is monitored at the federal level. The state funded Head Start program must meet the federal Head Start performance standards as required by the state statute. The state agency is charged with implementation and oversight; authority within the state agency is decided within the Commissioner's Office in consultation with the Early Learning Services Director, ELS Supervisor and program staff.
- <sup>4</sup> The Head Start Collaboration office conducts annual needs assessment and uses the results to identify activities that are aligned to measurable goals in the Head Start Collaboration Office annual grant application.
- <sup>5</sup> By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, eight 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.
- <sup>6</sup> Federal Head Start grantees that receive state funding for Head Start can use state funds for either Head Start or Early Head Start. This decision is made at the local level based on their community needs. Over the last several years, state-funded Head Start slots have decreased while at the same time, the programs using state funds for Early Head Start B-3 slots have increased.
- <sup>7</sup> This state funded preschool is Head Start. All children were enrolled in Head Start. Head Start partners with a variety of partners at the local level which may vary by community, including local school districts and family or center-based child care.
- <sup>8</sup> 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.
- <sup>9</sup> Children who turn 3 after September 1 may enroll if slots are available. Enrollment and eligibility are determined at the local level per Head Start performance standards.
- <sup>10</sup> 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 the Minnesota TANF program. Risk factors reported in this report may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies must work with their parent council to establish additional priorities. Children must meet at least one risk factor, including income to be eligible.
- <sup>11</sup> 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.
- <sup>12</sup> Class sizes and staff-child ratio are defined in the Head Start performance standards. In mixed-age classrooms, if the majority of children are 3, then the maximum class size is 15.
- <sup>13</sup> 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). A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services.
- <sup>14</sup> Per Federal Head Start Requirements, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.
- <sup>15</sup> Per federal Head Start requirements.

- <sup>16</sup> Parent involvement activities are required per federal Head Start performance standards 1302 Subpart B: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-e-family-community-engagement-program-services>
- <sup>17</sup> Transition to kindergarten activities are required per federal Head Start performance standards 1302.71: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-71-transitions-head-start-kindergarten>
- <sup>18</sup> The state has worked with WIDA for the past three years to deliver a “train the trainer” program that was offered to Head Start staff to build capacity in working with DLL children in Head Start.
- <sup>19</sup> Gross motor/physical activity time must meet requirements per federal Head Start Performance Standards 1302.31 (e) (4) and state childcare licensing regulations.
- <sup>20</sup> Transportation services must meet requirements per Head Start Performance Standards 1303 Subpart F: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1303-subpart-f-transportation>
- <sup>21</sup> Minnesota’s Early Learning Standards are scheduled to be aligned with Head Start Early Learning Child Outcomes Framework: Ages Birth to Five.
- <sup>22</sup> Programs that participate in the state Quality Rating and Improvement System (QRIS) “Parent Aware” are required to use curriculum and assessment that are aligned with the Early Childhood Indicators of Process. All programs are required to participate in Parent Aware. The exception is for tribal grantees and six out of eight do participate.
- <sup>23</sup> Minnesota Head Start programs may utilize an automatic rating pathway for the state QRIS, Parent Aware. Participation in Parent Aware requires the use of aligned curriculum and approved assessments that are aligned with the Early Childhood Indicators of Progress.
- <sup>24</sup> Head Start Program Performance standard 1302.32 requires that center-based and family child care partners implement developmentally appropriate research-based early childhood curricula: <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-32-curricula>
- <sup>25</sup> 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, teacher union rules require that teachers have at least a BA (if they are employed by the public school). Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- <sup>26</sup> Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations, in addition to the Head Start program performance standards, which includes a CDA.
- <sup>27</sup> 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.
- <sup>28</sup> Per Head Start Performance Standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.
- <sup>29</sup> Salaries are determined by each federal Head Start grantee at the local level.
- <sup>30</sup> The state funding formula is based on federal resources and unmet need. The funding formula is calculated based on an agency’s proportion of federal funds, enrollment and unmet need. The local level determines what proportion of funding goes to Birth-3 and three- to five-year-olds based on their community needs assessment. The state appropriated \$25.1 million to local Head Start programs, \$13.99 million of which was used for Early Head Start and \$11.11 for Head Start.
- <sup>31</sup> A total of \$25.1 million in State Head Start funds are allocated to programs using the allocation formula. The minimum number of children served is based on each Head Start agency’s federally negotiated cost per child. The state average cost per child in 2019 was \$9,245. The state Head Start appropriation is allocated on a combination of a programs’ share of federal funding, enrollment and the program’s related share of statewide unmet need. Tribal and migrant programs’ state allocations are calculated solely on share of statewide federal funding and enrollment. Unmet need is calculated based on US Census 5 Year ACS estimates of children in poverty under five in a program’s service area less the number of children served federally by the program. For Non-Tribal programs, the program’s share of federal funds and share of unmet need are added together and divided by two then multiplied by the total share of non-tribal federal funds. This ratio is used to determine the non-tribal programs’ state allocations.
- <sup>32</sup> Programs are allowed to use state Head Start funds towards their non-federal share match.
- <sup>33</sup> 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.
- <sup>34</sup> Many programs utilize CLASS at the local level to support teacher professional development and Practice Based Coaching. This information is not collected by or reported to the state. As part of the federal Head Start monitoring system, ACF conducts observations of multiple classes operated by the grantee based on a random sample of all classes and rates the conduct of the classes observed using the CLASS: Pre-K instrument.
- <sup>35</sup> Per federal Head Start monitoring protocol and, in addition, programs that are licensed through the Department of Human Services or non-licensed and receiving CCAP are subject to annual review by the DHS Licensing Division.

## MINNESOTA - Minnesota Voluntary Prekindergarten (VPK) and School Readiness Plus (SRP)

- <sup>1</sup> The data person is not required to have previous experience in ECE.
- <sup>2</sup> Professional learning opportunities include webinars and conferences provided by state agencies, CCSSO, SCASS, Higher Education, Curriculum Companies, etc. on topics related to equity, assessment, curriculum, program quality.
- <sup>3</sup> Program design and funding decisions are made legislatively. The state agency is charged with implementation and oversight. Authority within the state agency is decided within the Commissioner’s Office in consultation with the Early Learning Services director, supervisor, and program staff.
- <sup>4</sup> The annual Measuring Impact Report produced for all VPK sites surveys districts and asks about ways that MDE can better support the implementation of the program. That data is analyzed and used to determine and refine state program implementation practices.
- <sup>5</sup> The allocation of VPK funding is done through a process outlined in state statute to assure equitable distribution of funds throughout the state. The state is divided into four classifications: metro-St. Paul and Minneapolis (9%), metro suburban (40%), non-metro (42%), and charter schools (9%). The funding is dispersed as noted to these regions based on the percentage of state total kindergarten enrollment. VPK/SRP is available in 124 school districts, including 19 charter schools. VPK was in 114 districts/charter schools and School Readiness Plus (SRP) was in 10.
- <sup>6</sup> This is a voluntary program. All districts and charter schools are encouraged to apply for funding through a yearly application process that allocates the legislatively determined number of seats. Prior to the application process, all elementary and charter school sites are ranked according to free and reduced (FRL) lunch student population. Schools with funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new program funding. Additional points are awarded for sites: working with a mixed delivery partner and for sites that do not have 3- or 4- star rated child care sites within a 10- or 20-mile radius. Applications are then ranked and funding is allocated accordingly.
- <sup>7</sup> Programs may enroll children in part-day state-funded preschool and part-day Head Start. Children may be enrolled in both programs, but the child’s funding cannot overlap for any portion of the day. Children may attend state-funded preschool and use Head Start for wrap-around services; this is most likely when they are co-located programs that are sharing resources in a mixed-delivery model. The Head Start enrollment count is separate from the VPK count.
- <sup>8</sup> Schools have the opportunity to design the schedule including the number of days and instructional hours for the year. This leads to a variety of schedules including full- and part-day options. All programs must offer a minimum of 350 instructional hours. The 0.6 ADM cap on programs funds up to 510 hours of program per year. Many programs elected to offer more hours and paid for those with other available funds.
- <sup>9</sup> VPK is funded as a grade level and therefore the days of operation per year follow the same guidelines as elementary schools in Minnesota.
- <sup>10</sup> Since the number of available seats for VPK are limited, schools may determine local eligibility requirements to help identify children with the greatest need. Many use the state school readiness criteria that exist such as eligibility for free lunch, homelessness, foster care, English Language Learners (ELLs), and developmental need as identified through health and screening processes.
- <sup>11</sup> If a child is assessed, referred for, and receives special education services, the child no longer qualifies for VPK and is funded through special education funding. Guidance from the state encourages that the child remains in the VPK classroom. When this happens, a new child can be enrolled in the vacated seat as long as the total classroom

- enrollment does not exceed 20 students.
- <sup>12</sup> The maximum class size is capped at 20. At least one of adults in the classroom must be a teacher knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.
  - <sup>13</sup> All VPK students qualify for free breakfast. Schools serving breakfast are reimbursed through designated state funds for enrolled children who do not qualify for FPL. VPK schools are not required to serve breakfast, however, state guidance encourages a focus on nutrition and most programs do provide at least one meal.
  - <sup>14</sup> State statute allows a board to decide that additional components such as nutritional, physical and dental assessments, review of family circumstances that might affect development, blood pressure, laboratory tests, and health history are offered.
  - <sup>15</sup> Individual and summary data must be reported to the district by the health provider who performs the screening services, for the purposes of developing appropriate educational programs to meet the individual needs of children and designing appropriate health education programs for the district. No data on an individual shall be disclosed to the district without the consent of that individual's parent or guardian.
  - <sup>16</sup> Statute (section 124D.13) requires that programs involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities in prekindergarten through third grade that are aligned with early childhood family education.
  - <sup>17</sup> Statute (section 124D.13) requires that programs: (1) Coordinate appropriate kindergarten transition with families, community-based prekindergarten programs, and school district kindergarten programs, and (2) Involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities in prekindergarten through third grade that are aligned with early childhood family education.
  - <sup>18</sup> The state teacher licensing agency (PELSB) increased the scope of K-12 specialty teachers license to include pre-K. This included English Language staff who are recognized for work with pre-K. In addition, the state has worked with WIDA for the past 3 years to deliver a "Train the Trainer" program which certifies people to build capacity for work with DLL students throughout the state. This is an ongoing topic for resource development and support.
  - <sup>19</sup> School districts are required to provide transportation to students enrolled in VPK/SRP for whom they receive general education aid if the student resides two miles or more from school, the same as for K-12 students.
  - <sup>20</sup> Minnesota's Early Learning Standards will soon be aligned to Head Start standards.
  - <sup>21</sup> MDE as part of the Prenatal-Grade 3 (P3) system reform/building initiatives hosted sessions throughout the state by MDE early learning staff during which district teams worked to identify ways to both horizontally and vertically align standards, curriculum, and assessments across grade level and community early learning partners, and vertically between grade levels (preK-3rd). In addition, through Parent Aware, state Quality Rating Improvement System, additional resources are available that may be accessed to support teacher learning about standards, curriculum, and assessment alignment.
  - <sup>22</sup> According to VPK and SRP, each program must measure each child's cognitive and social skills using a formative measure aligned with the state's early learning standards when the child enters and again before the child leaves the program, using screening and progress monitoring measures from the state-approved menu of kindergarten entry profile measures. The voluntary pre-kindergarten program requires the use of a KEP-approved tool, the SRP statute does not require the use of a specific tool.
  - <sup>23</sup> The state requires that VPK provide comprehensive program content including the implementation of curriculum that is aligned with the state early learning standards. If the district is also rated under the state Parent Aware program, it must use a curriculum from the approved list or complete the curriculum approval process if using a self-designed curriculum. In addition, during the 2018-2019 school year, MDE offered as part of the Prenatal-Grade 3 (P3) system reform/building initiative, a session throughout the state for district teams to identify ways to both horizontally and vertically align standards, curriculum, and assessments across grade level and community early learning partners and vertically between grade levels (preK-3rd).
  - <sup>24</sup> VPK Statute requires that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Statute also requires that VPK instructional staff receive salaries comparable to the salaries of local kindergarten through grade 12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners. The preferred preparation and licensure for VPK teachers is Early Childhood Education (Birth-Grade 3) or a Pre-Primary endorsement (Age 3-Pre-K) or the older Pre-kindergarten (Pre-K) license. Implementation guidelines suggest that someone who is appropriately licensed be hired. At a local level, programs determine if a candidate has appropriate background and experience to teach in the program, this includes determining whether a teacher with an elementary teaching licensure has the background and experience appropriate for preschool. If a program has advertised but cannot find a licensed teacher meeting the requirements, they may request a variance for another fully licensed teacher to teach outside of their licensure area.
  - <sup>25</sup> Assistant teacher requirements are determined by the district/charter school hiring and personnel practices. In the case of a mixed-delivery Head Start or community-based partner, the assistant teacher would follow the regulatory agency requirements for that position.
  - <sup>26</sup> By statute, VPK sites are required to provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Four measures of adult-child interactions have been recommended: CLASS, Danielson, Marzano, and TPOT. Staff with teaching licensure have prescribed areas of professional development that must be met in order to renew a teaching license. Currently these requirements include: Positive Behavior Interventions, Reading Preparation, Mental Illness Awareness, Suicide Prevention Strategies, English Learners Best Practices, and Cultural Competency Training.
  - <sup>27</sup> Professional development plans are informed by an observational measure of adult-child interactions and enable teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Districts/charter schools must also implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula. Districts/charters schools locally form practices that meet these requirements.
  - <sup>28</sup> Frequency of coaching/mentoring varies by district/charter school established practices and meets local and state licensing and continuing education requirements. For child care centers this information is recorded in state DEVELOP system.
  - <sup>29</sup> During the 2018-2019 school year the state's State Teacher Automated Rating System was under construction due to a legislated change to the Professional Educator Licensing Board structure and a move to a tiered teacher licensing system.
  - <sup>30</sup> The VPK statute requires comparable pay for VPK teachers to K-12. All contracts are locally negotiated.
  - <sup>31</sup> The revenue source for VPK/SRP is as a grade level based on head counts and Average Daily Membership (ADM). Students enrolled in the prekindergarten grade level and designated in MARSS (the state student data system) to generate funding will generate all pupil-driven formulas including compensatory, basic skills, sparsity. Elementary sites are approved for a capped number of students. Schools can only receive funding up to the approved number of students and ADM for each approved site. By law, VPK/SRP at participating sites, can generate up to 0.6 pupil unit. The actual pupil units per student is based on the program's submitted calendar (# of instructional days x # of instructional hours/day) and could be less than 0.6 per student, but not less than 0.41 to meet the required 350 hours of instruction. Funding flows like other K-12 general education revenue streams.
  - <sup>32</sup> Districts and charter schools are encouraged to partner with Head Start and other community-based child care programs. In the case of a partnership, the public school must have on file a Memorandum of Understanding (MOU) and a contract that specifies duties, responsibilities and financial agreements between partners.
  - <sup>33</sup> VPK programs are required to use a measure of adult-child interaction as a tool to provide formative feedback. MDE has identified CLASS, the Danielson Framework, Marzano, and/or TPOT as appropriate tools for use in an early childhood classroom. CLASS is noted as the tool specifically designed for use in an early childhood classroom. TPOT is available only for use in classrooms that are implementing the Pyramid Model. This tool, due to its social/emotional teaching focus is sometimes used in combination with one of the other tools. For districts using the Marzano or Danielson Framework, they are urged to use exemplars that are age appropriate and matched to early childhood classrooms. Professionals administering the tools should have a background in early childhood education and be trained in the use of the chosen teacher-child interaction tool.
  - <sup>34</sup> MDE recommends following the reliability and validity practices designed by the tool's publisher. In the case of no reoccurring reliability or validity training, districts are urged to form PLC's or work groups that focus on developing the capacity of each tool observer and refine the exemplars that are used to benchmark observations. This model of continuous improvement supports better use of the results of the teacher-child interaction tools for coaching and mentoring teachers in meaningful ways.

## MISSISSIPPI - Mississippi Early Learning Collaborative (ELCs)

- <sup>1</sup> The state had a position vacant for three months.

- <sup>2</sup> Staff received training in OWL, CLASS, coaching methods, assessments, developmentally appropriate practice and English Learner strategies.
- <sup>3</sup> 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. ELCs operate in 14 out of 82 counties in the state.
- <sup>4</sup> An additional 100 3-year-olds and 172 5-year-olds were served but state funding supports only 4-year-olds. The state's breakdown by program location includes these children. An additional five 3-year-olds and eight 5-year-olds received special education services.
- <sup>5</sup> The children that are enrolled at Head Start partner sites are considered to be dually enrolled. The total number of children who are dually enrolled in the ELC and Head Start, including 75 3-year-olds and 103 5-year-olds, is 1,110.
- <sup>6</sup> Most programs operate on a full-time status (6+ hours), but they are permitted to operate for as few as 4 hours per day. Programs included in the ELCs do have the option to operate for more than 6 hours per day; however, funding does not increase should they elect to do so. Programs included in the ELCs do have the option to operate for fewer than 6 hours per day, however; funding is decreased by half should they elect to do so.
- <sup>7</sup> Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age. Some of the ELC partners are Head Start sites, which have an income requirement for eligibility. 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.
- <sup>8</sup> All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA Child and Adult Care Food Program (CACFP) Guidelines.
- <sup>9</sup> The developmental screener used for the 2018-2019 school year was the Brigance III. This assessment was used at least twice on each enrolled child during the school year. Scores from use of the Brigance III showed growth across all sites. Children are required to be referred to services when needs are identified.
- <sup>10</sup> The state has a number of requirements for parent involvement: 1) Family Handbook: Each pre-K program develops and distributes a family handbook that addresses the program philosophy, goals and specific information unique to the program (e.g. curriculum, credentials, and assessments). 2) Family Communication: Teacher/parent conferences are conducted at least three times during the pre-K year to inform parents or guardians of child's progress. The first parent conference at the beginning of the year consists of an information gathering session from the parent. Additional winter and spring conferences consist of a progress update to the parent. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted. Communication is conducted on a regular basis. Communication between school and home could consist of notebooks/folders, newsletters, conferences, emails, and phone calls. 3) Volunteer Participation: Parents, guardians, and community members are encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skills or profession, or sharing their talents through conducting music and/or art activities.
- <sup>11</sup> Principals shall ensure that pre-K teachers discuss child progress with kindergarten teachers throughout the year. At a minimum, each classroom serving 4-year-old children must develop a transition folder to follow each child to kindergarten. The folder must contain the following: (1) end-of-year Kindergarten Readiness Assessment Score/Summary Sheet; (2) end-of-year developmental screening results (if the classroom completes a spring or end-of-term screening); (3) end-of-year results from other assessments used in the classroom; (4) a school-issued final report card/skills checklist or a completed Developmental Checklist for 4-Year-Old Students; and (5) a child information sheet.
- <sup>12</sup> Ten percent of the funding can be used for transportation.
- <sup>13</sup> Standards also include Social Studies and the Arts.
- <sup>14</sup> All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and inclusion in kindergarten transition folders.
- <sup>15</sup> In order to serve as a lead teacher in a Pre-K classroom, educators must possess a Pre-K/K teaching license; or a K-3/K-4 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or completion of an approved educational program; or any teaching license and a degree required to obtain a Pre-K/K, K-3, K-4, K-6 teaching license with either 12 hours of ECD college credit, or completion of an approved educational program; or an ECE degree with no teaching license but with Praxis Core AND Praxis II and Praxis 5024. Currently approved educational programs include either a CDA, National Board Pre-K Certification, National Director's Credential, Montessori Credential, or the MDE Boot Camp course. ELC teachers at sites that are not accredited by the MDE are not required to obtain a license, but must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program. Any regular education teacher certified in kindergarten can take the Praxis 5024 exam "Education of Young Children" to gain a Pre-K endorsement, but few teachers take this route. Many take advantage of the "MDE Specialized Training" that is equivalent to 12 early childhood course credit hours MDE offers for free every year.
- <sup>16</sup> Assistant teachers are required to have an Associate's 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.
- <sup>17</sup> Coaches visit teachers weekly on a maximum basis and monthly on a minimum basis. Coaches spend 20-25 hours weekly coaching. In addition, teachers receive weekly (at a minimum), on-line MyTeachstone coaching videos to review as part of professional development.
- <sup>18</sup> These are the amounts provided by the Collaboratives that completed this portion of our survey. This is not a complete picture of federal spending using to support the pre-K program.
- <sup>19</sup> The state provides \$2,150 per full-time 4-year-old enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child \$4,300.
- <sup>20</sup> The Mississippi State KRA is required along with Brigance Screen III. Some Collaboratives use the Star Early Learning Assessment as their progress monitoring tool.
- <sup>21</sup> Data from observation are entered into the MyTeachstone system for the purposes of scoring individual observations and reporting on data collected across programs.

## **MISSOURI - Missouri Preschool Program (MPP)**

- <sup>1</sup> Staff participate in curriculum and assessment trainings and project management. Professional learning opportunities are encouraged based on the needs of the individual staff.
- <sup>2</sup> Information regarding the state funded pre-K is reported to the Assistant Commissioner, Office of Quality Schools.
- <sup>3</sup> The state agency contracts out the coaching activities and training opportunities that include Desired Results Developmental Profile (DRDP) training and Conscious Discipline for pre-K staff. In addition to these training opportunities, each classroom is assessed by contractors using the Early Childhood Environmental Rating Scale.
- <sup>4</sup> 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.
- <sup>5</sup> Programs 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.
- <sup>6</sup> 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.
- <sup>7</sup> Preschool programs must provide educational activities appropriate to the developmental level of the child 12 months a year. Only governmental entities or public school districts may provide preschool services for the school year, but no less.
- <sup>8</sup> Kindergarten-age eligible children may enroll in preschool at the local program's discretion or with documented disabilities.
- <sup>9</sup> Eligibility is determined by age, with all other eligibility requirements determined locally.
- <sup>10</sup> If a preschool program charges a fee for preschool, they must implement a sliding scale fee.
- <sup>11</sup> 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.
- <sup>12</sup> 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.



- <sup>13</sup> State funded pre-K programs are required to develop and implement a plan that supports parent involvement. This plan may include opportunities for parents to be informed about their children's development and how the preschool program will communicate with parents on an ongoing basis. Parent involvement could include serving on the parent advisory committee, classroom volunteer, forming a preschool parent organization, etc.
- <sup>14</sup> State funded pre-K programs are required to develop and implement a plan that supports children and families as they transition between programs. These plans may include opportunities to share information between programs; informational packets for parents; kindergarten orientation days; meet the teacher nights; home visits by preschool and kindergarten teachers; visits to child care centers and Head Start programs by the kindergarten teachers, etc.
- <sup>15</sup> The time for physical activity are addressed through state licensing requirements and the ECERS. One hour of outdoor time is required for children in full day attendance.
- <sup>16</sup> Missouri Early Learning Goals cover children from infants through kindergarten entry. New K-12 standards were approved in April 2016.
- <sup>17</sup> The state is in the process of revising the Early Learning Standards to include birth to pre-K. Once this is complete, anticipated in December 2019, additional training and supports will be provided.
- <sup>18</sup> Lead teachers must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certification, or a four-year college degree in CD.
- <sup>19</sup> 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, CD, or child/family related courses and experiences working in a program with young children and their families.
- <sup>20</sup> Certificated teachers have state certification requirements for individualized PD plans.
- <sup>21</sup> Programs in their 3rd year of funding were eligible for \$4,000 per child for a school year program and \$4,500 per child for a 12-month program; Programs in their 4th year of funding were eligible for \$3,950 per child for a school year program and \$4,450 per child for a 12-month program; and Programs in their 3rd year of funding were eligible for \$3,900 per child for a school year program and \$4,400 per child for a 12-month program.
- <sup>22</sup> All classrooms are required to be accredited through NAEYC or Missouri Accreditation.
- <sup>23</sup> Consultant visits are required: first year programs (site visit); second year programs (10% are monitored); third year programs (100% are reviewed through the accreditation process); fourth/fifth year programs (monitoring based on ECERS-3 and consultant reports).

### MISSOURI - Pre-K Foundation Formula

- <sup>1</sup> Staff report to the Deputy Commissioner of Financial & Administrative Services.
- <sup>2</sup> The child must qualify for the USDA Free or Reduced Price lunch through the Missouri Department of Elementary and Secondary Education or be on the Direct Cert List (DSS/TANF) with the Missouri Department of Social Services.
- <sup>3</sup> Transportation is allowed, but is not required and is not common.
- <sup>4</sup> Missouri Early Learning Goals cover children from infant through kindergarten entry. New K-12 standards were approved in April 2016.
- <sup>5</sup> The state is in the process of revising the Early Learning Standards to include birth to pre-K. Once this is complete, anticipated in December, training will be provided. Additional supports will be put in place once the standards are completed.
- <sup>6</sup> A lead teacher in the Pre-K Foundation Formula classroom must have a teaching certificate in early childhood education or early childhood special education.
- <sup>7</sup> A teacher assistant or paraprofessional in the Pre-K Foundation Formula classroom must hold a child development associate's degree, associate's degree in early childhood, or sixty college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.
- <sup>8</sup> Certified Lead Teachers in Public and Accredited Nonpublic Schools: Total of 30 clock hours of professional development during years 1-4. For years 5 and on, 15 clock hours of professional development annually until exempt (exempt by meeting 2 of following 3: Master's degree, 10 years teaching experience, National Board certification). Experience as an assistant teacher does not count toward certification requirements. Approval of professional development is done by employing school district.
- <sup>9</sup> Certified Lead Teachers in Public and Accredited Nonpublic Schools: Individualized professional development plan is required during years 1-4 in order to upgrade to Career level certificate.
- <sup>10</sup> Certified Lead Teachers in Public and Accredited Nonpublic Schools: Mentoring is required for new teachers during years 1 and 2 in order to upgrade to Career level certificate.
- <sup>11</sup> Other represents Educational Specialist Degree (7 teachers, 1.12%); Paraprofessional that passed the ParaPro Assessment or passed the Paraprofessional Test (1 teacher, 0.16%); 60 College Hours (8 teachers, 1.28%); 5 Years Experience (1 teacher, 0.16%); and None (6 teachers, 0.96%).
- <sup>12</sup> \$14,007,603 was paid for pre-k state aid through the foundation formula in 2018-2019.

### MONTANA - Montana STARS Preschool Pilot Program

- <sup>1</sup> Staff who work on the fiscal, data, and other aspects of program implementation are not required to have a background in ECE.
- <sup>2</sup> Full time STARS Preschool staff take some continuing education training on assessment.
- <sup>3</sup> Montana's state preschool program was a two-year pilot program. Each year of the program, data was collected from all of the required assessment and screener tools. The data were used to show progress, and additional questions were asked to evaluate processes so implementation could be evaluated as well as improved. Each year, all participating program staff and parents also completed surveys about efficiency and effectiveness, and this information was compiled and put into an evaluation document at the end of each year.
- <sup>4</sup> Enrollment by age is off by one child whose birth date was not supplied. Children under 4 were permitted under special circumstances specific to student and/or community needs. Three-year-olds could not displace age-eligible children.
- <sup>5</sup> Montana funds two classrooms entirely with state funds and the classrooms are located in Head Start grantees' buildings in two cities within one county.
- <sup>6</sup> Students were not dually enrolled even if they were in a Head Start program.
- <sup>7</sup> Programs are required to operate a minimum of 5.5 hours per day or 28 hours per week and operate in coordination with the local school calendar.
- <sup>8</sup> School districts may enroll children younger than 5 years old in kindergarten programs by special permission of the school board.
- <sup>9</sup> STARS Preschool Pilot programs were encouraged to enroll a minimum of 25% high needs students including, but not limited to: children who are low income; children receiving services from IDEA Part B or Part C; children who are engaged in mental health services and supports; children who are enrolled Tribal Members; and children who are homeless or at risk of becoming homeless.
- <sup>10</sup> The STARS Preschool Pilot program has a mixed-delivery model for 4-year-olds and 5-year-olds repeating their 4-year-old year. There are family, group and center childcare providers as well as Head Starts and LEA's. All private providers have additional limitations based on the number of children they are licensed to serve. Programs may request a waiver to serve up to 20 students in one classroom.
- <sup>11</sup> The STARS Preschool Pilot program doesn't address meal requirements, but all programs report providing both snack and lunch.
- <sup>12</sup> Programs must offer screenings or, at a minimum, connect parents and children through referral for screenings and support. A program may offer screenings, or refer children to be screened elsewhere. There is not currently a requirement for programs to act upon the results of the screening through referral.
- <sup>13</sup> Programs are required to select an evidence-based curriculum and, while a list was not provided, programs did receive guidance on what was acceptable. All programs were offered on-site support for curriculum implementation through coaching.
- <sup>14</sup> Teachers employed by public schools are required to have a BA and a P-3 endorsement. Teachers employed by nonpublic schools are required to have a BA and 20 credits in ECE.

- <sup>15</sup> Assistant teachers must have two years of study in higher education, or an AA, in a related field. Programs with teacher assistants who have specific ECE knowledge and experience are prioritized when programs are being evaluated for funding.
- <sup>16</sup> This number represents one point in time for the 2018-2019 school year.
- <sup>17</sup> When applicants applied to be part of the pilot program, they submitted budgets. The maximum dollar amount permitted was \$150,000 per classroom.
- <sup>18</sup> Programs were required to have a 10% match, either in-kind or cash.

## NEBRASKA - Nebraska Early Childhood Education Program

- <sup>1</sup> Professional learning opportunities include: SCASS, Reflective Practice, and the Environment Rating Scales national conference
- <sup>2</sup> Program evaluations are conducted by contracted observers; however, the feedback and monitoring based on these evaluations are done by state agency employees.
- <sup>3</sup> Early childhood programs are spread throughout the state in urban and rural areas. The school districts without preschool classrooms have very few students and cover a large geographic area.
- <sup>4</sup> 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.
- <sup>5</sup> Programs not receiving grant funds or not qualified to receive State Aid must operate a minimum of 12 hours per week during the school year. 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.
- <sup>6</sup> Students who are age eligible for kindergarten should not be enrolled in the state funded preschool program unless the IEP team determines that accommodations cannot be met in kindergarten. Students who turn 6 by January 1 of the school year must be enrolled in kindergarten, based on the mandatory attendance law.
- <sup>7</sup> Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. Although all prekindergarten age-eligible children may be served in a school district early childhood program, 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.
- <sup>8</sup> If charging fees, districts must utilize a sliding fee scale, but may set the scale at whatever level they choose to fit with their community. Children who are receiving services through Head Start or IDEA pay nothing.
- <sup>9</sup> A meal and/or snack meeting USDA requirements must be served each session.
- <sup>10</sup> Each program is required to provide a family development and support component which includes written information for families about the program's philosophy, policies, and procedures; an orientation to the program for children and families; at least 2 home visits per year; specified opportunities for program staff to dialogue with families through such activities as parent conference, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events; services based on the family's needs and interests that include but are not limited to components that will enhance parent skills and the family's ability to access community resources.
- <sup>11</sup> Districts are required to link the pre-K to the district's kindergarten/primary program through a written transition plan insuring continuity, identification, and implementation of processes necessary to facilitate the transition of children.
- <sup>12</sup> Additional indicators are assessed in the child's assessment if child is a DLL. If a majority of the children in the classroom are DLL, at least one staff member must speak the language of the majority.
- <sup>13</sup> Outdoor and gross motor time is included as part of the required instruction time.
- <sup>14</sup> All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.
- <sup>15</sup> 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.
- <sup>16</sup> Assistant teachers are required to have 6 college credit hours in early childhood or an approved equivalency by the end of the first year of employment and 12 college credit hours in early childhood or an approved equivalency by the end of the second year of employment. A CDA is considered an equivalency for the entire 12 college credit hours.
- <sup>17</sup> At least one staff member per class who has received pediatric first aid and CPR training is required to be on duty at all times.
- <sup>18</sup> 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 the Pyramid Model program-wide must receive coaching.
- <sup>19</sup> 10 teachers are working towards the requirement as outlined in an agreement with a Head Start delegate.
- <sup>20</sup> School district personnel contracts are subject to collective bargaining agreements that cover both K-12 and Pre-K teachers. All collective bargaining agreements are locally determined. Early Childhood programs are operated by school districts but may be collaboratively operated with a community based provider or Head Start program. The NDE has no authority to require parity in private organization salary scales.
- <sup>21</sup> Required Local sources include match for the State Special Education Below Age Five Flex spending and the Early Childhood State grant.
- <sup>22</sup> General Funds are used for the state grant programs (i.e., 3-5 Grant and Below Age Five Flex Spending). 4-year-olds are included in the state-aid formula for districts along with several other factors, and are only available to districts who are non-equalized.
- <sup>23</sup> 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 NDE, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- <sup>24</sup> In addition to low performing classrooms and new classrooms/teachers, any district that receives grant funding for their 3-5 prekindergarten program or a grant for the Pyramid project, a percentage of other classrooms also received an observation each year. All classroom observations that did not meet the designated quality score received a second observation to continue to work towards improvement with the goal to meet the designated quality score. Observations continue biannually until the score is met.
- <sup>25</sup> All districts submit an annual program report. Visits are scheduled based on the responses. Districts that receive grant funding to support their prekindergarten program receive on-site visits at least annually.

## NEVADA – Ready! State Pre-K

- <sup>1</sup> Four FTEs were hired with the federal PDG: one grant manager, one program person, one PD person, and one data person.
- <sup>2</sup> Three vacant FTE positions were filled during 2018-19 program year, two remained unfilled until 2019-20. The team is not fully staffed with five FTEs.
- <sup>3</sup> All staff are members of NAECS-SDE. There are no required professional learning opportunities for state staff related to ECE.
- <sup>4</sup> QRIS is contracted out of NDE to another agency and funded by CCDF. Currently, there are no funds for program evaluation.
- <sup>5</sup> State Pre-K grantees include 10 school districts and 1 community-based organization. Eleven districts/community organizations received State Pre-K funding this biennium that meet state pre-K guidelines; additional districts offer other pre-K programs funded through Title I, Zoom DLL, Victory, and/or PDG funding.
- <sup>6</sup> As of 2019-2020, state pre-K will not be awarded through competitive grants but rather through a funding formula to existing districts/programs.
- <sup>7</sup> A total of 2,139 children were served in classrooms that braided state pre-K and PDG funding. An additional 1,380 children were served in PDG only funded classrooms.
- <sup>8</sup> For 2019-2020, the state legislature increased state pre-K funding from \$3.3M to \$19.7M to help sustain the existing State/PDG seats. This will fund 3,071 seats for the 2019-2020 school year.

- <sup>9</sup> In 2018-2019, 400 4-year-olds in state pre-K and/or PDG had an IEP.
- <sup>10</sup> Enrollment by program location reflects all PDG-funded children including those outside of state pre-K.
- <sup>11</sup> All state pre-K programs are required to operate a minimum of 25 hours per week.
- <sup>12</sup> The majority of programs are 5 days per week; but some rural programs follow a 4 day per week schedule for their whole district.
- <sup>13</sup> Most pre-K programs follow the school year.
- <sup>14</sup> Districts/programs only receive PDG funding for 4-year-olds, so if 3-year-olds are served, programs must use other funding sources.
- <sup>15</sup> Children must be from families at or below 200% FPL and districts or programs determine other eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).
- <sup>16</sup> State pre-K funds are awarded through competitive grants with those districts or programs serving the highest number of children in families at or below 200% of FPL receiving priority. Programs receive additional PDG funds for every child that meets the 200% FPL guideline.
- <sup>17</sup> Re-determination 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.
- <sup>18</sup> Programs are required to follow NAEYC guidelines.
- <sup>19</sup> Full-day programs, as supported by the PDG grant, must provide meals (i.e. all provide lunch and some provide breakfast as well).
- <sup>20</sup> Screenings are encouraged, and are locally determined. All programs are required to conduct the Brigance Screen III.
- <sup>21</sup> Districts/Programs are required to follow protocol for Child Find.
- <sup>22</sup> Through PDG, districts/programs are required to offer comprehensive services.
- <sup>23</sup> All state pre-K programs must report on required family engagement indicators, as reported on Harvard family/school relationship survey and use related data to create a family engagement plan. The target for programs are that they will make progress in 3 out of 6 domains of the Harvard family/school relationship indicators from beginning to end of the program as measured by the NDE family engagement surveys and that 75% of families will participate in the pre- and post-family engagement survey.
- <sup>24</sup> Districts receive additional funding to support DLLs that can be used for prekindergarten services (i.e. Zoom funding).
- <sup>25</sup> The state is in the process of creating birth-3rd grade standards as a more comprehensive document. The state also recently adopted SEL standards for K-12.
- <sup>26</sup> As a requirement of PDG, all programs were required to select at least one comprehensive child assessment to work towards implementation. The majority of the districts chose either TS GOLD or Brigance IED.
- <sup>27</sup> The current CEU approval system by NDE is being eliminated, and CEUs will be approved at the district level.
- <sup>28</sup> All teachers have a minimum of a bachelor's with ECE endorsement, it is unknown if any of these teachers have a master's degree.
- <sup>29</sup> Zoom DLL funding that also supports Pre-K that may or may not be braided with state pre-K totaled \$8,748,734 in 2018-2019.
- <sup>30</sup> For 2019-2020, Nevada is moving towards a per child reimbursement rate for state pre-K. Currently, the per child rate is different for each district/program pending numbers served and other funds utilized.
- <sup>31</sup> Additional assessment grants were awarded to 11 school districts/programs to implement a comprehensive assessment of their choosing: five selected Brigance IED; five used TS GOLD; and one selected Curiosity Corner.
- <sup>32</sup> All State Pre-K classrooms receive PDG funds and are required to participate in QRIS. Classrooms are randomly selected by school site that may be observed in a given year. This includes all classrooms at that site regardless of funding stream.
- <sup>33</sup> Half of classrooms were observed using the ERS and half were observed using the CLASS to determine their QRIS rating.

## **NEW JERSEY - New Jersey Former Abbott Preschool Program**

- <sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around program.
- <sup>2</sup> The four vacant FTEs include one Fiscal, one Director, and four Program Specialists. These FTEs were not included in the previously reported FTEs.
- <sup>3</sup> Training is provided in ECERS-3, TPOT, and the Pyramid Model.
- <sup>4</sup> Outside consultants are contracted to provide training for district staff in the Pyramid Model, to provide coaching for district master teachers and Preschool Intervention and Referral Team members (PIRT), and to conduct classroom quality observations.
- <sup>5</sup> Thirty-one districts are required to offer the program due to a state Supreme Court decision. Another four districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year. The remaining districts included in this count represent districts that have been funded to expand their preschool programs to meet Abbott standards. Full-day slots in these districts are counted within the Abbott program. Any remaining half-day children in these districts are counted in the ECPA or ELLI programs.
- <sup>6</sup> In future school years, the districts that received PDG will be funded in a manner similar to those in the Abbott program.
- <sup>7</sup> The DOE funds the program for the school calendar year and day. All programs must operate for at least six hours per day. Some programs offer extended-day programs with an additional four hours of wraparound care for income-eligible children. The wraparound program is funded through DHS. Some districts have also used surplus or Title 1 funds to provide summer programs.
- <sup>8</sup> 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 children are still district residents and are therefore still eligible for the program.
- <sup>9</sup> One certified teacher and one assistant for every 15 students are required in Abbott classrooms.
- <sup>10</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- <sup>11</sup> Programs are required to employ a Community Parent Involvement Specialist (CPIS) to connect families with services such as mental health services and insurance. In addition, contracted private providers are required to employ Family Workers for this same purpose.
- <sup>12</sup> The district board of education must ensure that a coordinated system of social services is provided to families. Services must be provided by a combination of social worker(s), family worker(s), and CPIS. Districts are funded for one social worker for every 250-300 children, and a four-person PIRT team for every 750 children. Private providers are funded for one family worker for every 45 children. Districts are also required to establish an Early Childhood Advisory Council with parent representation.
- <sup>13</sup> The district board of education must include transition initiatives from program entry to kindergarten through grade three in its NJDOE-approved three-year Preschool Program Plan describing: The process for collaborating with other P-3 administrators in the school district; Methods for communicating information about the programs and about individual children to their new kindergarten and elementary teachers, including the results of comprehensive performance-based assessments; and the process for providing information to parents about the kindergarten program and the P-3 transition plan.
- <sup>14</sup> Districts must use a curriculum with systematic supports for language acquisition for all children, including approaches for helping ELLs acquire English while maintaining their home language within their regularly assigned preschool classroom. Districts must also adhere to the Preschool Program Implementation Guidelines, which provide specific strategies for supporting ELLs in the preschool classroom.
- <sup>15</sup> The New Jersey 2019 Preschool Classroom Teaching Guidelines recommend 30 minutes of gross motor time per day.
- <sup>16</sup> Districts must use the child assessments associated with their chosen curriculum model, which is aligned to the ELDS.
- <sup>17</sup> Nursery school (P-K) is no longer granted, but is still recognized for current holders. Teachers with a Standard Elementary School Endorsement (K-8 or K-5) 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 district-established documentation requirements. 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: 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.

- <sup>18</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- <sup>19</sup> Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan.
- <sup>20</sup> Master teachers/coaches are provided at a ratio of one coach for 20 classrooms
- <sup>21</sup> The State's entire federal PDG funding is attributed to children served in districts captured within the Abbott program, however some of these children may actually be served in the ECPA and ELLI programs. The exact breakdown is not available.
- <sup>22</sup> 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). The base amounts for each of these settings is adjusted by county to account for geographical cost differences. For the original 31 Abbott districts, if the resulting state preschool aid 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 2008-09 school year.
- <sup>23</sup> Public schools can contract with faith based centers as long as the program and facility are non-secular.
- <sup>24</sup> Districts can choose between Danielson and Marzano for their teacher evaluations.
- <sup>25</sup> The Self-Assessment and Validation System (SAVS) is administered locally and submitted to the state. Annually, a subset of district assessments is directly validated by the state. District assessments are validated at least once every three years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.

## **NEW JERSEY - New Jersey Former Non-Abbott Early Childhood Program Aid (ECPA)**

- <sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around program.
- <sup>2</sup> The four vacant FTEs include one Fiscal, one Director, four Program Specialists. These FTEs were not included in the previously reported FTEs.
- <sup>3</sup> Training is provided in ECERS-3, TPOT, and the Pyramid Model.
- <sup>4</sup> Outside consultants are contracted to provide training for districts staff in the Pyramid Model, to provide coaching for district master teachers and Preschool Intervention and Referral Team members (PIRT), and to conduct classroom quality observations.
- <sup>5</sup> Some districts in this count are currently being funded to expand and enhance their programs to meet Abbott standards. Children in classrooms meeting Abbott standards are counted in the Abbott survey; children in classrooms not yet meeting Abbott standards are counted in this survey. As a result, enrollment numbers are unduplicated, but district numbers are not.
- <sup>6</sup> Required for specific districts where, in the late 1990's, between 20% and 40% of children were eligible for free or reduced-price lunch.
- <sup>7</sup> In future school years, the districts that received PDG will be funded in a manner similar to those in the Abbott program.
- <sup>8</sup> Districts may operate either a part-day (2.5 hours per day) or school-day (6 hours per day) program. DHS funding may be used to extend beyond a full-day for income-eligible children, 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.
- <sup>9</sup> All age-eligible children in districts offering the program may enroll.
- <sup>10</sup> 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 children are still district residents and are therefore still eligible for the program.
- <sup>11</sup> Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. For children in half-day programs, a "meal" (which can be breakfast, lunch or snack) is required for every 2.5 hours the children are present. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.
- <sup>12</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- <sup>13</sup> The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation.
- <sup>14</sup> The district board of education must include transition initiatives from program entry to kindergarten through grade three in its NJDOE-approved one-year Preschool Program Plan describing: The process for collaborating with other P-3 administrators in the school district; Methods for communicating information about the programs and about individual children to their new kindergarten and elementary teachers, including the results of comprehensive performance-based assessments; and the process for providing information to parents about the kindergarten program and the P-3 transition plan.
- <sup>15</sup> Districts must use a curriculum with systematic supports for language acquisition for all children, including approaches for helping ELLs acquire English while maintaining their home language within their regularly assigned preschool classroom. Districts must also adhere to the Preschool Program Implementation Guidelines, which provide specific strategies for supporting ELLs in the preschool classroom.
- <sup>16</sup> The New Jersey 2019 Preschool Classroom Teaching Guidelines recommend 30 minutes of gross motor time per day.
- <sup>17</sup> Nursery school (P-K) is no longer granted, but is still recognized for current holders. 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 district-established documentation requirements. 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.
- <sup>18</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- <sup>19</sup> Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan.
- <sup>20</sup> The State's entire federal PDG funding is attributed to children served in districts captured within the Abbott program, however some of these children may actually be served in the ECPA and ELLI programs. The exact breakdown is not available.
- <sup>21</sup> All state aid is technically run from the state aid formula. However, 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.
- <sup>22</sup> Funding for ECPA districts is determined by calculating an enrollment growth rate based on prior year enrollment figures, multiplied by the prior year enrollment. This enrollment estimate is then multiplied by the district's prior year per pupil rate with a cost of living increase.
- <sup>23</sup> School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), but very few do so.
- <sup>24</sup> Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA districts.
- <sup>25</sup> Districts that are receiving funding to expand and enhance their program to meet Abbott standards must either participate in the state QRIS, or the Self-Assessment and Validation System (SAVS), which is administered locally and submitted to the state. Annually, a subset of district assessments is directly validated by the state. District assessments are validated at least once every three years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.

## NEW JERSEY - New Jersey Former Early Launch to Learning Initiative (ELLI)

- <sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around program.
- <sup>2</sup> The four vacant FTEs include one Fiscal, one Director, four Program Specialists. These FTEs were not included in the previously reported FTEs.
- <sup>3</sup> Training is provided in ECERS-3, TPOT, and the Pyramid Model.
- <sup>4</sup> Outside consultants are contracted to provide training for districts staff in the Pyramid Model, to provide coaching for district master teachers and Preschool Intervention and Referral Team members (PIRT), and to conduct classroom quality observations.
- <sup>5</sup> Some districts in this count are currently being funded to expand and enhance their programs to meet Abbott standards. Children in classrooms meeting Abbott standards are counted in the Abbott survey; children in classrooms not yet meeting Abbott standards are counted in this survey. As a result, enrollment numbers are unduplicated, but district numbers are not.
- <sup>6</sup> The ELLI program is targeted to low-income four-year-olds, but school districts are required to use other funding or charge tuition to serve three-year-olds or four-year-old children who are not income-eligible.
- <sup>7</sup> In future school years, the districts that received PDG will be funded in a manner similar to those in the Abbott program.
- <sup>8</sup> ELLI districts are allowed to contract with Head Start and private providers for services, but none did for this school year.
- <sup>9</sup> Some programs are part-day (at least 2.5 hours/day), some programs are school-day (at least six hours/day), and some programs offer a combination of both. Some programs participate in DHS wraparound programs for before- and after-care. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.
- <sup>10</sup> Children are required to qualify for free and reduced-price lunch (185% FPL) and be a resident of the district. However, districts may make a case for establishing eligibility based on extenuating circumstances when submitting its annual Preschool Program Plan.
- <sup>11</sup> 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 children are still district residents and are therefore still eligible for the program.
- <sup>12</sup> For half-day programs, only snack is provided. For a full-day program, breakfast and lunch may be provided.
- <sup>13</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.
- <sup>14</sup> The district board of education must ensure that a coordinated system of social services is provided to families. Districts are also required to establish an Early Childhood Advisory Council with parent representation.
- <sup>15</sup> The district board of education must include transition initiatives from program entry to kindergarten through grade three in its NJDOE-approved one-year Preschool Program Plan describing: The process for collaborating with other P-3 administrators in the school district; Methods for communicating information about the programs and about individual children to their new kindergarten and elementary teachers, including the results of comprehensive performance-based assessments; and the process for providing information to parents about the kindergarten program and the P-3 transition plan.
- <sup>16</sup> Districts must use a curriculum with systematic supports for language acquisition for all children, including approaches for helping ELLs acquire English while maintaining their home language within their regularly assigned preschool classroom. Districts must also adhere to the Preschool Program Implementation Guidelines, which provide specific strategies for supporting ELLs in the preschool classroom.
- <sup>17</sup> The New Jersey 2019 Preschool Classroom Teaching Guidelines recommend 30 minutes of gross motor time per day.
- <sup>18</sup> Nursery school (P-K) is no longer granted, but is still recognized for current holders. 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 district-established documentation requirements. 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.
- <sup>19</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- <sup>20</sup> Requiring individualized PD plans for assistant teachers is a district decision. Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan.
- <sup>21</sup> The State's entire federal PDG funding is attributed to children served in districts captured within the Abbott program, however some of these children may actually be served in the ECPA and ELLI programs. The exact breakdown is not available.
- <sup>22</sup> 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 2018-2019 school year, the former ELLI districts were funded in a manner similar to prior years, which was not according to the funding formula. 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.
- <sup>23</sup> ELLI funding was initially provided at a rate of \$3,300 per child for half-day slots and \$6,600 for full-day slots. However, each district's total ELLI funding has been frozen for many years, regardless of enrollment.
- <sup>24</sup> School districts are permitted to contract with Head Start, private agencies, and faith-based centers (without religious content), but very few do so.
- <sup>25</sup> Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ELLI districts.
- <sup>26</sup> Districts that are receiving funding to expand and enhance their program to meet Abbott standards must either participate in the state QRIS, or the Self-Assessment and Validation System (SAVS), which is administered locally and submitted to the state. Annually, a subset of district assessments is directly validated by the state. District assessments are validated at least once every three years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.

## NEW MEXICO - New Mexico PreK (4s) NM Early PreK (3s)

- <sup>1</sup> Training topics include: Social-Emotional, Curricula, Authentic Observation, Practice Based Coaching, Early Literacy, Fiscal, Strategies for working with Multi-Lingual children, and ECERS 3.
- <sup>2</sup> Through NM's CQI (Continuous Quality Improvement Process). Data are gathered with ECERS, TPOT (Teaching Pyramid Observation Tool), and Child Outcomes Data and Program Monitoring Reports.
- <sup>3</sup> The Children, Youth and Families Department (CYFD) funds NM Pre-K classrooms at Head Start sites. New Mexico Public Education Department (PED) does have a School District who have children enrolled in part-day State funded preschool and part-day Head Start.
- <sup>4</sup> NM's current ECIDS system (Early Childhood Integrated Data System) does not collect Head Start data but plans are underway for future data collection. Public school data system reports 10 children are dually enrolled in Pre-K and Head Start: half-day Pre-K, half-day Head Start.
- <sup>5</sup> 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 hours per day; and NM Extended-day programs must operate at least 5 hours per day.
- <sup>6</sup> Only programs funded by CYFD are allowed to serve 3-year-olds and Mixed-Age (3s and 4s).
- <sup>7</sup> Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.
- <sup>8</sup> Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs, for example, one adult to four children.
- <sup>9</sup> One meal is required for half-day programs; two meals are required for NM Extended-day Pre-K and Early Pre-K programs.
- <sup>10</sup> All screenings must be completed by the third month of attendance. The components of a full physical exam are determined by the child's physician.

- <sup>11</sup> Programs are required to offer 90 hours of Family Engagement activities throughout the year. The following are required components: three Family/Teacher Conferences, one Home Visit, and at least four Family Activities including a Transition Meeting. Additional topics are locally determined.
- <sup>12</sup> Nurses who provide health services for children are available in public school settings only.
- <sup>13</sup> Programs are required to have a Transition plan to Kindergarten, however activities are determined locally. Public Schools are required to schedule Kindergarten site visits with families.
- <sup>14</sup> Screening and assessments are done in the child's home language. Programs must make every effort to ensure at least one adult educator in the classroom speaks the child's home language. In addition, guidance for serving DLLs is included in the state's QRIS and in the NM Early Learning Guidelines. One of the essential elements of the QRIS is Culture and Language, including the Support of Dual Language Learners.
- <sup>15</sup> CYFD: The New Mexico Comprehensive Training and Consultation System provides monthly classroom visits, which include a 30-minute debriefing period with the teacher and educational assistant. PED: Implements the Practice Based Coaching Model in two week cycles with a 30-minute debriefing period with teacher and educational assistant.
- <sup>16</sup> All Pre-K programs must use the state developed child assessment which is aligned with ELDS.
- <sup>17</sup> Public School programs must adopt an evidence-based early childhood curriculum.
- <sup>18</sup> 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. In addition, New Mexico offers a Birth-PreK license through PED.
- <sup>19</sup> Assistant teachers in both public and nonpublic settings are expected to have an AA in ECE, but may be hired without an AA with an approved PD 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. For assistant teachers in nonpublic schools, training in ECE or CD is required upon hire.
- <sup>20</sup> Health and safety PD is required and provided by Child Care Licensing and school districts.
- <sup>21</sup> Other represents Ed Specialists.
- <sup>22</sup> Reimbursement rates are determined per child and differ by age and program hours (450 or 900 classroom hours). Part-Day (4-year-olds): \$3,206.20 per child; Extended-Day or School-day (4-year-olds): \$6,412.40 per child; Part-Day (3-year-olds or Mixed-Age): \$4,000 per child; Extended-Day (3-year-olds or Mixed-Age): \$8,000 per child.
- <sup>23</sup> Faith-based programs cannot have religious content during Pre-K hours.
- <sup>24</sup> The required assessment for all NM Pre-K is the New Mexico Preschool Observational Assessment, which is based on the New Mexico Early Learning Guidelines.
- <sup>25</sup> Pre- and post-TPOT scores are used to set practice-based coaching goals.

## **NEW YORK - New York State Administered Prekindergarten Program**

- <sup>1</sup> The New York State Education Department (NYSED) allows leave without charge to attend professional conferences or seminars that are directly related to an employee's profession or professional duties as an employee of NYSED. Employees are granted up to three days of professional leave per each calendar year to attend professional conferences or seminars held by recognized professional organizations.
- <sup>2</sup> New York State (NYS) 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 NYS, 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.
- <sup>3</sup> PDG Slots have been folded into the state Universal Prekindergarten funding program.
- <sup>4</sup> Both half-day and full-day programs are funded. Half-day programs must operate for a minimum of 2.5 hours per day. Full-day programs must operate for a minimum of 5 hours per day. Many programs opt to run a longer school-day or extended-day program using local funds or other funding sources.
- <sup>5</sup> Local districts may establish a date later in December to make more children eligible for kindergarten.
- <sup>6</sup> Age-eligible children must be residents of the respective school district in order to enroll in state-funded pre-K. For children served by the Federal Preschool Development Grant, eligibility is determined by an income requirement. Homeless children have priority for enrollment purposes.
- <sup>7</sup> No parent and/or guardian of a child participating in a Universal Prekindergarten program should be subject to a fee/charge for the instructional program.
- <sup>8</sup> The maximum class size for a Pre-K class is 20 children. For classes of up to 18 students, there must be one teacher and one paraprofessional assigned to each class. For classes of 19 or 20 students, there must be one teacher and two paraprofessionals assigned to each class.
- <sup>9</sup> Programs that are less than three hours require access to a nutritional meal or snack. Programs that are more than three hours require access to meals and snacks to ensure the nutritional needs of the children are met. When a school district participates in the National School Lunch or School Breakfast programs, Pre-K students who are on-site during the hours that meals are being served (whether half-day or full-day) must be offered breakfast and/or lunch, as applicable.
- <sup>10</sup> School districts shall provide, either directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program.
- <sup>11</sup> Each school operating a pre-K program shall develop procedures to ensure active engagement of parents and/or guardians in the education of their children.
- <sup>12</sup> All school districts receiving state funding for Pre-K must meet approved quality indicators. Some of these indicators pertain to the transition of students into Kindergarten, be it from Pre-K or other settings where children are the year prior to Kindergarten. For the 2018-2019 school year, the quality indicators for Transitions include: (1) establishing a contact at each of the early childhood programs located within the district's boundaries; (2) a kindergarten registration process that includes questions about a child's preschool experience; (3) district schools are accessible to families before children's enrollment in kindergarten; (4) providing parents with the opportunity to meet school staff before the first day of kindergarten; (5) outreach to families of those children not enrolled in its prekindergarten program; (6) meetings with directors and teachers from prekindergarten sites and principals and kindergarten teachers to discuss effective transitions; (7) district personnel visit the prekindergarten sites in the community and meet with staff there to share and learn about the curricular content of both prekindergarten and kindergarten.
- <sup>13</sup> NYS policy permits monolingual non-English classes, transitional bilingual programs, dual language immersion classes, summer language programs to support dual language learners, pull-out instruction for English language instruction and dual language PreK programs. NYS policy requires monitoring at either the program or state level that is specifically focused on the quality of the bilingual instruction. NYS policy requires preschool programs to screen and assess children in the home language. Programs are required to collect and use information on language inputs in the home.
- <sup>14</sup> The daily schedule must allow for a balance of intentionally planned active and quiet play; indoor and outdoor gross motor activities and individual small group activities. Approximately 1/3 of the daily schedule should be designated for children to engage in self-initiated activities.
- <sup>15</sup> If a school district provides transportation services for PreK classes in district classrooms, they must make these services available to students attending classes in community based organizations as well.
- <sup>16</sup> The NYS Early Learning Guidelines include Infants and Toddlers.
- <sup>17</sup> Assessments must be valid and reliable and assess language, cognitive, and social skills.
- <sup>18</sup> Other supports for curriculum implementation include the updated Planning for High-Quality Prekindergarten Programs, Summer Institute for Programs serving 3-year-olds in July 2018, and released guidance for school districts operating Pre-K programs for 3-year-olds. Website tools include tip sheets for setting up the environment and checklists to ensure curriculum opportunities across domains.
- <sup>19</sup> 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 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.
- <sup>20</sup> 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.
- <sup>21</sup> 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.
- <sup>22</sup> State policy does not specifically require ongoing classroom-embedded support but local districts can decide to provide it.
- <sup>23</sup> The per pupil rate for new prekindergarten seats is based on the state's foundation aid formula for K-12 students and differs from year-to-year and district-to-district. The foundation aid formula distributes funds to school districts based on the cost of providing an adequate education, adjusted to reflect regional costs and concentrations of pupils who need extra time and help in each district.
- <sup>24</sup> Agencies, other than public schools, who receive funds directly are not allowed to subcontract. School districts may subcontract with public schools, Head Start, Private agencies, Faith-based centers without religious content, family child care homes, and other agencies.
- <sup>25</sup> Preschool assessment is referred to as Progress Monitoring and is separate from assessment. Assessment must also include motor development in addition to language and cognitive development. Valid and reliable progress monitoring and assessment tools used are determined locally. Screening tools must cover language, cognitive and social skills. School districts are required to establish a screening process for assessing the developmental baseline whenever a new child enters the program. The ongoing progress of all children should be monitored at least three times per year in at least language, cognitive and social skill development.
- <sup>26</sup> Instruments to collect information on classroom quality are determined locally. Section 3602-e of Education Law has been amended for the 2017-2018 school year to require that all grantees receiving any State and/or federal prekindergarten grant must adopt approved quality indicators within two years, including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions, and student outcomes.
- <sup>27</sup> Some programs receive site visits annually and others have risk-based monitoring.

### **NORTH CAROLINA - North Carolina Pre-Kindergarten Program (NC Pre-K)**

- <sup>1</sup> 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 oversees the teacher licensure process.
- <sup>2</sup> ECE is one of the many requirements for staff in NCPK & EESLPD. They can have a combination of education and other human service experience. Staff working in Budget and Contracts do not have to meet these requirements.
- <sup>3</sup> Vacant FTEs were included in the total FTEs previously reported.
- <sup>4</sup> Staff are trained internally by other unit area experts and collaborate on special projects or other work related to NC Pre-K to help broaden their understanding and scope of knowledge as it relates to the services they provide to local NC Pre-K programs across the state. Several staff also attend local conferences to stay abreast of trending issues involving early childhood such as challenging behaviors, inclusion, transition, family engagement and trauma. Recently, staff were provided an opportunity to view and discuss material regarding Adverse Childhood Experiences (ACES). Overall, training for staff impacts services such as licensure, program support and direct services to children and families.
- <sup>5</sup> NC Pre-K is statewide and is available for families in every county. It is administered locally, but if a county agency chooses to not be a contractor, a different agency would be found in order to ensure that it was available in that county. All counties are not required to offer and administer the program, but it is required that the program is offered in every county.
- <sup>6</sup> 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.
- <sup>7</sup> 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.
- <sup>8</sup> The child must be 4 years old on or before August 31st of the program year. A child that meets the age requirement is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the State Median Income (SMI). Children of certain military families are also eligible without regard to income. In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of 75% SMI if they have documented risk factors in specific categories including developmental disability, Limited English Proficiency, educational need, or chronic health condition. All children must meet at least one risk factor if they do not meet the income cut-off.
- <sup>9</sup> Classrooms that provide 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>
- <sup>10</sup> 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.
- <sup>11</sup> 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.
- <sup>12</sup> NC Pre-K Contractors, in consultation with the local Committee, shall develop a comprehensive plan for family engagement to implement strategies in local NC Pre-K classrooms. Strategies should be designed to develop partnerships with families and build reciprocal relationships that promote shared decision making. The following are examples of meaningful opportunities for families to be engaged in their child's education: (1) Allowing NC Pre-K program teachers the opportunity for home visits; (2) Formal and informal parent/teacher conferences; (3) Classroom visits and options for parents and families to participate in classroom activities; (4) Parent education; (5) Allowing family members the opportunity for involvement in decision making about their own child and about their child's early childhood program; and (6) Opportunities to engage families outside of the regular school day. A log of activities, opportunities or communications made for family engagement must be on file at the NC Pre-K site.
- <sup>13</sup> The local NC Pre-K Committee serves in an advisory role to the Contract Administrator in the development, implementation and annual review of local policies, plans, procedures and practices for the NC Pre-K Program, including developing and implementing a written transition plan showing how the needs of participating children will be implemented as they transition into Pre-Kindergarten and then into Kindergarten. The written plan for transition activities should be developed by the Committee and Contractor and should include these components: a) Specify how children will transition into the NC Pre-K classroom; b) Specify how children will transition into Kindergarten; c) Reflect the diversity and uniqueness of children, families and communities; d) Be revised as ongoing transition efforts are expanded.
- <sup>14</sup> The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve ELLs, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. Birth – K 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 Birth - K licensed teachers are required to use a variety of resources and strategies defined by the North Carolina ELDS. Program requirements state that sites serving children and families who do not speak English or have limited English proficiency are encouraged to hire staff that are fluent in the child's native language.
- <sup>15</sup> No fewer than 45 minutes per day, outside when permitted based on weather conditions. Classrooms shall provide high-quality indoor and outdoor learning environments that support the implementation of the ELDS, as well as the chosen curriculum. The outdoor classroom is considered an extension of the learning environment. Both indoor and outdoor environments shall address curricular objectives by encouraging child-initiated, teacher-supported, active learning experiences. During the NC Pre-K day, classrooms serving NC Pre-K children shall provide outdoor time, either as part of a small group, whole group, or individual activity when permitted based on weather conditions.
- <sup>16</sup> The North Carolina ELDS are aligned with the state 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 ELDS is on the early precursor skills that research suggests are important or lay the foundation for what children learn later. The 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.

- 17 Birth - K 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.
- 18 All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in early childhood education/child development (ECE/CD) or a related field, as well as a NC Birth - K 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 Birth - K license while working to attain an NC Birth - K or Preschool initial and continuing license within three years. Teachers holding an NC Birth - K 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).
- 19 All teacher assistants must have a high school diploma or GED and must hold, or be working toward, a minimum of an AA in ECE/CD or a Child Development Associate (CDA) credential. Teacher assistants working toward the AA or CDA shall make progress by completing a minimum of six documented semester hours per year. Teacher assistants employed by public schools may meet the employment requirements outlined by the federal Every Student Succeeds Act (ESSA) legislation and have one of the following: (1) Six documented semester hours of coursework in ECE, or (2) Two years of work experience in an early childhood setting.
- 20 Teachers holding a Lateral Entry license and working toward the NC Birth - K 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 PD requirement for any teacher holding less than a continuing license (initial or lateral entry). 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 any NC Pre-K Programs. Professional development for assistant teachers applies only to those working toward the AA in ECE or CDA degrees. For assistant teachers who are not working towards licensure, the annual hours are based on their educational attainment. The range is from 20 hours annually to 5 hours. CPR and First Aid would be completed in addition to those hours.
- 21 All teachers are required to have training on the 10 health and safety topics the first year of employment and every 5 years thereafter; however, there is no set number of hours required regarding health and safety.
- 22 The amount of mentoring or coaching a NC Birth - K 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 administrator (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 are budgeted per teacher with less than a Birth - K Continuing License.
- 23 North Carolina has a per pupil rate depending on the auspice (private site, public school site, or Head Start site). Allocation is determined by the number of available classrooms for each site.
- 24 Faith-based centers must also meet 4- or 5-star licensing requirements and they cannot use religious content in the state pre-K classrooms.
- 25 Staff are required to conduct ongoing 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 must be aligned with the NC ELDS to meet this requirement. Classroom staff may select from a list of approved formative assessments found under this link: <https://ncchildcare.ncdhs.gov/Services/NC-Pre-K-Program/Approved-Curricula-and-Formative-Assessments>
- 26 All classroom observations are on a cycle; however, targeted observations are made if necessary. Observations are completed as part of licensing.
- 27 Teachers are required to be formally observed and assessed using the NC Professional Teaching Standards, as measured Rubric for Evaluating NC Teachers, based on a formal observation schedule determined by the NC Department of Public Instruction (per State Board of Education Policy). Teachers develop and follow an individual PD plan, which may address classroom quality needs. Documentation of children's learning (formative) is collected by each local NC Pre-K program and DCDEE child care consultants monitor for classroom and site compliance with collection of data. Mentors and Evaluators (for Birth - K licensed teachers) check to ensure use of formative assessment data to inform child learning (includes families), teacher planning and professional development. Results of classroom quality (ECERS-R assessments) are collected and reported by an independent assessor to DCDEE.
- 28 There are multiple State licensure visits, as well as local contractor monitoring visits.

## **NORTH DAKOTA - North Dakota Early Childhood Education Grant Program**

- 1 The ND Department of Public Instruction (NDDPI) approves the Pre-K programs prior to Commerce awarding the funds. NDDPI also collects child enrollment in STARS (State Automated Reporting System).
- 2 NDDPI staff have the early childhood education background and experience. The Department of Commerce staff have the financial and grants management background.
- 3 The funding of this program is to promote community collaboration and to include public, parochial and private daycares that may be eligible for funding.
- 4 Only 4-year-old children eligible for free/reduced lunch are eligible to generate funding.
- 5 The Head Start programs in the state have a maximum number of children funded for Head Start. The state funding is contributed for non-Head Start students who meet the eligibility requirements for state funds.
- 6 Head Start eligible and enrolled children are not eligible to participate in state pre-K.
- 7 Programs must operate for at least 400 hours over the duration of at least 32 weeks, and incorporate at least 10 hours of research-based parent involvement activities.
- 8 Children who turn 5 years old within the school year, but were 4 years old prior to August 1, are still eligible for preschool funds. Preschool programs may enroll 5-year-olds, but they cannot be supported by grant funding.
- 9 Programs are permitted to charge tuition to supplement state funding, but are not required to do so.
- 10 Programs are encouraged to provide meals, however they are not required to do so because of short programming hours.
- 11 The new 2018 version replaces the B-5 Early Learning Guidelines (ELGs), is aligned and mirrors the Early Learning Outcomes Framework (ELOF), and is also aligned to the Kindergarten Standards.
- 12 The NDDPI and North Dakota Department of Human Services (NDDHS) collaborate to print, disseminate, and provide PD on the B-K Standards.
- 13 State-funded preschool programs must be approved through NDDPI to operate and must maintain teachers with an ND license qualifying them to teach pre-K.
- 14 A lead teacher with an Elementary Education degree must also obtain a Kindergarten Credential in order to teach pre-K in ND in both public and nonpublic settings.
- 15 There is not one set of hours required. North Dakota offers different types of licenses, each of which has unique requirements for in-service professional development.
- 16 School districts may subgrant to Head Start sites that serve non-eligible Head Start children.

## **OHIO - Ohio Early Childhood Education**

- 1 Staff participate in all state-provided professional development on topics, including, but not limited to: Early Learning & Development Standards, Early Learning Assessment, Kindergarten Readiness Assessment, Formative Assessment, English Language Learners, Addressing Challenging Behaviors, Trauma-Informed schools, Family Engagement. They also participate in Early Childhood Education group of the Council of Chief State School Officers and its community of practice and meetings as well as state and national conferences related to early childhood, including those focused on Children with Disabilities, Assessment, and Tiered Quality Rating and Improvement Systems.
- 2 Contractors monitor and inspect for licensing and Step Up to Quality, Ohio's Tiered Quality Rating and Improvement System.



- <sup>3</sup> Ohio engages in statistical analyses around school readiness and third grade assessments in reading and math. The state also participates in a third-party evaluation of Step Up to Quality, Ohio's TQRIS. One evaluation was conducted in 2017 and another is under way now with anticipated results in 2020.
- <sup>4</sup> Since 2006-2007, grants have been awarded based on a poverty index. With new funds added in 2016-2017, 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.
- <sup>5</sup> Ohio funded 17,870 children with a per-child allocation of \$4,000. 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 in Ohio (August 1 or September 30), so 5-year-olds may enroll in the program if they are not age-eligible for kindergarten. Children can turn five after August 1 but before September 30, depending on the district of residence.
- <sup>6</sup> All Early Childhood Education programs must provide services for a minimum of 455 hours per academic year, approximately 12.5 hours/week.
- <sup>7</sup> Age eligibility requirements changed at the start of the 2016-2017 school year such that 3-year-old children are not eligible without prior approval from the Ohio Department of Education (ODE) after October 1 for slots unfilled by 4-year-old children.
- <sup>8</sup> Family income is the determining eligibility factor for this program. The program is free for families with incomes up to 100% FPL. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale.
- <sup>9</sup> 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 of these programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.
- <sup>10</sup> Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- <sup>11</sup> Each program must conduct one educational training, workshop, or event for families annually. Programs must have a written policy on health screenings and the referral process to community resources. Programs can earn extra points toward their SUTQ rating for the following: At least two documented community partners/entities; Formal model or process for family engagement; and Parent volunteer group.
- <sup>12</sup> Each child must have an individualized transition plan. Programs can earn extra points toward their SUTQ rating for written transition policies and procedures.
- <sup>13</sup> Policy and guidance related to services for preschool DLLs are available here: <http://education.ohio.gov/Topics/Student-Supports/English-Learners>
- <sup>14</sup> Programs are required to adopt a curriculum but the decision on which curriculum to use is determined locally.
- <sup>15</sup> In all programs, at least 50% of teachers must have a BA in Early Childhood Education. Teachers who have a K-3 or K-8 license are required to have 12 college credits in ECE. All teachers in ECE programs are required to complete a Professional Development certificate that gives extra points for exceeding the minimum number of contact training/PD hours.
- <sup>16</sup> Programs are now required to participate in 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.
- <sup>17</sup> The per child amount is set in state law and does not differ by provider type or other factors. The grantee must meet requirements for length of program and meet all requirements to be Step up to Quality rated at 3, 4, or 5 stars.

#### **OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program**

- <sup>1</sup> Professional learning opportunities have been provided to state staff in several forms the past two years. The Oklahoma State Department of Education (OSDE) has worked with Regional Education Laboratories SouthWest (REL-SW) to provide coaching, technical assistance and capacity building on the following topics: curricula, screeners, assessments, budgeting, cognitive interviews and surveying for guidance. We have reviewed professional development opportunities for quality and are working to increase online training for Oklahoma teachers and teacher assistants. OSDE worked with the Oklahoma Partnership for School Readiness (OPSR) to allow OSDE professional development be accepted for Early Head Start/Head Start and Early Childhood Care staff.
- <sup>2</sup> Oklahoma has an elected Superintendent of Public Instruction, Joy Hofmeister. Oklahoma also has an appointed Cabinet member, Steve L. Buck, Secretary of Human Services and Early Childhood Initiatives.
- <sup>3</sup> Oklahoma offers universal pre-kindergarten classes to all children. There are no enrollment qualifiers or competitive grants to award to school districts or school sites.
- <sup>4</sup> Children under 3 years old are supported through funding from the Oklahoma Early Childhood Program (OECF) funding.
- <sup>5</sup> Students with an IEP carry additional weight in the school funding formula.
- <sup>6</sup> OSDE does not capture Head Start enrollment numbers in the public school student information system (SIS). There are 90 school sites offering Head Start - public school preschool collaborations.
- <sup>7</sup> Determined locally includes the 3-year-olds.
- <sup>8</sup> 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.
- <sup>9</sup> A child who has not reached the age of five years on or before September 1 and who resides in a district which does not offer an early childhood program is eligible for transfer to a district where an early childhood program is offered if the district that offers the early childhood program agrees to the transfer.
- <sup>10</sup> All children who are at least four years of age but not more than five years of age on or before September 1, and who have not attended a public school kindergarten, are entitled but not required to attend half-day or full-day early childhood programs at any public school in the state where such programs are offered.
- <sup>11</sup> Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch, depending on the session the child attends.
- <sup>12</sup> Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with an Early Head Start or Head Start, they must meet those requirements as well.
- <sup>13</sup> The OSDE recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allows local districts to make decisions related to local communities. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.
- <sup>14</sup> State regulations require programs to encourage family involvement, and programs collaborating with Head Start must meet Head Start requirements. The Oklahoma School Readiness Toolkit (OSRT) is available to schools to make plans for students moving between pre-k3, pre-k4, child care and kindergarten. The funding for the development of the OSRT was provided by the 2019 OKFutures PDG B-5 grant.
- <sup>15</sup> Districts receive program funding from the state's school finance formula on a per-pupil rate, with additional resources allocated if a child is considered a DLL. Because Oklahoma offers universal enrollment in pre-k through public schools, programs must also follow federal Title III-A compliance regulations (see, <https://sde.ok.gov/title-iii>).
- <sup>16</sup> State regulations require preschool programs to provide a playground area that is accessible and safe.
- <sup>17</sup> Local school boards and districts make decisions regarding bussing for children in early childhood classes in their school boundaries. If a parent enrolls their child outside of their home district, the accepting district is not required to provide transportation.
- <sup>18</sup> The Oklahoma Curriculum Frameworks provide support for state standards: <http://sde.ok.gov/sde/oklahoma-curriculum-frameworks>. The statewide summer conference, EngageOK, provides PD to support the implementation of state standards.
- <sup>19</sup> Pre-k assessments are locally determined.
- <sup>20</sup> The OSDE 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.
- <sup>21</sup> All pre-K teachers 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. First year teachers are supported through the Teacher Induction Program,

which provides annual support through mentorship and coaching. More information on the Teacher Induction Program can be found at this site: <https://sde.ok.gov/teacher-induction-program>. Teachers with a BA in Child Development may obtain a Birth-Age Three certificate to teach in 3-year-old classrooms.

- 22 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 AA or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; (3) Pass the Oklahoma General Education Test; or (4) Pass the ETS Para Pro Assessment Test or the Work Keys Assessment. About 69% of schools are Title I. Oklahoma is working on an updated policy for teacher assistants in Oklahoma pre-k. In programs located in Head Start/Early Head Start classrooms, teacher assistants must meet all Head Start/Early Head Start requirements. School districts must ensure teacher assistants are provided professional development in early childhood education.
- 23 PD in the following areas is required for lead and assistant teachers: autism, blood borne pathogens, bullying prevention, child abuse, FERPA, hazardous communications, English Learners, and racial and ethnic education. School districts must provide teacher assistants with PD in early childhood education. Required annual PS courses may be found at this site: <https://sde.ok.gov/professional-development>
- 24 In the 2016-2017 school year, the OSDE developed policies for individualized PD plans. The program was piloted statewide in 2017-2018. Full participation by all districts and teachers was required in 2018-2019. For additional information, see: <http://sde.ok.gov/sde/professional-learning-focus>
- 25 For additional information, see: <https://sde.ok.gov/professional-learning-focus>
- 26 School districts are responsible for monitoring compliance. Documentation templates are available, but districts may choose to create their own. At least one specific indicator/element should be included as the primary focus of documentation for professional learning. Participants are supported by resources available and supplied by districts and OSDE.
- 27 For additional information, see: <https://sde.ok.gov/state-minimum-teacher-salary-schedule> and <https://sde.ok.gov/sites/default/files/documents/files/FY%202019%20State%20Salary%20Schedule%20Book.pdf>
- 28 For additional information, see: <https://sde.ok.gov/sites/default/files/documents/files/Support%20FTE.pdf>
- 29 Included in state funding is \$10.65 million allocated to the 3-year-old program. It is not based on the state aid funding formula.
- 30 Pre-K is funded in Oklahoma through the school funding formula. Students carry a weight as any other student and are funded through the state. Most school districts in Oklahoma receive more money from the state for the support of their schools than from any other source. The money comes in a number of different ways. The two major categories of state money are the monies that come from dedicated revenues and those that come from appropriations by the Legislature. In the case of the former, certain portions of certain taxes or other revenue sources have been earmarked for use by the schools. These provisions have been incorporated in the statutes, and there is usually little or no discussion about them each year as the Legislature meets. However, use of these earmarked taxes occurs when the state aid formula is calculated for state appropriation purposes. The second category, the money that is received by the schools from appropriations by the Legislature, is the largest single revenue source for almost all public schools in Oklahoma. The common school appropriation is by far the largest single appropriation that the Legislature makes each year. The principal sources of state-dedicated revenues are established in law and are very rarely changed by the legislature. These revenue sources are: Gross Production Tax, Motor Vehicle Collections, Rural Electrification Association (R.E.A.) Tax, State School Land Earnings. For further information, see: [https://sde.ok.gov/sites/default/files/documents/files/FY%202019%20TAD%2012.11.18%20mp\\_1.pdf](https://sde.ok.gov/sites/default/files/documents/files/FY%202019%20TAD%2012.11.18%20mp_1.pdf)
- 31 See <https://sde.ok.gov/notice-allocation> for more detailed information.
- 32 Tulsa Teacher Leader Effectiveness and Marzano Teacher Evaluation Model are the two most commonly used assessment instruments. More information may be found at the following site: <https://sde.ok.gov/tle-qualitative-components>.
- 33 School sites that are collaboration sites with either Early Head Start or Head Start use the structured observations required for their program specifications.

## OREGON - Oregon Pre-Kindergarten

- 1 Professional learning opportunities include: regular in-service meetings, workshops, and conferences.
- 2 The Early Learning Systems director, appointed by governor, works with governor's appointed Early Learning Council.
- 3 These numbers reflect funding by different program options. It does not add up to total cumulative enrollment because it does not include children who attended for part of the year. This is the best information available about the operating schedules of the programs.
- 4 Minimum required contact time is determined by the classroom hours combined with home-visit hours offered. School- and extended-day programs (more than 6 hours) are generally supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Enrollment by operating schedule information collected by the state does 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 which are 1.5 hours each.
- 5 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. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits which are 1.5 hours each. Most programs operate 3.5 hours per day, 4 days per week, 32 weeks per year. School- and extended-day programs (more than 6-hours) are generally supported with other funding.
- 6 Oregon Pre-Kindergarten follows federal Head Start guidelines. Enrolled children must meet the federal Head Start income requirements. 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 pre-K and federal Head Start funds, 90% of children must meet the income requirement. If a grantee has only state pre-K funding, 80% of children 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.
- 7 For part-day programs: lunch and either breakfast or snack. For full-day programs: breakfast, lunch, and snack. Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs.
- 8 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.
- 9 Parent involvement activities are per the Office of Head Start regulation 1302.50 Family engagement. Transition to kindergarten activities are per the Office of Head Start regulation 1302.71 Transitions from Head Start to kindergarten.
- 10 Per the Office of Head Start regulation, 1302.31 Teaching and the learning environment: For dual language learners (DLLs), a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. For a preschool age DLL, include teaching practices that focus on both English language acquisition and the continued development of the home language. If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for DLLs such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.
- 11 Per the Office of Head Start regulation 1302.31 Teaching and learning environment: A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.
- 12 The most recent Request for Application for the Oregon Prekindergarten Prenatal to Three Program provides funding to be used specifically for transportation services for the first time. The Early Learning Division has been able to provide this funding because of legislation passed in 2019.
- 13 While Oregon's ELDS do not address physical and motor development, the Head Start Early Learning Outcomes Framework does address physical and motor development. Both documents guide Oregon Pre-Kindergarten programs.
- 14 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).
- 15 Per Head Start Performance Standards.
- 16 Per Head Start Standards, each teacher who does not have an AA must request a waiver and show evidence that the teacher is enrolled in a program that grants a

qualifying associate or higher degree and that the degree will be awarded in a reasonable time, not to exceed 3 years.

- <sup>17</sup> Originally, OPK slots matched federal awards. However, the state stopped funding directly based on federal awards in the early 2000s. Individual grantee costs/slot therefore vary somewhat, based on historical trends. For state-funded extended duration slots, the Early Learning Division funds at 165% of a grantee's ½ day cost/slot, based on cost-modelling we conducted using CEELo's Cost of Quality Tool.
- <sup>18</sup> 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.

## OREGON - Oregon Preschool Promise

- <sup>1</sup> The Early Learning Division is housed in the Department of Education (DOE), but the DOE does not have authority over the Early Learning Division. The Director of the Early Learning Division is appointed by and reports to the Governor.
- <sup>2</sup> The three positions that have oversight of the program include the Director of Early Learning Programs, the Program Specialist, and a Grant Specialist. The Director of Early Learning Programs position requires a background in ECE and that individual does have a degree in ECE. The Program Specialist position requires a degree in ECE, education, or other related field and experience in ECE. The individual in that position has a business degree and also has experience in implementing early learning programs. The Grant Specialist position does not require a degree in ECE or other related field. This position is designed to support the grant management oversight. The individual in that position does not have a degree in ECE, but has experience implementing early learning programs.
- <sup>3</sup> ELD staff have the following professional learning opportunities: attend regional and national conferences, receive consultation from national content experts, receive internal technical assistance and mentoring.
- <sup>4</sup> The Early Learning Division Director is governor appointed and works directly with a governor appointed early learning council.
- <sup>5</sup> The state agency contracts out for direct preschool program services, site-level monitoring, site level assessments, coaching and other professional learning opportunities; and provider level contract administration.
- <sup>6</sup> Early Learning Hubs are intermediaries between the state and providers created to ensure fiscal and specified performance metric accountability of providers.
- <sup>7</sup> Children receiving Preschool Promise services cannot be concurrently enrolled in a Head Start program. Yet, a child could potentially receive Preschool Promise services September through May and then participate in a summer Migrant/Seasonal Head Start program.
- <sup>8</sup> Providers must offer, at minimum, 900 hours of service in a program year (July 1-June 30). Programs operate on the same schedule as kindergarten programs and most operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. Similarly, some providers offer a 4- or 5-day per week option. These variations in program calendar create variations in the number of hours per day offered.
- <sup>9</sup> Risk factors are determined locally. The state has identified priority populations that include children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Beyond the age and income requirements, additional risk factors are determined locally based on community assessments.
- <sup>10</sup> Eligibility is valid for two years. For the 2018-2019 program year, income (0-200% FPL) and age (3- & 4-year-olds) are the only eligibility factors. Children who are in the foster care system are considered a family of one with no income, therefore they meet the income eligibility requirements. Early learning hubs develop regional priorities for selection. Children with disability or developmental delay are not considered categorically eligible, but would be considered a priority for selection.
- <sup>11</sup> The staff-child ratio is based on the Oregon Child Care Licensing regulations. Preschool Promise providers must obtain a top two tier rating in the Oregon Quality Rating Improvement System (QRIS). The top two tiers require a class size of less than 20 and/or a staff-child ratio better than 1:10.
- <sup>12</sup> In order to meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks is dependent upon daily service hours.
- <sup>13</sup> In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE.
- <sup>14</sup> Program operating guidelines and the QRIS require parent and child orientation, parent/teacher conferences, and transition activities for children entering kindergarten. Transition activities are locally designed and implemented by both the early learning hubs and program service providers.
- <sup>15</sup> Program standards include inclusionary practices, but do not provide specifics on planned language approaches.
- <sup>16</sup> State licensing regulations include requirements for gross motor activities in age appropriate program schedules, but not all providers are required to follow these regulations (e.g., school districts are exempt).
- <sup>17</sup> While Oregon's ELDS do not address physical and motor development, the Head Start Early Learning Outcomes Framework does address physical and motor development. Both documents guide Oregon Pre-Kindergarten programs.
- <sup>18</sup> The state QRIS has an approved list of assessments and if a provider chooses to use a different assessment, it must be aligned with the ELDS and approved by QRIS evaluators.
- <sup>19</sup> Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted if the teacher has submitted a plan to attain a BA and is demonstrating progress towards the BA degree. Approximately 50% of lead teachers have requested a waiver for the BA requirement. Teachers must have a minimum of a CDA.
- <sup>20</sup> The following related degrees -- sociology, psychology, social services -- require an examination of transcripts to determine content related to early learning core knowledge areas. Also, ongoing requirements for PD require training in inclusionary classrooms (preschool special education).
- <sup>21</sup> The minimum requirement for an assistant teacher is Step 3 in the Oregon Registry Online. Licensing regulations for an Aide II: (a) Be at least 18 years of age; (b) Have worked at least six months at the center where they are now employed; (c) Have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable.
- <sup>22</sup> Per Preschool Promise Operating Guidelines, all Preschool Promise teaching staff are required to participate in at least 20 hours of PD activities per program year.
- <sup>23</sup> If teachers and/or assistant teachers do not meet the minimum education requirements, a PD plan is required.
- <sup>24</sup> Providers are connected to a Quality Improvement Specialist to support continuous quality improvement related to QRIS standards. Some of the support includes job embedded PD opportunities. Coaching is not yet provided systematically, but the program is working towards this goal.
- <sup>25</sup> Other captures unspecified degrees, and no other details are available.
- <sup>26</sup> Preschool Promise requires pay parity and provides guidelines, but not all providers are able to implement due to collective bargaining agreements and existing salary structure for other non-Preschool Promise staff.
- <sup>27</sup> The state utilized a cost modeling tool to develop the funding formula. Factors that impact variations include, economy of scale based on provider type, compensation based on educational levels and varying benefits, transportation services, and local subcontracting decisions made by early learning hubs.
- <sup>28</sup> All funds for services are awarded to Early Learning Hubs (ELH) and the ELHs are required to subcontract with providers to implement the program services.
- <sup>29</sup> The state's QRIS provides the following options: Teaching Strategies GOLD or Evaluation and Programming System (AEPS). Other assessments require a written description of how assessment tool aligns with the Head Start Child Development and Early Learning Framework and/or the Oregon Early Learning Standards.

## PENNSYLVANIA - Pennsylvania Ready to Learn Block Grant (RTL)

- <sup>1</sup> Programs must operate 180 days per year.
- <sup>2</sup> Eligibility for RTL is locally determined.
- <sup>3</sup> For additional information, see: <https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx>
- <sup>4</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for

- English language instruction for young children.
- <sup>5</sup> Supports are available to districts, but districts need to request the services.
  - <sup>6</sup> For more information, see: <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>
  - <sup>7</sup> The curriculum must be standards-based, but the selection is decided locally. The state provides a list of curricula which has shown alignment with PA ELS as well as technical assistance at the request of the LEA.
  - <sup>8</sup> Beginning in 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.
  - <sup>9</sup> First year instructionally certified teachers are required to participate in induction.
  - <sup>10</sup> Child assessments are locally determined, but PDE provides listing of assessments aligned with PA ELS: <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>
  - <sup>11</sup> Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

### **PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program (HSSAP)**

- <sup>1</sup> The team of specialists and administrative staff for Pre-K Counts and the Head Start Supplemental Assistance Program are the same for both programs.
- <sup>2</sup> One vacant Pre-K Program Specialist position is included in the total FTE's reported previously.
- <sup>3</sup> Trainings include: OCDEL Shared Leadership event, local PD and collaboration events that provide an abundance of information, McCormick Institute events, Pyramid Model National Event, Coach Approach, WIDA Early Years, CLASS Certification.
- <sup>4</sup> Direct report to State Agency Senior Staff member: Deputy Secretary of Office of Child Development and Early Learning (OCDEL).
- <sup>5</sup> A steering team meets bi-weekly to review data sets/metrics, and program needs.
- <sup>6</sup> 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.
- <sup>7</sup> 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 five 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.
- <sup>8</sup> 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.
- <sup>9</sup> Programs are required to follow Federal Head Start Performance Standards 1302.50-1302.753 (Subpart E).
- <sup>10</sup> Programs are required to follow Federal Head Start Performance Standards 1302.70-1302.72 (Subpart G).
- <sup>11</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>12</sup> Additional resources include face to face and asynchronous trainings in the ELDS.
- <sup>13</sup> For more information, see: <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>
- <sup>14</sup> 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.
- <sup>15</sup> EdD/PhD would be included in the Master's count.
- <sup>16</sup> Cost per child rates are determined by the HSSAP agency, and approved by the state agency.
- <sup>17</sup> Per federal Head Start guidelines.

### **PENNSYLVANIA - Pennsylvania Kindergarten for Four-Year-Olds (4K) & School-Based Pre-K (SBPK)**

- <sup>1</sup> Due to integration with general school district accountability and technical assistance, information on the administrative capacity of K4 & SBPK is unable to be determined.
- <sup>2</sup> This level of authority relates to compliance to school code only. This is not specific to PK but to all general LEA oversight, and most of issues are determined at local level.
- <sup>3</sup> 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.
- <sup>4</sup> For additional information, see: <https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx>
- <sup>5</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>6</sup> For more information, see: <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>
- <sup>7</sup> School code requires that pre-K curriculum and instruction must be standards-based. State supports are available to LEAs who request TA.
- <sup>8</sup> Elementary (K-6) certification is allowed for teachers in public school settings.
- <sup>9</sup> 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.
- <sup>10</sup> Teachers with Instructional Certification are required to complete 180 hours per five years. This is required in public school classrooms (SBPK), but not nonpublic schools (K4). An induction plan is required for teachers with Instructional Certification.
- <sup>11</sup> New teachers with Instructional certification must undergo an induction program which includes mentoring.
- <sup>12</sup> Determined locally; for more information, see: <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>
- <sup>13</sup> Teacher evaluations are required twice a year for all teachers holding Instructional I certifications. Most use Danielson Framework, but other tools can be approved by PDE for use as well.
- <sup>14</sup> Summaries of teacher evaluations are used as part of formal state teacher evaluation system.
- <sup>15</sup> LEAs may request a site visit for CQI purposes.

## PENNSYLVANIA - Pennsylvania Pre-K Counts (PKC)

- <sup>1</sup> The team of specialists and administrative staff for Pre-K Counts and the Head Start Supplemental Assistance Program are the same for both programs.
- <sup>2</sup> One vacant Pre-K Program Specialist position is included in the total FTE's reported previously.
- <sup>3</sup> Trainings include: OCDEL Shared Leadership event, local PD and collaboration events that provide an abundance of information, McCormick Institute events, Pyramid Model National Event, Coach Approach, WIDA Early Years, CLASS Certification.
- <sup>4</sup> Direct report to State Agency Senior Staff member: Deputy Secretary of the Office of Child Development and Early Learning (OCDEL).
- <sup>5</sup> A steering team meets bi-weekly to review data/metrics, and discuss program/policy decisions.
- <sup>6</sup> School-day programs operate for a full-day of programming which includes at least five instructional hours per day; part-day programs operate for a half-day program which includes at least 2.5 instructional hours per day.
- <sup>7</sup> Programs are required to operate 180 days per year.
- <sup>8</sup> Children must be at least 3-years-old and no older 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 five 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.
- <sup>9</sup> Children must meet the state-specified income requirement. Prioritization based on additional risk factors beyond income and age is locally determined.
- <sup>10</sup> 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.
- <sup>11</sup> Regulation guidance was updated in 2015 to include the meal requirement for half-day programs.
- <sup>12</sup> The program is required to share screening results with families and discuss/support referral options.
- <sup>13</sup> Programs are required to have and implement a parent involvement plan aligned with Partnership for Learning Standards which is reviewed by the PK program specialist during annual site visit.
- <sup>14</sup> Programs are required to have and implement a transition plan which is reviewed by the PK program specialist during annual site visit.
- <sup>15</sup> While not "technically" required, PKC programs are expected to offer a comprehensive curriculum which includes all domains of the Early Learning Standards.
- <sup>16</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>17</sup> For more information, see: <https://www.education.pa.gov/Early%20Learning/Early%20Learning%20Standards/Pages/default.aspx>
- <sup>18</sup> The state aligned list reflects those who have voluntarily undergone the alignment process. Curriculum companies may choose to submit an alignment at any time.
- <sup>19</sup> Lead teachers in all settings were required to have a BA and ECE certification by December 2011. 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 score on the Program Review Instrument and affect future funding.
- <sup>20</sup> 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.
- <sup>21</sup> First year teachers are required to have induction plans; teachers in child care centers are required to have PD plans as part of QRIS requirements.
- <sup>22</sup> Other refers to "No Qualification."
- <sup>23</sup> Teacher evaluations are required and most programs use the Danielson Framework. One tool that assesses the classroom environment must be used, but programs may choose which tool to use.

## RHODE ISLAND - Rhode Island State Prekindergarten Program

- <sup>1</sup> Employees are offered Professional Development and Technical Assistance. Both employees attended the Inclusion Institute this year in North Carolina and received technical assistance in reviewing curricula.
- <sup>2</sup> Both Pre-K staff report to the Director of Instruction, Assessment and Curriculum. That position reports to the Chief of Teaching and Learning, who reports directly to the Commissioner of the Department of Education.
- <sup>3</sup> The Rhode Island Department of Education (RIDE) uses consultants to administer ECERS and CLASS and for on-site monitoring in conjunction with state employees and PD/TA services.
- <sup>4</sup> The Department of Education Early Learning staff conduct a comprehensive self-assessment using ECERS and CLASS data, survey data from the field and child outcome data from TS GOLD to monitor the effectiveness of the program and to create a quality improvement goal.
- <sup>5</sup> No new children were served using PDG funding in 2018-2019. The PDG funds supported PD/TA and ECMH contracts for the existing preschool classrooms.
- <sup>6</sup> RI had a plan to add state dollars to the program as the amount of federal dollars available from PDG decreased. By scaling up state funding while stepping down the federal funding RI has been able to sustain all of the growth made during the PDG period.
- <sup>7</sup> Children must reside in the district, town, or community in which the program is offered and be four on or before September 1st.
- <sup>8</sup> Meals must be USDA compliant.
- <sup>9</sup> Programs are required to offer these services utilizing existing state programs and systems.
- <sup>10</sup> Each state-funded Pre-K program must meet RI's Early Childhood Comprehensive Education Regulations which include a section on Family Engagement.
- <sup>11</sup> State-funded Pre-K programs must have written policies and procedures that are given to families and staff. Enrollment policies shall be explained to all families and staff on transitioning children from Pre-K to Kindergarten including communication with community school.
- <sup>12</sup> Children must go outside each day unless there is inclement weather as defined by the Environmental Rating Scale (ECERS-R).
- <sup>13</sup> State Pre-K does not provide or finance transportation but if programs wish to take that on as an in-kind service it is allowed.
- <sup>14</sup> State Pre-K teachers are required to participate in comprehensive PD focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).
- <sup>15</sup> State policy provides an approved list of child assessments aligned with the ELDS.
- <sup>16</sup> All lead teachers must have a Pre-K-2 state teaching certification. Rarely, an approved, interim exception is given to complete the required courses by taking six credits per year. Teachers are also required to have a state certificate on the RIELDS.
- <sup>17</sup> Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.
- <sup>18</sup> The state contracts with a vendor who is available to provide in-program/classroom support as well as large group support. Monthly onsite visits are required, at a minimum, as is attendance at a portion of the group communities of practices.
- <sup>19</sup> State Pre-K teachers in nonpublic schools are paid on par with public school teachers at step 1 to 3. Budgets are reviewed yearly to ensure annual increases are applied to those salaries. Retirement benefits and health care are available for both.
- <sup>20</sup> Nonpublic assistant teachers receive a higher salary than public school assistant teachers. The only difference is in retirement benefits; though most nonpublic schools do offer retirement options such as 401K.

- <sup>21</sup> The Rhode Island Education Aid Foundation Formula (2010) includes a categorical expense line for State Pre-K. The goal, which was achieved, was to add \$1M a year to total \$10M in 10 years. The PDG funds allowed the program to expand more quickly and the state continued to invest dollars towards sustaining the program at the conclusion of the PDG funds.
- <sup>22</sup> The cap on per classroom reimbursement is \$200,000 for a classroom of 18 children. The provider type does not matter. The rates are determined by budget submission, pay parity, quality supports included and material and equipment need. All programs submit a budget that is reviewed and approved before the contract is issued.

## **SOUTH CAROLINA - South Carolina Child Early Reading Development and Education Program (CERDEP)/Education Improvement Act Child Development Program (EIA 4K)**

- <sup>1</sup> South Carolina's state-funded preschool programs are jointly administered by two state agencies. The South Carolina Department of Education (SCDE) oversees delivery within public school districts (CERDEP 4K and EIA 4K) and South Carolina First Steps to School Readiness oversees delivery of the CERDEP 4K program in private settings (First Steps 4K). Both public and private CERDEP classrooms must be licensed by the South Carolina Department of Social Services (DSS) or be federally licensed.
- <sup>2</sup> The SCDE has 11 full time employees in the Office of Early Learning and Literacy (OELL) who oversee early learning. There are two additional FTEs in OELL that dedicate 50% of their time to assisting with state 4K reporting requirements. The OELL employs 22 Literacy Specialists who support 4K classrooms through monitoring and support visits, accounting for 25% of their time. First Steps has 15 FTEs.
- <sup>3</sup> Trainings include: Monday Minis, Office of Early Learning and Literacy team meetings, webinars and reports from research laboratories, early childhood summits, state and national conferences, CCSSO roundtables (SCDE); Formal training on curriculum and assessment, participation in state and national early childhood conferences, support for graduate work (First Steps).
- <sup>4</sup> The OELL is under the College and Career Readiness Division of the SCDE. First Steps is both a state agency and a non-profit 501c3. It is the only dedicated comprehensive early childhood agency in SC. The Board of Trustees is mandated with designated legislators, heads of state agencies, current and former educators, members of the business community, and parents of young children. The Chairman is appointed by the SC Governor.
- <sup>5</sup> The SCDE contracts out 4K assessments to three vendors; First Steps contracts out for program evaluation.
- <sup>6</sup> 4K and 5K assessment results and monitoring data are used to measure program effectiveness and to plan for support and professional development.
- <sup>7</sup> A total of 62 school districts participate in the South Carolina Early Reading Development and Education Program (CERDEP). An additional two eligible districts do not participate in CERDEP, but offer district-level 4K, bringing the total to 64. The remaining districts do not meet the poverty level to participate in CERDEP, but they must offer, at a minimum, one half-day EIA 4K class. Twenty school districts have at least one EIA 4K classroom. First Steps 4K offers the program in all 64 districts even if the school district opts out for their public schools.
- <sup>8</sup> Enrollment totals include CERDEP and EIA 4K students served during the 2018-2019 school year.
- <sup>9</sup> While not included in Head Start enrollment counts, several Head Start grantees serve as private CERDEP 4K providers via SC First Steps. These students meet 4K eligibility requirements and are included in 4K enrollment counts (as opposed to Head Start enrollment counts).
- <sup>10</sup> EIA 4K classrooms must operate for at least 4 hours per day, but individual districts can choose to extend the number of hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. A state budget proviso introduced for the 2017-2018 school year permitted CERDEP providers to: a) extend the school day up to 8.5 hours per day, b) extend the school year to 220 days (6.5 hours daily), or c) extend the traditional school year with up to 10 weeks of summer programming at 8.5 hours daily. No districts opted to extend the school day during the 2018-2019 year; however, two CERDEP districts participated in the extended year program and 32 chose to offer summer programming. More than 81% of participating private providers offered an extended day or extended, year-round model during 2018-2019.
- <sup>11</sup> Three-year-olds may enroll in EIA 4K when receiving special education services. Children are eligible to enroll in CERDEP for one year only. A waiver of this requirement may be sought from the SCDE in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. For EIA 4K, this determination is made at the district level based upon local school board policy.
- <sup>12</sup> Eligibility for CERDEP is based on residence in a CERDEP-eligible district, and family income at/or below 185% of FPL or eligibility for Medicaid. Districts are eligible for CERDEP funding if the district is at a 70% or greater poverty index, 64 out of 81 school districts in SC currently meet that index. Eligibility for EIA 4K is based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. If more students seek to enroll than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income, with the lowest family incomes given the highest enrollment priority. After spots have been filled by income-eligible students, any available spots are then offered to students with low DIAL scores or students with district-determined risk factors.
- <sup>13</sup> One hundred percent of students served in First Steps 4K classrooms met the CERDEP income requirement.
- <sup>14</sup> CERDEP Providers maintain classrooms with at least ten 4-year-old children, but no more than twenty 4-year-old children, with an adult to child ratio of 1:10. Waivers of the minimum class size requirement may be granted by the SCDE or SC First Steps. Flexibility of this ratio requirement during naptime is allowed by DSS. Private providers adhere to the 1:10 ratio during the day, including rest and outdoor time.
- <sup>15</sup> All CERDEP students shall be offered breakfast, lunch and a snack that meets USDA requirements daily. EIA 4K classrooms must provide either breakfast or lunch that meets USDA requirements daily.
- <sup>16</sup> South Carolina Department of Health and Environmental Control (DHEC) recommends vision and hearing screenings for all preschool children. Many state-funded programs comply with this recommendation. If CERDEP schools have resources for health screenings available, it is recommended that they should occur during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are noted in the child's health file on site and the results of all screenings are shared with parent(s)/guardian(s).
- <sup>17</sup> First Steps 4K families are also supported by the First Steps Local Partnership services in all counties of SC.
- <sup>18</sup> All CERDEP schools must incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement with an emphasis on interactive literacy and numeracy. The CERDEP providers must offer family workshops, materials, and resources that include information on how family members can help the child at home. CERDEP schools are strongly encouraged to coordinate with local district parent education programs and First Steps County Partnerships. CERDEP schools must also identify community and civic organizations that can support early learning efforts. Providers are encouraged to maintain documentation of family workshops and resources, as well as, community and civic partnerships that promote early learning. All First Steps 4K classrooms participate in ReadyRosie, a video modeling & mobile technology to build partnerships between families & educators to promote school readiness. Teachers build playlists for parents based on children's growth plans and the current study focus.
- <sup>19</sup> Schools with local Head Start collaborations must meet federal requirements for transition to kindergarten activities. In addition, to support school readiness and transition, the General Assembly funded summer or extended year 4K opportunities.
- <sup>20</sup> SC fully adopted new Early Learning Standards (SC-ELS) which are developmentally, culturally, and linguistically appropriate. The SC-ELS were designed to support each and every child in the state in any early care and learning setting. Diversity is valued to encourage family and community involvement in promoting children's success. Strategies provide ideas for teachers who are working with Dual Language Learners.
- <sup>21</sup> Private providers in First Steps 4K classrooms may qualify for transportation reimbursement.
- <sup>22</sup> Proviso 1A.58: Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department and SC First Steps to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's IEP or 504 Accommodations Plan. First Steps 4K has selected Gold by Teaching Strategies as the student assessment system which is aligned to the SC-ELS.
- <sup>23</sup> CERDEP districts: both public and private programs, are required to choose from a state-provided list of evidence-based curricula.
- <sup>24</sup> Each First Steps 4K lead teacher must possess, at minimum, a two-year degree in early childhood education or a related field. All lead teachers must have completed or be enrolled and demonstrating progress toward the completion of a teacher education program within four-years. Teachers holding a four-year-degree or higher in Early Childhood Education are preferred. For public teachers, the grade span for EC certification is Pre-K to Third grade. Programs electing to use Montessori as a curriculum

model must have a Montessori-credentialed lead teacher and pre-service is supported.

- 25 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. All First Steps 4K Assistant Teachers engage in a four-day pre-service professional development offering, SC First Steps Teacher Academy.
- 26 CERDEP only: By law, personnel must participate in professional development on topics related to teaching children living in poverty, and strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development). In addition, CERDEP legislation requires that CERDEP teachers and instructional assistants meet the South Carolina Child Care Licensing Regulation training requirements. Teachers and instructional assistants participating in CERDEP are required to attend at least fifteen hours of approved professional development annually to include South Carolina Center for Child Care Career Development (CCCCD) approved training in the following areas: at least five hours in curriculum, five hours in CD, and five hours in health and safety, guidance, or other related topics. All lead teachers and teaching assistants must complete PD with the Occupational Safety and Health Administration (OSHA) annually. SC First Steps 4K provides a minimum of 7 days of professional development for Lead and Assistant Teachers annually. All First Steps 4K Lead Teachers engage in a four-day pre-service professional development offering, SC First Steps Teacher Academy.
- 27 Coaching is focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, 6 early childhood specialists, and over 650 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level. First Steps 4K teachers are supported through our Building Learner Outcomes through Opportunities and Models (BLOOM). BLOOM provides active and sustained learning as a collaborative tool between teachers and their 4K Coaches. Personal goals, action plans and reflections provide accountable practices for quality instruction and student achievement.
- 28 The frequency of coaching or mentoring in public schools varies based on district and teacher need. First year teachers are required to receive first year teacher induction and mentoring. SC First Steps 4K Coaches make announced and unannounced classroom monitoring and technical support visits to each classroom at least twice monthly. All teachers participate in an individualized growth and development plan, BLOOM.
- 29 Other includes teachers with a Bachelor's degree plus an additional 18 hours of credits and teachers with a Master's degree plus an additional 30 hours of credit. One teacher has a Juris Doctorate as her highest degree. All public pre-k teachers must have a minimum of a Bachelor's degree in Early Childhood Education.
- 30 Lead and assistant teacher salaries are determined by each private provider. First Steps guidelines require paid time for professional responsibilities. First Steps 4K teachers and assistants receive a stipend for PD participation with all costs being covered.
- 31 The state total represents the amount appropriated by the SC Legislature for public 4K. CERDEP: \$47,424,102 (public), \$19,713,584 (First Steps), EIA: \$15,513,846. The \$62,937,948 used in public schools includes \$13,099,665 from the general fund and \$49,838,283 from Education Improvement Act funding which is derived from sales tax. First Steps is supported by general funds appropriation for the SC Child Early Reading and Education Program (CERDEP).
- 32 CERDEP providers are funded for instructional costs at a rate of \$4,600 per student enrolled. For EIA 4K, districts receive a per-pupil allocation annually based on the number of kindergarteners within the district who are eligible under the current poverty definition. No districts receive less than 90% of the previous year's allocation. First Steps: \$4,510 for instructional costs per CERDEP student enrolled and private providers may be eligible for \$574 per student transported. Funding is on a pro rata basis. These rates are based on a 6.5-hour day for 180 days, differing rates are accommodated for up to an 8.5-hour day and for a 220-day school year.
- 33 CERDEP does not permit subcontracting. During the current fiscal year, South Carolina First Steps may extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children residing in school districts approved for participation during the prior fiscal year and may not be used to supplant any existing federal child care investment.
- 34 CERDEP teachers must monitor progress in all domains. Instructional assessment used for progress monitoring may include the following options: Phonological Awareness Literacy Screening (PALS Pre-K™); Individual Growth and Development Indicators (myIGDIs™); Teaching Strategies® GOLD Work Sampling System (WSS) (On-line or paper assessment forms); Creative Curriculum Developmental Continuum, Ages 3-5; HighScope Preschool Child Observation Record (COR) (second edition); and Montessori assessment (only approved for Montessori classrooms). All 4K teachers must assess students using PALS, myIGDIs, or Teaching Strategies GOLD within the first 45 days of the school year and the final 45 days. Montessori classrooms may also use a Montessori assessment. Read to Succeed requires that all public pre-K students are given a readiness assessment upon entering school. Information on the chosen assessments can be found here: <https://ed.sc.gov/instruction/early-learning-and-literacy/assessments-in-early-learning/pre-k-readiness-assessments/>. "Read to Succeed" legislation requires that all public pre-K students are administered a readiness assessment within the first 45 days of entering school. SC First Steps 4K classrooms use Gold by Teaching Strategies for student assessment. All of the First Steps classrooms have used GOLD.
- 35 There are several districts in South Carolina that are participating in the initial Pyramid Model cohort. The pre-k classrooms in these school districts are also using the TPOT instrument. First Steps uses Teaching Strategies Coaching to Fidelity, Preschool Edition.
- 36 Data are used at the state level for annual reports and publications on the growth and progress in First Steps 4K classrooms.
- 37 Annual site visits to all classrooms by the SCDE are not required, but OELL attempts to visit as many public classrooms as possible based on district and teacher need. All private First Steps 4K CERDEP classrooms receive, at a minimum, twice a month visits by their 4K Coach.

## TENNESSEE - TENNESSEE VOLUNTARY PRE-K (VPK)

- 1 Training is provided in CLASS, ECERS-3, curriculum, and observation.
- 2 Contractors were hired to score the competitive application process.
- 3 Voluntary Pre-K (VPK) has eligibility requirements for 3- and 4-year-old children that is set by state law.
- 4 Programs are required to operate 5.5 hours per day, excluding nap time.
- 5 Tennessee operates on a 180-day school calendar year.
- 6 First priority for preschool eligibility goes to low income 4-year-old children.
- 7 Grantees must enroll children residing in the geographic area served by the Grantee who are four years of age on or before August 15 for the current school year and who are at risk. For purposes of this program, at risk is defined as: a) Children who qualify as economically disadvantaged per the Income Eligibility application and income guidelines set by the U.S. Department of Health and Human Services, regardless of the student's Individualized Education Program (IEP) status; or b) Are dependent children, as defined by T.C.A. § 49-6-101(f)(1)(A) whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action. If a district has exhausted all efforts to enroll 100% income eligible 4-year-olds, other children may enroll according to the established criteria set forth by the district's Community Pre-K Advisory Council (CPAC).
- 8 Tennessee has a 3-tier eligibility system. The first tier 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 not income eligible, but are screened and identified as at-risk due to an IEP, or who are ELLs. The third tier includes locally determined factors, which include (among other possibilities): parents with low education levels, parental substance abuse, risk that the child will not be ready for kindergarten, children born to teen parents, low birth weight or other health risk, or a parent on active military duty.
- 9 VPK is free of charge to all enrolled children.
- 10 Breakfast and lunch are required and snack is determined on the length of the day.
- 11 The full physical exam includes vision, hearing, height/weight, BMI, blood pressure, immunizations, psychosocial/behavioral, and developmental screening.
- 12 Parent involvement activities include: 1) A plan to introduce each child and family to the VPK program prior to the first day of school; 2) A plan that supports family engagement that may include, but is not limited to, family consultation, parenting skills training, home visits, and opportunities for parents/family members to volunteer; 3) Parent/teacher or family/teacher conferences are required two times each school year.
- 13 The requirement is that they implement a transition plan to enhance promotion and smooth transition for each child and family into the kindergarten setting. Decisions on how that is completed is made at the local level.
- 14 Other comprehensive services are encouraged. Implementation of extra services varies by districts.
- 15 In the VPK Scope of Services it states that districts must ensure that teachers have the training and support they need to meet the needs of DLL children.

- <sup>16</sup> Guidance documents and PD opportunities to support the use of the ELDS were provided and state training, guidance and support will continue with the implementation of the revised ELDS. The Portfolio assessment is required to follow Tennessee's ELDS.
- <sup>17</sup> The TN Pre-K Student Growth Portfolio is required for all teachers to complete and it must be aligned with the ELDS and developmental domains.
- <sup>18</sup> The state revised the approved curricula from 37 to three in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. All districts were provided money to purchase a new curriculum as well as sponsored trainings and ongoing assistance with their new curriculum. A school may request a waiver to use a different curriculum. An example of this would be Montessori.
- <sup>19</sup> Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from the TN Department of Education (TDOE).
- <sup>20</sup> State law passed in 2005-2006 requires that at least one educational assistant per classroom hold a CDA or AA, or be actively working toward such credentials. If no person with these 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 program to be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired. Assistant teachers are required to receive a minimum of 30 hours of state approved PD on ECERS, ELLCO, Personal Safety, ELDS, Child Care Rules and Regulations, and Social Emotional Learning Foundations. At least six hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to, or during employment.
- <sup>21</sup> In 2018-2019, the requirements increased from 24 to 30 clock hours per year for directors, teachers, and assistants. Six of the 30 hours must be developmentally appropriate literacy practices.
- <sup>22</sup> Yes, some private school teachers and assistants receive job-embedded support through Early Literacy Matters, TN's teacher training program in early literacy.
- <sup>23</sup> A coaching cycle is four-six weeks. A coach will meet with each teacher three times in a one-two week period before starting a new cycle.
- <sup>24</sup> According to the VPK Scope of Services, "Salaries for personnel in community-based agencies shall be reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience."
- <sup>25</sup> The funding benchmark is \$117,490 per class. The amount provided by the state varies depending on the Basic Education Plan (BEP) funding formula used in all grades. The district is required to provide a local match for any portion not provided by the state. The local match amount is determined by the BEP funding formula, which is based on 45 different components. Districts may use local funds, federal funds, or in-kind services to meet their required match.
- <sup>26</sup> The law requires (outside of a school) that child care centers under the jurisdiction of the TN Department of Human Services to have received three stars on the Quality Rating System to house a VPK classroom. Institutions of higher learning may serve children under a subcontract with a school district.
- <sup>27</sup> In 2017-18, the state-developed Pre-K Student Growth Portfolio was implemented. According to Tennessee's Pre-K Quality Act, Teachers and districts must choose an assessment from a state-approved list to demonstrate student achievement. Student achievement scores count as 15% of a teacher's evaluation; 50% of the evaluation is based on classroom observation and the remaining 35% is based on student growth. The Pre-K Student Growth Portfolio measures English language arts and math only, but districts can choose to select other assessments to assess additional domains.
- <sup>28</sup> In 2018-19, schools were required to conduct ECERS and ELLCO observations on all new teachers (during first year) and every seasoned teacher (every third year). A sampling of CLASS observations was conducted by Teachstone partners, and moving forward 20% of all VPK classrooms are being observed by the Early Learning Division at TDOE.
- <sup>29</sup> Early childhood walk-through tool (TDOE developed).
- <sup>30</sup> In 2019, the state invested in CLASS train-the-trainer for seven individuals. This team has provided CLASS pre-k Observation training to reliability to over 275 individuals with a 99% success rate. In 2019, TDOE made an additional investment to get all VPK Directors trained to reliability on ECERS-3.
- <sup>31</sup> The state does not require site visits by the LEA, but does require the LEA to ensure all classrooms are following the law, VPK Scope of Services, and the Standards for School-administered Child Care. It is a local decision on how they monitor those processes. All classrooms receive a minimum of two visits per year by their program evaluator and an additional six visits by their educational consultant in the PDG districts.

## TEXAS - TEXAS PUBLIC SCHOOL PREKINDERGARTEN

- <sup>1</sup> Yes, the division has milestones and metrics within the agency's strategic priorities.
- <sup>2</sup> A district must offer half-day pre-K 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 half-day pre-K classes if the district identifies 15 or more eligible children who are at least 3 years of age.
- <sup>3</sup> Children enrolled in Head Start are automatically eligible for pre-K. However, they are not required to be enrolled in both.
- <sup>4</sup> The state requires 180 minutes per day or 32,400 minutes per year.
- <sup>5</sup> Additional eligibility criteria include: (1) Being unable to speak and comprehend the English language; (2) Being educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program); (3) Homelessness; (4) Child of an active duty member of the armed forces of the United States; (5) Child of a member of the armed forces of the United States who was injured or killed while serving on active duty; (6) In, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing; or (7) Child of a person eligible for the Star of Texas Award.
- <sup>6</sup> Children must meet at least one risk factor, including income, to be eligible.
- <sup>7</sup> There is no rule regarding pre-K 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 pre-K 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.
- <sup>8</sup> Some districts serve either breakfast or lunch, and some offer both meals. Districts offering full-day pre-K are required to provide lunch.
- <sup>9</sup> Other health screenings are determined locally.
- <sup>10</sup> Transportation for prekindergarten is not required, however, district may use transportation funds if they choose.
- <sup>11</sup> Approaches to Learning is covered throughout the ELDS, but not an explicit, separate chapter.
- <sup>12</sup> Generally, the required certification is an EC-6. However, if the teacher is teaching in a preschool bilingual or special education classroom, he or she would need a bilingual or special education certification as well.
- <sup>13</sup> Paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a HSD and experience working with students or parents. Educational Aide II requires at least a HSD and one of the following requirements: two creditable years of experience; a minimum of 15 college credit hours with emphasis on CD 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 HSD and one of the following: three creditable years of experience; 30 college credit hours with some emphasis on child growth and development or related subject areas; or experience working with students or parents. There are no specific requirements for lead teachers or assistant teachers in nonpublic school settings.
- <sup>14</sup> All districts are expected to meet the High-Quality Prekindergarten program requirements which expects teachers to have 30 hours each year in ECE including 15 hours of mentoring or instructional coaching.
- <sup>15</sup> The development of teacher professional development plans is embedded within the state's teacher evaluation system.
- <sup>16</sup> All state-funded prekindergarten teachers are subject to additional state teacher qualifications which include ongoing support.
- <sup>17</sup> Foundation School Program Funds are generated based on Average Daily Attendance (\$853,234,186). Additional funding is then provided by a state grant which increases funding to \$854,984,186.
- <sup>18</sup> The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort."



<sup>19</sup> For additional information, see: [https://tea.texas.gov/sites/default/files/Appendix\\_H\\_Final\\_List\\_of\\_Pre-K\\_Recommendations.pdf](https://tea.texas.gov/sites/default/files/Appendix_H_Final_List_of_Pre-K_Recommendations.pdf)

<sup>20</sup> State developed T-TESS (<https://www.teachfortexas.org/>) or a similar locally-approved instrument.

<sup>21</sup> No site visits were conducted, but districts were required to submit data directly into the Texas Education Agency's data system.

## VERMONT - VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

<sup>1</sup> Expertise is also held in statewide systems building for MTSS and statewide policy guidance and development.

<sup>2</sup> State staff are provided access to national technical assistance centers and in-house professional development opportunities to support and increase their understanding of program needs and policy priorities. These opportunities are part of staff members' professional learning plans and professional evaluations.

<sup>3</sup> Act 166 requiring Universal Prekindergarten (PreK) was partially implemented during the 2015-2016 school year. Full implementation of Act 166 was required in the 2016-2017 school year, making the 2018-2019 school year the third year of full implementation of Act 166. In 2018-2019, school districts developed agreements with private prequalified PreK programs in towns/communities including public and private prequalified PreK programs.

<sup>4</sup> Districts are required to offer 10 hours of PreK per week over 35 weeks for each child enrolled in their district. Some children attend school-based PreK programs and some children attend private PreK programs that have been approved by the state. This is required for all 3-, 4-, and 5-year-olds not yet enrolled in kindergarten (Act 166). Aside from age, there are no additional eligibility criteria for Vermont's universal Pre-K.

<sup>5</sup> There were 155 children whose ages were unidentified.

<sup>6</sup> Decisions to maintain PDG-funded classrooms are made at the district level, and 68% of school districts that participated in PDG for the 2018-2019 school year have sustained full-day pre-K for their students.

<sup>7</sup> There were 67 children receiving services whose ages were unidentified.

<sup>8</sup> Programs operate up to five days per week, but this is determined locally.

<sup>9</sup> Kindergarten-age eligible children may enroll in preschool at the local program's discretion. Placement of kindergarten-age eligible children with documented disabilities is determined by the IEP team and school district. Some placements may be in pre-K.

<sup>10</sup> 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.

<sup>11</sup> Many of the programs provide snacks, breakfast, and/or lunch.

<sup>12</sup> As part of Child Find, programs screen children on their developmental growth. Vision and hearing screenings 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.

<sup>13</sup> Vermont's childcare licensing regulations stipulate that programs must offer parents opportunities for involvement in their child's PreK program. However, these opportunities are determined locally.

<sup>14</sup> Transition to kindergarten activities are determined locally, however, all activities need to be evidence-based per ESSA.

<sup>15</sup> Stakeholder groups are in the process of defining state policy for early childhood DLL.

<sup>16</sup> Vermont Childcare Licensing Regulations require that children are provided opportunities for moderate-to-vigorous play and gross motor activity outdoors for at least 60 minutes per day (Section 6.1.1.2.1). Licensed teachers are required to align curriculum including health, motor, physical activity, and outdoor movement opportunities with the Vermont Early Learning Standards (VELS). This is assessed through our state approved child progress monitoring system.

<sup>17</sup> Vermont has adopted TS GOLD as its child progress monitoring measure. TS GOLD is aligned with VELS. The Vermont Agency of Education (VAE) is providing technical assistance and training to school districts and private pre-K programs on VELS, TS GOLD, CLASS, ASQ-3, ASQ-SE, curriculum, etc.

<sup>18</sup> Curricula is selected on a local basis. However, in compliance with ESSA, all curricula need to be evidence-based. Detailed guidance, materials developed by the state, and direct training or technical assistance by state and regional staff are made available to local providers. Additionally, programs can access funding to support professional development.

<sup>19</sup> All licensed teachers in public settings are required to have a BA. In nonpublic settings, at least one teacher who holds a BA/MA and a valid VAE educator license with an endorsement in either ECE or early childhood special education, must be on site and physically present to oversee and ensure that curriculum is aligned with the VELS and PreK instruction is provided by the classroom teacher during designated PreK hours. The licensed teacher must be present for the ten hours of PreK education paid for by tuition from districts.

<sup>20</sup> Vermont has teacher associates and teacher assistants, both of whom are required to have a high school diploma or GED and preservice training in early childhood development or education.

<sup>21</sup> Additional PD hours may be required by specific schools on a locally determined basis.

<sup>22</sup> Vermont does not currently require coaching as a PD component, however, it is frequently utilized within VT's PD system and teachers who are identified as specifically in need of coaching support are required to utilize it. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting. Additionally, teachers working under Provisional Licenses must be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont educator.

<sup>23</sup> The annual rate for the PreK education tuition voucher is \$3,445. Act 166 requires school districts to fund school-operated PreK programs as well as make payments to offset tuition costs for families whose children attend a private PreK program.

<sup>24</sup> The Ready for Kindergarten! Survey is a required Kindergarten assessment and was administered in fall of the 2018-2019 Kindergarten year. Although PreK programs do not directly administer the survey, the data is utilized to assess children's school readiness at entry to Kindergarten and to inform PreK programming. Programs also use the Ages and Stages Questionnaire (ASQ-3) screening tool. For more information, see <https://education.vermont.gov/student-support/early-education/assessment>

<sup>25</sup> ECERS and CLASS are incorporated into annual PD training opportunities targeted toward both public and private programs. As part of our Step Ahead Recognition System (STARS), the results of these classroom observations are considered for program improvement and increased STARS level.

<sup>26</sup> The 2019-2020 school year marks the first year of PreK monitoring site visits through the implementation of Vermont's new PreK monitoring system.

## VIRGINIA - VIRGINIA PRESCHOOL INITIATIVE (VPI)

<sup>1</sup> The Virginia Department of Education recently established the Division of School Readiness, under which is the Office of Early Childhood. As one of the VDOE's three divisions, Early Childhood has gained an increased role in the strategic planning for the Department. The Office of Early Childhood now oversees the administration of VPI, Early Childhood Special Education (IDEA funded) and the PDG B-5. This year Virginia was awarded \$9.9 million through PDG B-5 to support the work of unifying early childhood in Virginia through increased quality and access. As part of the PDG B-5 grant, the VDOE has increased the Office of Early Childhood to now be comprised of ten full time employees. Leadership changes have taken place in the instatement of Jenna Conway, the Commonwealth's first Chief School Readiness Officer, a joint position between the Governor's Office and the VDOE, and Erin Carroll was hired as Director of the Office of Early Childhood at the Virginia Department of Education.

<sup>2</sup> In building a unified system, some positions require/prefer candidates with a background in ECE, and some positions may not hold the same requirement/preference.

<sup>3</sup> State staff participate in local, state, and national professional development opportunities related to building a statewide unified early childhood system and other related ECE topics. State staff attend a variety of conferences and state-run professional development opportunities, as well as conduct peer learning amongst the team. State staff are trained in classroom observation tools, such as the CLASS, and participate in curricular reviews to maintain understanding of quality instructional materials.

<sup>4</sup> The State contracts with University of Virginia for PALs-Pre-K, external CLASS preschool observations, and individualized consulting regarding professional development planning and supports. Site level monitors are contracted to assist with VPI Monitoring.

<sup>5</sup> There are several self-assessments and evaluations that take place to support the administration of state pre-K. In 2018-2019 the VDOE was requested to submit

Virginia's Plan to Ensure High Quality Instruction in All VPI Classrooms to the state legislature, which provided an assessment of practices and a plan for improving quality. Since then the VDOE has implemented CLASS observations for all VPI classrooms, which are conducted once every two years by external observers (though Divisions are encouraged to complete local observations more frequently). These CLASS observations have provided a basis for self-evaluation of the quality of teacher-child interactions within VPI programs, and have informed the professional development supports provided this year. Additionally, the VDOE has set forth the expectation that programs implement an aligned and comprehensive curriculum, selected from a set of pre-approved options. The VDOE has monitored the increase in use of curriculum to designate professional development supports. Finally, the VDOE completes a number of analyses and reports to monitor program change over time including legislative VPI Income Reports and VPI Eligibility Reports.

- <sup>6</sup> 128 of 135 school divisions are eligible for state VPI funds. Of those 128 eligible divisions, 123 provide VPI services.
- <sup>7</sup> VPI 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.
- <sup>8</sup> Virginia's PDG slots, called VPI+, were provided in VPI classrooms; however, the slots were not included in any state VPI enrollment counts as these slots were only funded by the federal grant.
- <sup>9</sup> The 2019 General Assembly provided \$6,139,559 to sustain PDG funded slots in school year 2019-2020. In 2018-2019 1,485 PDG slots (called VPI+ in Virginia) were filled with at-risk four-year-olds. In the 2019-2020 school year, over 1,485 of these slots have been sustained and filled with at-risk four-year-olds across the 13 communities that participated in the PDG (VPI+) grant.
- <sup>10</sup> 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.
- <sup>11</sup> Eligibility for VPI is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) student's parents or guardians are school dropouts, or (4) family income is less than 350% of FPL in the case of students with special needs or disabilities. A total of 15% of slots can be filled using locally determined criteria. Children must meet at least one risk factor, including income, to be eligible.
- <sup>12</sup> The Appropriation Act language does not mandate meals. All programs are encouraged to provide access to healthy meals and snacks to all students.
- <sup>13</sup> Vision and Hearing are required through state legislation. Immunizations and physical exam are included in the program guidelines.
- <sup>14</sup> 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.
- <sup>15</sup> 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.
- <sup>16</sup> VPI programs should have an intentional plan for implementing meaningful parental involvement and family engagement strategies in the areas of 1) building a community of respect that considers the various cultural, racial, and linguistic backgrounds of parents and caregivers, 2) promoting parenting skills and coaching parents as their children's first teacher, and 3) listening to parents feedback and building partnerships with them. At minimum, VPI programs should seek to schedule parent-teacher conferences at least twice a year, as well as consider strategies for ongoing routine communication, such as newsletters, family engagement apps, or recurring family-school activities.
- <sup>17</sup> The VPI program guidelines require programs to complete activities from the following strategies: collaborative meetings between preschool and kindergarten teachers, student visits to kindergarten, transitioning to kindergarten toolkits for parents, and providing engaging kindergarten registration/orientation meetings for parents. Additionally, preschool teachers are able to participate in training on the Virginia Kindergarten Readiness Program, Virginia's kindergarten screening assessment which is shared with families.
- <sup>18</sup> Virginia expanded the VPI Guidelines for DLL in 2019-2020.
- <sup>19</sup> Virginia is currently working on a document that will unify all standards for children birth through five regardless of setting.
- <sup>20</sup> The Early Learning Standards are being updated to include college and career ready standards for preschoolers.
- <sup>21</sup> The State mandates the use of the Phonological Awareness Literacy Screening tool.
- <sup>22</sup> The VDOE has provided a list of approved curriculum with instructions to implement an approved curriculum no later than the 2020-2021 school year.
- <sup>23</sup> Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA and 97% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. 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 curriculum and instructional practices.
- <sup>24</sup> Lead teachers in public schools VPI programs are required to have a VA license with a pre-K endorsement. A teacher with an Early Childhood Special Education endorsement AND an Early Childhood Add-On Endorsement is permitted to teach VPI. Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA and 97% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. 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 curriculum and instructional practices.
- <sup>25</sup> State guidance requires all 15 clock hours in specific topics related to early childhood education. This includes health and safety.
- <sup>26</sup> The VDOE contracts with the University of Virginia to provide professional development planning support. In 2018-2019, VPI programs were provided intensive professional development on using data to inform teacher feedback protocols and make professional development selections. This year, every VPI program has been assigned a PD Consultant. The PD Consultants are reviewing PD plans for all divisions and provided one-on-one coaching and follow up to improve PD goal setting, using a research based, Virginia-developed, rubric.
- <sup>27</sup> All classrooms receive at least one CLASS observations every two years from an external observer. This results from this observation are provided as part of a detailed feedback report with guidance on next steps. All VPI program coordinators have been trained to provide action planning and feedback based on these observation reports. Additionally, VPI programs have been encouraged to begin providing local CLASS observations at least twice a year. Next year this will be required for all VPI programs. External observations are used to provide a statewide baseline and in the future may be used to measure the accuracy of local observers.
- <sup>28</sup> State lottery funds are used for VPI. The total spending 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 data are not available. The state funding formula for the VPI provides a per-pupil rate of \$6,326, of which 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. VPI funding for each biennium is based on projected Kindergarten enrollment, the number of four-year-olds served by Head Start, a division's free lunch eligibility percentage, and composite index. These factors are updated in the formula each biennium.
- <sup>29</sup> Before beginning live observations, all observers were required to recertify with a pass rate of 85% overall. Across the observation window, inter-rater reliability checks occurred through regular double-coding sessions as well as weekly video coding calibrations, and 10% of the Spring 2019 CLASS observations were double-coded. Altogether, these robust approaches promoted inter-rater reliability, safeguarding the value and utility of baseline external CLASS ratings.
- <sup>30</sup> The VPI monitoring process takes place over a two-year period (first year desk review with self-study and improvement plan, second year onsite visit with follow-up from year 1) for all VPI programs and occurs once every four years.

## WASHINGTON - EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

- <sup>1</sup> The Department of Early Learning merged into the new Department of Children, Youth, and Families on July 1, 2018.
- <sup>2</sup> State pre-K administrative staff also have expertise in trauma informed care, family engagement, early learning environments, executive function, behavior management and support, interactions, and program licensing. Three staff members who have a formal background in early childhood education (ECE), but were not formally teachers, worked as family support staff within in state and federal early childhood education programs. One staff member who has a formal background in ECE, but was not formally a teacher, worked as a mental health specialist in a combined ECEAP/Head Start program. Most state positions require a background in ECE, but there are a few positions related to data coordination and program operations, such as contract management, that do not require a background in ECE.
- <sup>3</sup> Staff are given professional learning opportunities in preschool curricula and assessments, coaching, Haring Center for Inclusive Education Internships, Mobility Mentoring, executive function, plain talk, tribal government relations, racial equity, and state and national early learning conferences.
- <sup>4</sup> The ECEAP Administrator has direct oversight over the state program and reports to the Early Learning Programs Director. The previous ECEAP Administrator is now the

- Early Learning Programs Director and is an authorizing official in the agency, which is a division within the Department of Children, Youth, and Families.
- <sup>5</sup> ECEAP participates in the Partnership for Pre-K Improvement funded by the Bill and Melinda Gates foundation and coordinated by the Ounce of Prevention. The completed assessment is posted on the DCYF website and resulted in five areas of improvement for ECEAP. Robust planning, implementation, reflection and improvement has occurred as a result of this work.
  - <sup>6</sup> Of the remaining two counties, one is served by Head Start and the other is sparsely populated.
  - <sup>7</sup> Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.
  - <sup>8</sup> A total of 595 ECEAP children are counted toward Head Start Non-Federal Share and reported on the Head Start PIR as Non-ACF Funded Enrollment. No child is supported with both ECEAP and Head Start funding simultaneously.
  - <sup>9</sup> Enrollment in tribal sites was included in the Other Public Settings category. Enrollments in non-profit sites were included in the Private Settings category.
  - <sup>10</sup> Washington has four operating schedule options: (1) old part-day model at 2.5 hours per day minimum and 320 hours per year; (2) new part-day model (beginning with slots awarded in 2015) at 3 hours per day minimum and 360 hours per year; (3) full school-day model at 5.5 or more hours per day and 1,000 hours per year; and (4) extended day at 10 or more hours per day and 2,370 hours per year. 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 wrap around 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. In 2019-2020, all part-day model classes require a minimum of three hours per class session.
  - <sup>11</sup> In 2018-2019, 20 classes met two days per week (part-day model, with longer hours and a three-day class sharing the room). A total of 87 classes met three days per week, 638 classes met four days per week, and 196 classes met five days per week.
  - <sup>12</sup> Children are eligible for ECEAP if they are at least 3-years-old, but not yet 5-years-old, by August 31 of the school year, and meet one of the following criteria: (1) Returning to the same ECEAP Contractor from the previous school year; (2) Qualified by their school district for special education services. All children with a school district IEP meet this requirement; (3) Receiving Child Protective Services or Family Assessment Response Services; (4) From a family with income at or below 110% FPL; (5) From a family with income that exceeds 110% FPL and is impacted by specific developmental or environmental risk factors determined by DCYF to be linked by research to school performance.
  - <sup>13</sup> A priority point system based on a combination of income and other risk factors is used to determine eligibility and priority for enrollment in the limited slots. 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.
  - <sup>14</sup> Contractors offering sessions lasting less than three hours must provide breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. For class sessions lasting between three and five hours, one meal and one snack must be provided. For class sessions lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided. For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.
  - <sup>15</sup> Parent involvement activities include quarterly parent-teacher conferences, as well as a variety of opportunities for ECEAP families to volunteer, connect with other families, learn about parenting, and grow leadership skills. Opportunities offered must include voluntary participation in classroom, site, community, family, committee, and leadership activities. Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies. Contractors must write and implement a plan to encourage involvement from all families, including but not limited to families whose primary or home language is not English, parents or guardians working full time, fathers or father figures, family members who are not living at home, including deployed or incarcerated parents or guardians and other underrepresented families as applicable. Contractors must ensure that participation in family engagement opportunities is encouraged, but is not a condition of a child's enrollment. Contractors must select and provide family engagement opportunities based on enrolled families' expressed interests. See ECEAP 2018-19 Performance Standards for more information.
  - <sup>16</sup> Contractors must write a kindergarten transition plan with an annual schedule including activities to assist children and families in the transition from ECEAP to kindergarten, information-sharing about local kindergartens and discussion during parent-teacher conferences to help families understand their child's progress towards kindergarten readiness. Contractors must coordinate with schools in their service areas to plan joint family events when possible, connect ECEAP families to school kindergarten readiness events provided by schools, inform ECEAP families of kindergarten registration processes, build relationships with kindergarten teachers to promote successful transitions, exchange child information, such as child assessments, with parent permission.
  - <sup>17</sup> Contractors must ensure a culturally relevant curriculum that supports ongoing development of each child's home language, while helping each child learn English. Contractors must ensure teaching staff: (1) Use Teaching Strategies GOLD Online for their child assessment tool. Staff must enter and maintain accurate information in TS GOLD; (2) Complete the Home Language Survey on all ECEAP children, and assess the child's English language acquisition, if indicated, using TS GOLD objectives 37-38. Contractors must have written policies and procedures for recruitment and selection of staff and encourage applicants who reflect the ethnicity, culture, and language of children and families served. Materials and equipment must reflect the daily life, family culture, and language of enrolled children and the diversity found in society, while being respectful of the cultural traditions, values, and beliefs of enrolled families. In 2018-2019, ECEAP began collecting child level data on English proficiency and class level data on approaches to dual language learners. ECEAP is currently analyzing this data as it works towards related policy.
  - <sup>18</sup> The daily routine must include outdoor or large motor time. No specific number of hours are required.
  - <sup>19</sup> When ECEAP children are served by school district bus service, transportation is regulated by the Office of Superintendent of Public Instruction minimum standards. If transportation of children in non-school district vehicles occur, they must follow specific ECEAP safety standards.
  - <sup>20</sup> The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment.
  - <sup>21</sup> Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). The state purchases full sets of either curriculum for each classroom. If an ECEAP contractor wishes to use an alternative research-based curriculum they must complete the Alternative Curriculum Approval Form. The contractor must ensure staff supporting teachers implementing Creative Curriculum attend a Coaching to Fidelity training provided by UW Cultivate Learning staff. The contractor must ensure ECEAP lead teachers participate in the state's in-person curriculum training.
  - <sup>22</sup> 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.
  - <sup>23</sup> 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 (a 12 credit module equivalent to a CDA); or (4) A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.
  - <sup>24</sup> Lead teachers and family support specialists must complete a minimum of 20 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring. Assistant teachers must complete a minimum of 15 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring.
  - <sup>25</sup> The state requires individualized annual PD plans for any lead or assistant teacher who does not yet fully meet the required qualifications for their position.
  - <sup>26</sup> 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. (3) Assist the Contractor in completing remedial activities within the identified timeline, when applicable. Whether assistant teachers are involved with the coach may vary by local decision. Coaches are required to do what is necessary to support each site to attain or maintain a level 4 or 5 in Early Achievers-Washington's QRIS.
  - <sup>27</sup> The frequency of coaching/mentoring varies by ECEAP contractor and site needs. It is not specified in statewide requirements.
  - <sup>28</sup> In 2018-2019, the state child care workforce development technical workgroup released a report to the Governor and legislature with recommendations for a competitive compensation package comparable to K-3 educators, access to a state-sponsored substitute pool and expansion of Working Connections Child Care (WCCC) eligibility. The recommendations support increased child care workforce wages, reduce turnover, enable child care providers to recruit more qualified educators, and maintain the diversity of the current workforce.
  - <sup>29</sup> In addition, WA received \$85,760 from Partnership for Pre-K Improvement funded by the Bill and Melinda Gates foundation and coordinated by the Ounce of Prevention. These funds paid for a project position of Early Learning Management System (ELMS) Product Owner.

- <sup>30</sup> Formal observations by University of Washington (UW) are done as part of the QRIS rating, every three years, using ERS and CLASS. Coaches conduct structured observations at their discretion in between formal QRIS ratings using these same tools. Coaches are strongly encouraged to attend reliability training in ERS and CLASS.
- <sup>31</sup> In 2018-2019, ECEAP continued to require child care licenses for all ECEAP sites with the exception of sites operated by a government entity (school districts, county and city governments) that are exempt from the requirement. Licensed sites are monitored annually for compliance with child care licensing requirements. ECEAP contractors are scheduled to be monitored by DCYF ECEAP staff every 4 years. When visiting a contractor 60% of sites are visited. ECEAP sites are visited based on risk assessment, which may indicate more frequent or less frequent visits because a representative sample of contractor sites are visited. In the future, it is anticipated that all sites will be visited annually by child care licensors.

## WEST VIRGINIA - West Virginia Universal Pre-K

- <sup>1</sup> The West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing WV Universal Pre-K. However, the WVDE Office of Early & Elementary 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.
- <sup>2</sup> A background in ECE is required for the state Pre-K Coordinator, School Readiness Coordinator, and Curriculum and Professional Development Coordinator.
- <sup>3</sup> Opportunities are based on individualized needs and job priorities. Professional learning opportunities have included coaching, fiscal/school aid funding, educational leadership, data-driven decision making.
- <sup>4</sup> In West Virginia's collaborative model, all students are considered enrolled in public settings. All settings are required to meet all requirements of WVBE Pre-K Policies (2525 and 2520.15). The total count includes 1,150 3-year-olds who are eligible with an IEP. An additional 1,616 3-year-olds (also referred to as in the exclusion category) enrolled in pre-K through collaborative programs (such as Head Start or child care) were not included in the enrollment total. Children in the exclusion category are funded by a collaborating partner but participate in pre-K funded classrooms when space is available. Children under 3 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 eligibility cut-off date. The enrollment decrease may be attributed to change in pre-K enrollment cut-off date from prior to September 1 to prior to July 1 beginning with the 2018-2019 school year.
- <sup>5</sup> Each pre-K classroom, including special needs classrooms, must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually. The number of hours per day is determined locally with a minimum of 25 hours per week. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements. No programs are part-day; however, children may attend part-day, as determined by IEP teams. That is the case for the 501 children reported to be in part-day programs.
- <sup>6</sup> During the 2017 state legislative session, a bill was signed into law, which amends West Virginia code regarding pre-K and kindergarten age eligibility. These changes adjust the early childhood education program age attainment date requirement from age four prior to September 1 to age four prior to July 1 for pre-K enrollment, with the July 1 date becoming enforceable with the 2018-2019 school year. For kindergarten enrollment, the changes adjusted the age attainment date from age 5 prior to September 1 to age 5 prior to July 1 for, with the July date becoming enforceable with the 2019-2020 school year. Children who are 5 years old prior to September 1 shall be enrolled in kindergarten, 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. Local school districts can allow for early entrance to kindergarten based on an assessment.
- <sup>7</sup> The maximum class size is 20 children as long as there is 35 square feet of useable space per child available. The maximum staff-child ratio is 1-10; however, two adults must be present with children regardless of class size.
- <sup>8</sup> For children enrolled in a WV Pre-K classroom, breakfast and lunch must be provided. Meals in community programs may include lunch and snack, rather than breakfast and lunch if a classroom's regular operation times occur when breakfast is not required.
- <sup>9</sup> The full physical exam must examine neurological functions, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.
- <sup>10</sup> WV Pre-K classrooms must incorporate meaningful ways of communicating with and involving parents/guardians that includes at a minimum: (1) opportunities for parents/guardians to participate in decision making about their child's education through a minimum of two documented face to face conferences annually with each child's parents/guardians. Home visits are recommended for these conferences; (2) documented methods of communicating with parents/guardians such as newsletters, child activity reports, phone calls, home visits, e-mail and conferences; (3) services to children and their families necessary to support children as they transition into, participation in, and transition out of the program; (4) services for children who come from homes where languages other than English are spoken, support services including communication that is comprehensible and supportive of both the native language and English language development are provided; (5) support services pursuant to Policy 2419 are provided in accordance with the needs specified in the child's IEP for preschool children with disabilities who are integrated into the program; and (6) classrooms that are open to parents/guardians and where parents/guardians are encouraged to participate in classroom activities.
- <sup>11</sup> Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary.
- <sup>12</sup> Each county collaborative early childhood team must have a written plan for transitioning children into WV Pre-K and out of WV Pre-K into kindergarten, as described in WVBE Pre-K Policy 2525, that includes: (1) opportunities for children and their family to visit the setting into which the child is transitioning; (2) provision of written information to parent/guardian as appropriate about WV Pre-K or kindergarten registration and what to expect in WV Pre-K or kindergarten; (3) an opportunity for teachers/providers in the WV Pre-K system and the kindergarten program in that county to meet at least annually to discuss how to facilitate successful transition and support the reciprocity of readiness practices; (4) a county system for transferring assessment data, including but not limited to the WV Pre-K Child Assessment System Kindergarten Transition Report, for each child who has participated in an eligible program to the kindergarten teacher to assist the kindergarten teacher in identifying areas of development and areas for growth to meet the individual needs of each child; (5) policies and procedures for the transition of children with IEPs into and out of the WV Pre-K to ensure compliance with state and federal requirements; and (6) county collaborative early childhood team transition plans shall utilize best practices for successful transitions, including the Ready, Set, Go! WV School Readiness Framework. The framework and is accessed at <https://wvde.us/early-and-elementary-learning/ready-set-go-wv-school-readiness/>
- <sup>13</sup> WVBE Policy 2417: Regulations and English Language Proficiency Standards for English Learners, addresses supports for dual language learners (DLL). This policy requires state pre-k programs have an approved written plan for supporting children who are DLL. Additional funding is allocated to support programs serving children who are DLL.
- <sup>14</sup> WVBE Policy 2525 requires one hour of outdoor time daily, weather permitting. A combination of indoor and outdoor gross motor time may be utilized when weather conditions are conducive. Gross motor time is considered instructional time.
- <sup>15</sup> In WV Universal Pre-K programs, transportation is considered a support, not a mandated service, unless it is a related service for children with disabilities in accordance with state and federal requirements.
- <sup>16</sup> The Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten were replaced with WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) Effective July 2019. The WV Pre-K Standards Resource Booklet for Universal Pre-K was provided as a support document for the revised West Virginia Pre-K Standards (Ages 3-5). It includes standards and alignments. It can be accessed at <https://wvde.us/wp-content/uploads/2019/05/PKStandardsBookletUPDATE-Final-May-2019.pdf>. Content related to cultural awareness and supports for children's home language are located in the Foundations of Early Learning Standards Framework chart (standards effective during the 2018-2019 school year). Content related to cultural awareness and supports for children's home language are located in the Guiding Principles of the WV Pre-K Standards (Ages 3-5) and include foundations and descriptions (standards effective 2019-2020 school year).
- <sup>17</sup> For a copy of the 2015 standards, please email the NIEER Yearbook team.
- <sup>18</sup> The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide PD 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 and 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.
- <sup>19</sup> The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K programs, as per WVBE Policies 2520.15 and 2525.
- <sup>20</sup> Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization. A small percentage of teachers hired before 2013 (when policy changed to require all new teachers hold a BA) have an AA.

- 21 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 CDA or state equivalent.
- 22 State policy requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in at least 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process. Policy 5500.02 County Service Personnel Staff Development Councils provides guidance for the support and delivery of PD for service personnel, including pre-K assistant teachers. The policy requires coordination of 18 hours of job related staff development annually.
- 23 An orientation for new staff in a WV Pre-K classroom will be provided within the first 30 days of employment that includes a review of: Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety, including prevention of injury both indoors and outdoors; fire safety, including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.
- 24 The WV Educator Evaluation System was developed using The Framework for Teaching (Danielson Group). All public school principals must complete the ongoing annual process with teachers in accordance with WVBE Policy 5310: Performance Evaluation of School Personnel. Assistant Teachers must have a PD plan that is linked to predetermined needs, reflect program goals and policies, and include a systemic evaluation process. All classroom staff employed by collaborating child care centers must have a PD plan that includes staff evaluation in the process in accordance with state child care licensing regulations. PD and evaluation formats are designed by the Child Care Directors. Head Start Performance Standards require grantees to maintain a system of training and PD for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.
- 25 All Lead Teachers are required to have a minimum of a bachelor's degree; however, data is not available on various education levels.
- 26 All teachers (lead and assistant) employed as Public School employees are required by state code to receive the same salary and fringe benefits as K-12 lead teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.
- 27 WV Universal Pre-K is included in state aid funding. It is allocated as part of the K-12 state aid funding process and is the same for pre-K through grade 12 students. WV School Aid funding is determined by enrollment totals on October 1st annually.
- 28 County board of education receive state aid funding. The LEA must provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team should consider a number of issues and costs, such as personnel, facilities, materials and equipment, curriculum, needed improvements, and professional development. A budget and cost allocation worksheet must be completed for each collaborative pre-k classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts.
- 29 All collaborative partners with county boards of education must hold a current child care center license in order to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.
- 30 Counties may use PALS in addition to the ELS. 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. West Virginia offers PALS to all counties who wish to utilize it for pre-K in addition to the ELS. The state pays costs of PALS training and materials.
- 31 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. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined.
- 32 Each district is required to maintain a continuous quality improvement process that includes an annual plan that utilizes data from classroom observation results and aggregated child assessment data for program planning and professional learning. Each district must participate in a Pre-K Program Review that is conducted by the state Pre-K Steering Team. The continuous quality improvement process and program records are reviewed during these program reviews. Follow-up is conducted prior to three years, as necessary. Districts can also request state technical assistance to support implementation of WV Universal Pre-K, classroom observations, and professional learning based on the identified needs determined through the CQI process.
- 33 Each district is required to conduct a formal classroom observation annually, in addition to site visits at the beginning of the school year for completion of the WV Universal Pre-K Health and Safety Checklist. Results from classroom observations must be included in their continuous quality improvement process, along with aggregated child assessment data. This information is utilized to determine individualized supports for teacher, as well as programmatic professional learning opportunities.

## **WISCONSIN - Wisconsin Four-Year-Old Kindergarten (4K)**

- 1 The core early childhood consultant is required to have a background in ECE. Team supervisors and Division leaders are not.
- 2 Internal professional development (data collection and analysis, learning series-equity, optional communities of learning); Statewide workshops and conferences; National conferences
- 3 The enrollment number reflects the number of children reported by districts as enrolled in 4K. Data submitted by districts does not include an age breakdown. Districts can determine if they choose early enrollment by age, per their district policy.
- 4 School districts can contract with Head Start programs to implement 4K.
- 5 School districts are allowed to choose how they schedule their 4K programming. Some have full-day programming for two to three days a week, while others have half-day programming for four to five days a week. State funding is either a .5 or .6 FTE for membership count and state funds.
- 6 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.
- 7 The state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year, but it does allow districts to have early entrance policies. Districts that do allow this usually only enroll children who are three years of age by October or November upon parental request. Sometimes children with disabilities who are under four years of age are also counted if they were placed in 4K. Districts are also allowed to establish policies for maximum ages.
- 8 If a district offers 4K, it is open for all age-eligible children. No wait lists can exist.
- 9 There are no state requirements for class size or staff-child ratios. 4K programs partnering with child care or Head Start follow those requirements.
- 10 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.
- 11 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.
- 12 If there are screening results of concern, it is recommended that follow-up information and possible referrals be made. Parents have a choice in deciding if they would like to pursue next steps.
- 13 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 cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.
- 14 The state does not have specific policies, however provides information and guidance regarding providing services to children who are dual language learners.
- 15 The amount of time is not specified, however the following is recommended: Math, social studies, science, health, physical education, art, and music should make up

- approximately 10% each of the teacher-directed curriculum activities, for a total of 70% of the curriculum.
- 16 Transportation is required, however if a child is attending a program with wrap-around care or at community setting, districts are only responsible for transportation to the 4K portion of the programming.
  - 17 The state does not have stand alone K-3 or college and career ready early grades standards. Infant and toddler standards are included in Wisconsin Model Early Learning Standards.
  - 18 The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources.
  - 19 The state does not require child assessments; however, districts are encouraged to actively assess development to support and plan for ongoing learning. Districts are encouraged to align chosen assessment with the WI Model Early Learning Standards.
  - 20 Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources.
  - 21 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.
  - 22 Assistant teachers can meet one of three requirements: (1) at least two years of higher education, (2) an AA or higher, or (3) 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.
  - 23 There are no statewide required hours for PD. Districts, however, may have their own requirements. These are not submitted to the Department of Public Instruction (DPI). Licensed teachers have the option of doing a performance-based system that includes writing PD plans, working with a mentor, and having a team review and approval. Educator effectiveness practices for licensed teachers involve individualized PD plans. For assistant teachers, requirements for individualized PD plans depend on the employing agency. If they are employees of the public school districts, then they do need to have individualized PD plans. If a community partner hires them, then evaluation is required, but the employer defines the format. It does not have to be an individualized PD plan.
  - 24 For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.
  - 25 Not known, however 4K teachers need to have at least a Bachelor's of Education but it does not need to be in EC. They can apply for a Provisional License and work toward the EC subject area. Provisional licenses are valid for three years.
  - 26 The State does not require paid time for PD. Local districts can determine if they want to provide this within their own contracts.
  - 27 The State does not require districts to have parity. Decisions for how and if districts want to do that are determined by each district.
  - 28 IDEA is used to support special education costs for 4K pupils. McKinney-Vento, Title I, and Title II are used but not directly for the 4K program. Federal HS grant and the state-funded HS supplement support actual Head Start programs, not 4k programs in public schools.
  - 29 Additional information about funding: (1) The bulk of funding for 4K programs comes from state General/Equalization Aid (state's General Fund) and local property tax revenue. (More detail below). (2) All school districts receive "Per Pupil Aid" (state's General Fund), a flat dollar amount for each revenue limit member (i.e., pupils who are residents of the school district and for whom the district pays the cost of education). In 2018-19, that amount was \$654 per FTE member, regardless of grade level. (3) The 4k Start-Up Grant program (state's General Fund) provides state funding to school districts that are newly implementing a 4K program: up to \$3,000 per 4K pupil in the first year, and up to \$1,500 per 4K pupil in the second year. The grant funds are intended to replace local tax revenue that the district is not able to raise in the first two years of the 4k program, due to revenue controls on school districts that uses a three-year rolling average membership (pupils counted by the district). (4) School districts are eligible for additional state categorical aid, based on reimbursement of expenditures (e.g. special education, transportation) or set dollar amounts per pupil for eligible/participating districts (e.g., sparsity aid for small rural districts). The expenditures/total number of members [pupils] for which districts receive aid under these programs would include their 4K pupils, but the aid amounts are not split out by grade level. (Most state categorical aid programs are supported by the state's General Fund; one exception is the aid for school libraries [\$36.2 million in 2018-19], which is supported by the state's Common School Fund.)
  - 30 .5 of a district's 1.0 FTE or .6 of a district's 1.0 FTE (includes additional hours for Parent Outreach)
  - 31 The state requires screening for early literacy development; however, no specific tool is required. Screening instruments are a local decision.
  - 32 Site visits depend upon where the 4K program is located. WI has 4K Community approach sites. Based on location (such as child care or Head Start)-programs may be monitored via the location's required regulations.

## WISCONSIN - Wisconsin Head Start State Supplement

- 1 Staff have many opportunities to attend training in state and required federal travel.
- 2 Review of process, modification based on feedback, revise application to gather additional information.
- 3 One previous grantee relinquished their grant and the funding went for re-competition. These numbers include Tribal and Migrant Head Start programs all receiving state supplemental Head Start funds.
- 4 Funds are available to federal Head Start grantees in good standing choosing to implement the program.
- 5 The Wisconsin Head Start Supplement provided services for 791 children including 615 children in Head Start, seven children in Migrant and Seasonal Head Start, and 169 children in Early Head Start.
- 6 Enrollment by grantee type: three Cooperative Educational Services Agency, 22 Private or public agencies, five Public Schools, nine Tribal grantees
- 7 Programs follow the federal Head Start Performance Standards and the grant-approved program design.
- 8 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.
- 9 The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.
- 10 Screenings follow federal Head Start requirements. Medical screening is done by a physician that may be the family physician or arranged by Head Start. Referrals can include medical follow-up or referrals for evaluations under IDEA.
- 11 Per performance standards and licensing, as applicable.
- 12 WIDA the Early Years are aligned with the WI Model Early Learning Standards.
- 13 The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources.
- 14 Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources.
- 15 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.
- 16 All agencies must have a Head Start grant in good standing to be eligible for the supplement.
- 17 Head Start does not require specific tools.

## **GUAM - Guam Department of Education Pilot Prekindergarten Program**

- <sup>1</sup> The Guam Department of Education (GDOE) is a unitary school district, comprised of four regions. There is one Pilot Prekindergarten School in each of the four regions.
- <sup>2</sup> Professional Development (such as attendance at the NAEYC Professional Learning Institute).
- <sup>3</sup> Every three years, the Department of Education's Research, Planning and Evaluation Division provides an evaluation on the implementation of the Pilot Prekindergarten Program.
- <sup>4</sup> The Pilot Prekindergarten Program is voluntary.
- <sup>5</sup> All children enrolled in pre-K must complete a registration form, which includes a physical examination and a TB Clearance.
- <sup>6</sup> The 2018 Family Engagement Conference was held for the seventy-two (72) families participating in the Pilot Prekindergarten Program.
- <sup>7</sup> Each child registered in the Prekindergarten Program must have a home language screening form completed. Teachers may avail themselves of ESL Coordinators if DLL support is needed.
- <sup>8</sup> Pilot Prekindergarten Teachers meet monthly to talk about both instructional practices and program issues.
- <sup>9</sup> State funding for the Pilot Prekindergarten Program is targeted to address the Personnel and Fringe Benefit Category cost. The Department continues to leverage funding with other federal programs to provide training as well as technology support.
- <sup>10</sup> The State developed a Progress Report that identifies the various components that must be assessed on a semester basis. The components include: Language Arts/Literacy; Mathematical Thinking, Scientific Thinking; and Physical Development & Health. Preschool Brigance Assessments are administered twice a year: a pre-assessment in August and a post-assessment in May.

## APPENDIX B: HEAD START DATA

### STATE-FUNDED HEAD START

STATE	State funding (Fiscal year 2019) <sup>1</sup>	State enrollment: additional funded slots for 3- and 4-year-olds (Program year 2018-2019) <sup>1</sup>
Alabama		
Alaska	Not reported	136
Arizona		
Arkansas		
California		
Colorado		
Connecticut	\$5,083,238	267
Delaware	Not reported	174
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	\$3,124,038	0
Maryland	\$1,800,000	2
Massachusetts	\$9,600,000	135
Michigan	Not reported	48
Minnesota	\$11,112,490	1,202
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma		
Oregon	\$74,436,226	7,829
Pennsylvania	\$59,177,799	6,545
Rhode Island	\$1,190,000	130
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin	\$6,264,100	615
Wyoming		
<b>50 States + DC</b>	<b>\$171,787,891</b>	<b>17,083</b>
Guam		
Data sources	a	b



**APPENDIX B: HEAD START DATA** (continued)

FEDERAL HEAD START

STATE	Federal actual spending (Fiscal year 2019) <sup>2</sup>	Funded enrollment (Program year 2018-2019) <sup>2</sup>		American Indian/Alaska Native funded enrollment (Program year 2018-2019) <sup>2</sup>		Migrant & seasonal funded enrollment (Program year 2018-2019) <sup>2</sup>		Percent of children enrolled full-day, 5 days per week, all ages (Program year 2017/2018) <sup>3</sup>
		3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds	
Alabama	\$107,563,968	5,555	6,048			93	89	77%
Alaska	\$38,517,039	471	565	670	703			15%
Arizona	\$159,680,887	4,150	6,246	1,262	1,577	423	233	26%
Arkansas	\$54,679,908	3,544	2,769			162	86	100%
California	\$946,841,833	33,169	32,194	247	350	3,005	1,666	39%
Colorado	\$89,238,668	3,370	4,289	60	80	163	190	35%
Connecticut	\$47,054,372	1,928	2,278					57%
Delaware	\$13,199,992	635	849					13%
District of Columbia	\$15,623,618	1,032	1,118					100%
Florida	\$304,713,474	13,847	17,212			1,046	445	90%
Georgia	\$179,353,244	11,312	8,275			172	83	98%
Hawaii	\$21,288,971	993	1,291					22%
Idaho	\$42,177,936	780	1,514	83	121	328	245	31%
Illinois	\$268,031,152	12,084	13,830			134	127	59%
Indiana	\$112,353,813	5,179	6,314					32%
Iowa	\$52,110,895	2,577	2,994					43%
Kansas	\$58,716,305	2,138	2,939	26	36			27%
Kentucky	\$125,661,348	5,607	6,556			105	39	24%
Louisiana	\$147,496,182	10,642	7,065					87%
Maine	\$28,536,875	949	1,267	28	32			27%
Maryland	\$79,250,715	4,124	3,504					68%
Massachusetts	\$116,497,665	5,056	4,456			46	23	29%
Michigan	\$257,337,503	11,431	10,924	225	132	416	304	25%
Minnesota	\$106,093,056	4,242	3,925	336	314	303	228	17%
Mississippi	\$164,518,491	9,398	10,055	141	67			86%
Missouri	\$122,787,425	5,863	5,033					40%
Montana	\$38,740,356	1,070	1,344	678	771			36%
Nebraska	\$35,213,474	1,475	1,788	74	145	19	18	44%
Nevada	\$26,900,372	1,097	987	164	198			18%
New Hampshire	\$14,745,707	572	606					21%
New Jersey	\$126,903,633	5,924	5,962			35	19	91%
New Mexico	\$68,496,018	2,715	2,628	985	1,099			54%
New York	\$429,776,207	18,009	18,505	88	55	145	62	82%
North Carolina	\$149,849,238	6,985	9,024	76	68	171	152	96%
North Dakota	\$25,395,617	664	856	341	441			17%
Ohio	\$274,981,207	13,287	14,664					30%
Oklahoma	\$104,028,632	6,988	4,282	1,284	1,153			71%
Oregon	\$114,943,144	1,810	2,536	159	159	1,368	905	54%
Pennsylvania	\$253,323,698	10,523	13,060			121	71	56%
Rhode Island	\$22,853,434	891	986					23%
South Carolina	\$88,915,169	5,926	3,616	43	37	51	37	86%
South Dakota	\$35,160,320	892	1,295	750	677			31%
Tennessee	\$137,717,389	6,632	7,807			87	79	54%
Texas	\$554,548,099	28,685	29,553	17	17	2,848	815	77%
Utah	\$62,292,669	1,921	2,455	115	127	149	142	24%
Vermont	\$14,533,859	429	536					31%
Virginia	\$104,076,235	5,835	5,687			29	28	75%
Washington	\$160,338,901	3,500	4,362	517	561	1,043	873	39%
West Virginia	\$56,177,427	2,374	4,407					32%
Wisconsin	\$115,191,716	5,911	4,118	425	278	150	132	29%
Wyoming	\$16,238,794	512	701	110	89			11%
<b>50 States + DC</b>	<b>\$6,690,666,651</b>	<b>294,707</b>	<b>305,271</b>	<b>8,901</b>	<b>9,289</b>	<b>12,613</b>	<b>7,091</b>	<b>58%</b>
Guam	\$3,474,939	154	380					26%
Data sources	c	c	c	c	c	d	d	d

**APPENDIX B: HEAD START DATA** (continued)

**AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2018-2019)<sup>4</sup>**

STATE	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	\$28,834	\$17,083	\$24,376	\$30,806	\$30,483	\$18,673
Alaska	\$36,613	\$32,952	\$34,609	\$39,112	\$57,171	\$24,454
Arizona	\$34,007	\$27,658	\$30,620	\$36,289	\$45,000	\$22,080
Arkansas	\$30,013	\$22,144	\$26,754	\$31,097	\$38,840	\$22,570
California	\$38,147	\$30,698	\$32,967	\$41,330	\$46,318	\$27,319
Colorado	\$35,541	\$23,624	\$28,151	\$38,231	\$46,963	\$22,940
Connecticut	\$38,016	N/A	\$29,001	\$36,710	\$54,421	\$22,855
Delaware	\$23,221	N/A	\$20,502	\$24,141	\$26,072	\$16,451
District of Columbia	\$87,220	N/A	\$41,164	\$64,863	\$95,193	\$28,557
Florida	\$35,838	\$23,406	\$27,082	\$39,377	\$45,636	\$22,672
Georgia	\$30,216	\$23,471	\$24,589	\$31,695	\$37,633	\$20,040
Hawaii	\$37,944	\$25,650	\$42,943	\$36,891	\$40,186	\$25,957
Idaho	\$26,539	\$12,855	\$20,681	\$26,491	\$31,613	\$16,457
Illinois	\$45,846	\$18,463	\$26,742	\$40,709	\$67,720	\$27,331
Indiana	\$28,384	\$19,286	\$25,997	\$30,552	\$38,570	\$19,429
Iowa	\$33,838	\$20,198	\$28,746	\$34,529	\$48,466	\$21,528
Kansas	\$38,067	\$31,398	\$27,905	\$38,971	\$48,548	\$17,473
Kentucky	\$30,240	\$21,979	\$22,814	\$30,453	\$41,951	\$16,569
Louisiana	\$29,409	\$23,225	\$27,638	\$31,711	\$41,532	\$18,297
Maine	\$32,467	N/A	\$28,967	\$33,764	\$34,113	\$23,882
Maryland	\$41,194	\$26,920	\$29,013	\$36,068	\$63,562	\$24,638
Massachusetts	\$33,830	\$31,616	\$29,991	\$34,464	\$36,634	\$25,588
Michigan	\$33,132	\$15,310	\$27,946	\$35,554	\$39,477	\$22,507
Minnesota	\$36,311	\$31,565	\$35,591	\$38,020	\$43,110	\$23,987
Mississippi	\$23,266	\$21,944	\$16,968	\$25,296	\$25,052	\$16,194
Missouri	\$28,194	\$22,003	\$25,355	\$31,168	\$36,626	\$20,234
Montana	\$27,041	\$21,187	\$25,976	\$30,679	\$29,166	\$18,534
Nebraska	\$35,433	\$23,124	\$25,584	\$34,405	\$47,696	\$18,675
Nevada	\$34,916	\$27,071	\$34,126	\$38,191	\$36,440	\$24,268
New Hampshire	\$29,461	\$23,975	\$28,274	\$30,142	\$32,668	\$21,943
New Jersey	\$45,450	\$15,235	\$23,498	\$46,172	\$57,855	\$25,277
New Mexico	\$29,090	\$21,374	\$27,054	\$35,563	\$39,424	\$18,762
New York	\$37,644	\$24,158	\$28,452	\$35,114	\$44,352	\$25,489
North Carolina	\$27,436	\$19,359	\$21,509	\$30,699	\$25,062	\$20,527
North Dakota	\$33,336	\$29,180	\$29,812	\$36,940	\$51,660	\$19,731
Ohio	\$31,533	\$19,952	\$27,450	\$31,936	\$40,197	\$22,023
Oklahoma	\$32,817	\$23,240	\$26,922	\$35,129	\$35,017	\$22,086
Oregon	\$31,311	\$26,658	\$30,854	\$33,719	\$32,515	\$21,091
Pennsylvania	\$43,947	\$14,411	\$27,638	\$43,293	\$54,745	\$22,504
Rhode Island	\$37,830	N/A	\$32,272	\$38,944	\$39,391	\$25,278
South Carolina	\$25,169	\$16,231	\$22,299	\$25,366	\$29,457	\$18,458
South Dakota	\$32,788	\$26,527	\$27,010	\$36,293	\$54,496	\$17,462
Tennessee	\$30,383	\$14,904	\$24,145	\$33,622	\$42,248	\$20,156
Texas	\$37,140	\$24,854	\$28,199	\$39,666	\$44,866	\$20,049
Utah	\$28,942	\$20,227	\$26,810	\$30,593	\$36,309	\$22,988
Vermont	\$37,171	N/A	\$29,098	\$35,352	\$41,465	\$27,308
Virginia	\$37,080	\$20,481	\$26,087	\$36,807	\$46,275	\$21,033
Washington	\$35,960	\$31,797	\$34,309	\$39,067	\$40,090	\$26,486
West Virginia	\$37,323	\$19,686	\$27,036	\$34,651	\$51,621	\$23,261
Wisconsin	\$35,472	\$10,778	\$27,295	\$38,663	\$54,631	\$19,939
Wyoming	\$28,958	\$26,751	\$25,547	\$34,344	\$41,565	\$18,045
<b>50 States + DC</b>	<b>\$35,094</b>	<b>\$24,647</b>	<b>\$28,069</b>	<b>\$36,091</b>	<b>\$47,394</b>	<b>\$22,218</b>
Guam	\$41,447	N/A	\$41,123	\$41,044	\$53,445	\$20,030
Data sources	d	d	d	d	d	d

## APPENDIX B: HEAD START DATA (continued)

### DATA SOURCES

- a Data are from NIEER's survey of state supplements to Head Start and the NIEER Yearbook survey.
- b Head Start enrollment supported by state match from the Administration for Children and Families (ACF) or as reported in NIEER's survey of state supplements to Head Start or the NIEER Yearbook survey.
- c Federal spending and enrollment data from the Administration for Children and Families (ACF). ACF did not provide enrollment by single year of age. Therefore, enrollment by age was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2018-2019 Head Start PIR.
- d Data from Head Start Program Information Reports (PIR) for 2018-2019.

### NOTES

Several state's Head Start state supplements also meet the requirements for inclusion as state-funded pre-K programs in this report. The state-funded Head Start enrollment and spending numbers reflected here match those in the state pre-K section of the report for these states: Minnesota Head Start, Oregon Pre-Kindergarten, Pennsylvania Head Start program, Wisconsin Head Start.

- 1 Some programs in these states meet some or all of the required non-federal share requirement for 20% of the total costs of the program to come from non-federal sources through state funds to support children. This does not represent all state funds that may be used for Head Start but those funds used to meet the federally required match. ACF did not provide enrollment by single year of age. Therefore, enrollment by age was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2018-2019 Head Start PIR.
- 2 Funded enrollment was not available by single age of year. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled, as reported in the 2018-2019 Head Start PIR, and the total enrollment by by state as reported by ACF. These numbers do not include children funded by state match. Migrant & Seasonal and American Indian/Alaska Native (AIAN) enrollment and funding are attributed to the state where the program is headquartered, although many programs serve children across state lines throughout the year. The sum for federal Head Start funding only represents the portion of funding provided to states and does not include funding for programs in U.S. territories, but does include AIAN and Migrant & Seasonal programs. Total federal Head Start funding, including U.S. territories, was \$6,943,889,197.
- 3 The percent of children enrolled in full-day, five day per week programs includes AIAN and Migrant & Seasonal Head Start..
- 4 National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well as AIAN and Migrant & Seasonal Head Start.

## APPENDIX C: U.S. CENSUS POPULATION ESTIMATES

### NUMBER OF 3- AND 4-YEAR-OLDS, BY STATE 2018

STATE	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	59,872	59,200	119,072
Alaska	10,582	10,597	21,179
Arizona	89,977	89,982	179,959
Arkansas	38,888	38,423	77,311
California	498,325	496,104	994,429
Colorado	68,294	68,176	136,470
Connecticut	37,674	37,678	75,352
Delaware	11,092	11,056	22,148
District of Columbia	8,908	8,289	17,197
Florida	231,519	231,848	463,367
Georgia	134,469	133,835	268,304
Hawaii	17,491	17,896	35,387
Idaho	24,141	23,631	47,772
Illinois	155,702	153,118	308,820
Indiana	85,801	85,442	171,243
Iowa	40,477	40,374	80,851
Kansas	38,443	38,867	77,310
Kentucky	55,824	55,924	111,748
Louisiana	62,025	62,022	124,047
Maine	13,126	13,188	26,314
Maryland	74,367	73,263	147,630
Massachusetts	72,739	73,003	145,742
Michigan	116,558	117,032	233,590
Minnesota	72,308	72,786	145,094
Mississippi	37,696	37,647	75,343
Missouri	75,700	75,906	151,606
Montana	12,859	12,733	25,592
Nebraska	27,323	26,894	54,217
Nevada	38,222	37,718	75,940
New Hampshire	13,196	13,057	26,253
New Jersey	105,141	105,304	210,445
New Mexico	25,619	26,048	51,667
New York	230,190	225,648	455,838
North Carolina	123,840	123,626	247,466
North Dakota	11,069	10,700	21,769
Ohio	141,734	141,991	283,725
Oklahoma	52,814	53,264	106,078
Oregon	47,737	48,172	95,909
Pennsylvania	143,556	144,288	287,844
Rhode Island	11,078	10,870	21,948
South Carolina	60,341	59,747	120,088
South Dakota	12,549	12,563	25,112
Tennessee	82,894	82,164	165,058
Texas	414,429	412,105	826,534
Utah	51,050	51,168	102,218
Vermont	6,037	6,265	12,302
Virginia	103,808	102,973	206,781
Washington	93,747	93,125	186,872
West Virginia	19,709	20,052	39,761
Wisconsin	68,242	68,041	136,283
Wyoming	7,380	7,365	14,745
<b>50 states + DC</b>	<b>4,036,562</b>	<b>4,021,168</b>	<b>8,057,730</b>
Guam	3,219	3,153	6,372

Source: U.S. Census Bureau, Population Division, Annual Estimates of the Resident Population by Single Year of Age and Sex for the United States, States, and Puerto Rico Commonwealth: April 1, 2010 to July 1, 2018. Downloaded from: [https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP\\_2018\\_PEPSYASEX&prodType=tabl](https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=PEP_2018_PEPSYASEX&prodType=tabl)

## APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT

### NUMBER AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2018-2019

STATE	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number enrolled	Percent of state population	Number enrolled	Percent of state population	Number enrolled	Percent of state population
Alabama	1,518	3%	2,534	4%	4,052	3%
Alaska	559	5%	876	8%	1,435	7%
Arizona	3,737	4%	5,993	7%	9,730	5%
Arkansas	2,941	8%	5,444	14%	8,385	11%
California	22,208	4%	30,099	6%	52,307	5%
Colorado	3,604	5%	5,020	7%	8,624	6%
Connecticut	2,711	7%	3,335	9%	6,046	8%
Delaware	694	6%	968	9%	1,662	8%
District of Columbia	407	5%	705	9%	1,112	6%
Florida	8,846	4%	14,255	6%	23,101	5%
Georgia	3,640	3%	6,030	5%	9,670	4%
Hawaii	744	4%	849	5%	1,593	5%
Idaho	905	4%	1,343	6%	2,248	5%
Illinois	9,381	6%	13,245	9%	22,626	7%
Indiana	4,709	5%	6,276	7%	10,985	6%
Iowa	1,646	4%	2,402	6%	4,048	5%
Kansas	3,144	8%	4,207	11%	7,351	10%
Kentucky	3,832	7%	6,362	11%	10,194	9%
Louisiana	1,768	3%	3,440	6%	5,208	4%
Maine	750	6%	1,264	10%	2,014	8%
Maryland	3,996	5%	5,064	7%	9,060	6%
Massachusetts	4,381	6%	6,499	9%	10,880	7%
Michigan	5,500	5%	6,878	6%	12,378	5%
Minnesota	3,951	5%	6,325	9%	10,276	7%
Mississippi	1,380	4%	2,768	7%	4,148	6%
Missouri	3,890	5%	6,708	9%	10,598	7%
Montana	340	3%	554	4%	894	3%
Nebraska	1,459	5%	2,316	9%	3,775	7%
Nevada	1,869	5%	2,853	8%	4,722	6%
New Hampshire	1,023	8%	1,251	10%	2,274	9%
New Jersey	5,853	6%	7,523	7%	13,376	6%
New Mexico	1,653	6%	2,253	9%	3,906	8%
New York	19,665	9%	27,090	12%	46,755	10%
North Carolina	4,361	4%	6,782	5%	11,143	5%
North Dakota	560	5%	843	8%	1,403	6%
Ohio	6,139	4%	9,627	7%	15,766	6%
Oklahoma	1,867	4%	3,200	6%	5,067	5%
Oregon	3,165	7%	4,414	9%	7,579	8%
Pennsylvania	9,974	7%	13,978	10%	23,952	8%
Rhode Island	865	8%	1,110	10%	1,975	9%
South Carolina	2,019	3%	3,095	5%	5,114	4%
South Dakota	639	5%	981	8%	1,620	6%
Tennessee	3,191	4%	4,534	6%	7,725	5%
Texas	10,741	3%	18,010	4%	28,751	3%
Utah	2,760	5%	3,700	7%	6,460	6%
Vermont	522	9%	740	12%	1,262	10%
Virginia	4,309	4%	6,485	6%	10,794	5%
Washington	3,926	4%	5,989	6%	9,915	5%
West Virginia	1,090	6%	1,648	8%	2,738	7%
Wisconsin*	3,482	5%	5,448	8%	8,930	7%
Wyoming	868	12%	1,219	17%	2,087	14%
<b>50 States + DC</b>	<b>193,182</b>	<b>5%</b>	<b>284,532</b>	<b>7%</b>	<b>477,714</b>	<b>6%</b>
Guam	47	1%	48	2%	95	1%

Source: Enrollment information provided by the U.S. Department of Education, Office of Special Education Programs, Number of Children with Disabilities (IDEA) Receiving Special Education and Related Services by Age: Fall 2018. Table generated from 2018 Part B Child Count and Educational Environments data in the EDFacts reporting system. Retrieved 2/21/20 from <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee>.

\* 2016, 2017, and 2018 data were reported to be of questionable quality and were not reported by the U.S. Department of Education. Therefore, 2015 data are used as an estimate