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APPENDIX A: STATE SURVEY DATA 2016-2017
ACCESS

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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Number of full time equivalencies responsible for program administration	Geographic availability of program
Alabama	11.25	67 out of 67 counties/parishes (100%) ¹
Alaska	1	11 out of 54 school districts (20%)
Arizona	2.25 ¹	24 out of 28 Regional Partnership Councils (86%) ²
Arkansas	11	75 out of 75 counties (100%) ²
California SPP	1	56 out of 58 counties/parishes (97%)
California TK	1	58 out of 58 counties/parishes (100%)
Colorado	8	175 out of 179 school districts (98%) ¹
Connecticut CDCC	1.2	48 out of 169 towns/communities (28%) ¹
Connecticut SR	1.45	67 out of 169 towns/communities (40%) ¹
Connecticut Smart Start	0.6	17 out of 169 towns/communities (10%) ¹
Delaware	1	3 out of 3 counties (100%)
District of Columbia	1.5	49 out of 69 Local Education Agencies (71%) ²
Florida	0	67 out of 67 school districts (100%)
Georgia	67	159 out of 159 school districts (100%)
Hawaii	7 ²	1 out of 1 school district (100%)
Illinois	11	102 out of 102 counties/parishes (100%) ¹
Indiana	1	5 out of 92 counties/parishes (5%) ²
Iowa Shared Visions	2	22 out of 333 school districts (7%) ¹
Iowa SWVPP	1.6	322 out of 333 school districts (97%) ¹
Kansas Preschool	1	12 out of 105 counties/parishes (11%)
Kansas State Pre-K	1	181 out of 286 school districts (63%)
Kentucky	6	173 out of 173 school districts (100%)
Louisiana 8(g)	5	65 out of 70 school districts (93%)
Louisiana LA 4	2 ¹	64 out of 70 school districts (91%) ²
Louisiana NSECD	2 ¹	14 out of 64 counties/parishes (22%) ²
Maine	1.5	139 out of 258 school administrative units (54%) ¹
Maryland	3	24 out of 24 school districts (100%)
Massachusetts IPLE	1	103 of 351 towns/communities (29%) ¹
Massachusetts UPK	1	68 out of 351 towns/communities (19%) ¹
Michigan	8.325	356 out of 540 school districts (66%) ¹
Minnesota HdSt	1	87 out of 87 counties/parishes (100%)
Minnesota VPK	1	74 school districts and Charter Schools out of 327 school districts and 164 Charter Schools (15%) ¹
Mississippi	1.25	14 out of 144 school districts (10%) ¹
Missouri	Not reported ¹	78 out of 516 school districts (15%) ²
Nebraska	2.8	214 out of 245 school districts (87%)
Nevada	1	11 out of 17 school districts (65%) ¹
New Jersey Abbott	9	35 out of 591 school districts (6%) ²
New Jersey ECPA	6	93 out of 591 school districts (16%)
New Jersey ELLI	6	24 out of 591 school districts (4%) ²
New Mexico	8	61 out of 89 school districts (69%)
New York	13	460 out of 677 school districts (68%)
North Carolina	9.5	100 out of 100 counties/parishes (100%)
Ohio	3	390 out of 611 school districts (64%) ¹
Oklahoma	1	510 out of 513 school districts (99%)
Oregon HdSt	2	36 out of 36 counties/parishes (100%)
Oregon Preschool Promise	1	9 out of 16 Early Learning Hub regions (56%) ²
Pennsylvania RTL	1	18 out of 500 school districts (4%)
Pennsylvania HSSAP	8	128 out of 500 school districts (26%)
Pennsylvania K4 & SBPK	0.5	94 out of 500 school districts (19%)
Pennsylvania Pre-K Counts	12	432 out of 500 school districts (86%)
Rhode Island	2	11 out of 39 communities (28%)
South Carolina	18 ²	82 out of 82 school districts (100%)
Tennessee	2	137 out of 142 school districts (96%)
Texas	2	1,051 out of 1,216 school districts (86%)
Vermont	6	382 out of 382 school districts (100%) ¹
Virginia	2	120 out of 135 school divisions (89%)
Washington	19	35 out of 39 counties/parishes (90%) ¹
West Virginia	5.5	55 out of 55 counties/parishes (100%)
Wisconsin 4K	1.5	397 out of 413 school districts (96%)
Wisconsin HdSt	1	41 out of 41 federal Head Start grantees (100%) ¹
Guam	1	1 out of 1 school district (100%) ¹

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ACCESS

STATE	Are districts/counties/parishes/towns in the state required to offer this preschool program?
Alabama	Not required, but funding is awarded on a competitive basis ²
Alaska	Not required, but funds are available to any district/county/town choosing to offer the program
Arizona	Not required, but funds are available to any district/county/town choosing to offer the program ²
Arkansas	Not required, but funding is awarded on a competitive basis ³
California SPP	Not required, but funding is awarded on a competitive basis
California TK	Required for all
Colorado	Not required, but funding is awarded on a competitive basis
Connecticut CDCC	Not required, funds are available only to contractors who hold purchase of service agreements ²
Connecticut SR	Not required, but funds are available to any eligible district/county/town choosing to offer the program
Connecticut Smart Start	Not required, but funding is awarded on a competitive basis
Delaware	Not required, but funding is awarded on a competitive basis
District of Columbia	Not required, but funds are available to any district/county/town choosing to offer the program ³
Florida	Required for all ¹
Georgia	Not required, but funding is awarded on a competitive basis
Hawaii	Not required; there is an application process through which school apply for available funding
Illinois	Not required, but funding is awarded on a competitive basis
Indiana	Not required, but funding is awarded on a competitive basis
Iowa Shared Visions	Not required, but funding is awarded on a competitive basis
Iowa SWVPP	Not required, but funds are available to any district/county/town choosing to offer the program
Kansas Preschool	Not required
Kansas State Pre-K	Required for some ¹
Kentucky	Required for all
Louisiana 8(g)	Not required, but funds are available to any district/county/town choosing to offer the program ¹
Louisiana LA 4	Not required, but funding is awarded on a competitive basis ³
Louisiana NSECD	Not required, but funding is awarded on a competitive basis
Maine	Not required, but funds are available to any district/county/town choosing to offer the program
Maryland	Required for all
Massachusetts IPLE	Not required, but funding is awarded on a competitive basis ²
Massachusetts UPK	Not required, but funding is awarded on a competitive basis
Michigan	Not required, but funds are available to any district/county/town choosing to offer the program ¹
Minnesota HdSt	Required for all ¹
Minnesota VPK	Not required, but funding is awarded through an application process allocating the legislatively selected number of seats ²
Mississippi	Not required, but funding is awarded on a competitive basis
Missouri	Not required, but funding is awarded on a competitive basis
Nebraska	Not required, but funding is awarded on a competitive basis ¹
Nevada	Not required, but funding is awarded on a competitive basis
New Jersey Abbott	Required for some ²
New Jersey ECPA	Required for some ²
New Jersey ELLI	Not required, but funding is awarded on a competitive basis
New Mexico	Not required, but funding is awarded on a competitive basis
New York	Not required, but funding is awarded on a competitive basis ¹
North Carolina	Not required, but funds are available to any district/county/town choosing to offer the program ²
Ohio	Not required, but funding is awarded on a competitive basis
Oklahoma	Not required, but funds are available to any district/county/town choosing to offer the program
Oregon HdSt	Not required, but funding is awarded on a competitive basis
Oregon Preschool Promise	Not required, but funding is awarded on a competitive basis
Pennsylvania RTL	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania HSSAP	Not required, but funding is awarded on a competitive basis
Pennsylvania K4 & SBPK	Not required, but funds are available to any district/county/town choosing to offer the program
Pennsylvania Pre-K Counts	Not required, but funding is awarded on a competitive basis
Rhode Island	Not required, but funding is awarded on a competitive basis
South Carolina	Required for all ³
Tennessee	Not required, but funding is awarded on a competitive basis
Texas	Required for some ¹
Vermont	Required for some ²
Virginia	Optional for eligible entities ¹
Washington	Not required, but funding is awarded on a competitive basis ²
West Virginia	Required for all
Wisconsin 4K	Not required, but funds are available to any district/county/town choosing to offer the program
Wisconsin HdSt	Required for some ²
Guam	Required for some ²

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Total enrollment, Fall 2016	Program enrollment by age, Fall 2016
Alabama	14,032	14,032 4-year-olds
Alaska	358	358 4-year-olds
Arizona	5,285 ³	1,843 3-year-olds; 3,442 4-year-olds ³
Arkansas	20,285 ⁴	1,120 children under age 3; 7,026 3-year-olds; 12,094 4-year-olds; 45 5-year-olds ⁴
California SPP	134,883 ¹	54,454 3-year-olds; 80,344 4-year-olds; 85 5-year-olds
California TK	100,768	100,768 4-year-olds
Colorado	21,622	418 children under age 3; 5,590 3-year-olds; 15,614 4-year-olds
Connecticut CDCC	2,252 ³	Age breakdown not available
Connecticut SR	12,043	Age breakdown not available
Connecticut Smart Start	483	Age breakdown not available
Delaware	831 ¹	831 4-year-olds
District of Columbia	13,077	31 children under age 3; 5,746 3-year-olds; 7,101 4-year-olds; 199 5-year-olds
Florida	174,252	173,846 4-year-olds; 406 5-year-olds ²
Georgia	80,874 ²	80,874 4-year-olds ³
Hawaii	376	376 4-year-olds
Illinois	72,007	31,298 3-year-olds; 40,461 4-year-olds; 248 5-year-olds
Indiana	1,792	1,792 4-year-olds
Iowa Shared Visions	1,349 ²	567 3-year-olds; 767 4-year-olds; 15 5-year-olds
Iowa SWVPP	24,961 ²	629 3-year-olds; 24,110 4-year-olds; 222 5-year-olds
Kansas Preschool	1,027	1,027 4-year-olds
Kansas State Pre-K	6,984	6,984 4-year-olds ²
Kentucky	19,435	5,303 3-year-olds; 14,132 4-year-olds
Louisiana 8(g)	2,153	2,153 4-year-olds
Louisiana LA 4	15,563 ⁴	15,563 4-year-olds
Louisiana NSECD	1,338 ³	1,338 4-year-olds
Maine	5,440	5,142 4-year-olds; 298 5-year-olds ²
Maryland	31,382	135 children under age 3; 3,574 3-year-olds; 27,496 4-year-olds; 177 5-year-olds
Massachusetts IPLE	4,729	22 children under age 3; 1,380 3-year-olds; 2,713 4-year-olds; 614 5-year-olds
Massachusetts UPK	7,928	235 children under age 3; 2,490 3-year-olds; 3,222 4-year-olds; 1,981 5-year-olds
Michigan	38,371 ²	38,371 4-year-olds
Minnesota HdSt	1,443	Age breakdown not available
Minnesota VPK	3,160	3,160 4-year-olds
Mississippi	1,642	250 3-year-olds; 1,310 4-year-olds; 82 5-year-olds
Missouri	2,646 ²	801 3-year-olds; 1,845 4-year-olds
Nebraska	12,864	592 children under age 3; 3,850 3-year-olds; 8,336 4-year-olds; 86 5-year-olds
Nevada	1,870	190 3-year-olds; 1,666 4-year-olds; 14 5-year-olds ²
New Jersey Abbott	45,355 ³	21,000 3-year-olds; 24,355 4-year-olds
New Jersey ECPA	7,262 ³	535 3-year-olds; 6,727 4-year-olds
New Jersey ELLI	753 ³	168 3-year-olds; 585 4-year-olds
New Mexico	10,379	1,092 3-year-olds; 9,287 4-year-olds
New York	122,871	3,447 3-year-olds; 119,424 4-year-olds ²
North Carolina	27,019	27,019 4-year-olds
Ohio	15,942 ²	376 3-year-olds; 15,566 4-year-olds ²
Oklahoma	41,264	1,960 3-year-olds; 39,304 4-year-olds
Oregon HdSt	8,156	3,344 3-year-olds; 4,812 4-year-olds
Oregon Preschool Promise	1,300	Age breakdown not available ³
Pennsylvania RTL	2,052	Age breakdown not available
Pennsylvania HSSAP	5,598	177 children under age 3; 2,110 3-year-olds; 3,270 4-year-olds; 41 5-year-olds
Pennsylvania K4 & SBPK	2,868	Age breakdown not available
Pennsylvania Pre-K Counts	18,315	139 children under age 3; 6,186 3-year-olds; 11,726 4-year-olds; 251 5-year-olds; 13 children over age 5
Rhode Island	1,008	1,008 4-year-olds
South Carolina	24,079	24,079 4-year-olds
Tennessee	18,640	800 3-year-olds; 17,833 4-year-olds ²
Texas	224,114	27,588 3-year-olds; 196,526 4-year-olds
Vermont	8,943	3,603 3-year-olds; 4,696 4-year-olds; 644 5-year-olds
Virginia	18,023	18,023 4-year-olds
Washington	11,691	4,110 3-year-olds; 7,581 4-year-olds
West Virginia	16,300 ²	82 children under age 3; 2,352 3-year-olds; 13,393 4-year-olds; 473 5-year-olds ²
Wisconsin 4K	51,292	142 3-year-olds; 48,966 4-year-olds; 2,184 5-year-olds
Wisconsin HdSt	681	Age breakdown not available
Guam	71	71 4-year-olds

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ACCESS

STATE	Enrollment (new seats) in state preschool funded by a Preschool Development Grant	Preschool Development Grant funding used to enhance quality in state preschool
Alabama	2,720 children ³	11,312 children ³
Alaska	State does not have PDG funding	State does not have PDG funding
Arizona	State has PDG funding, no new seats in state-funded preschool	No
Arkansas	State has PDG funding, no new seats in state-funded preschool ⁵	1,506 children ⁵
California SPP	State does not have PDG funding	State does not have PDG funding
California TK	State does not have PDG funding	State does not have PDG funding
Colorado	State does not have PDG funding	State does not have PDG funding
Connecticut CDCC	State has PDG funding, no new seats in state-funded preschool ⁴	35 children ⁴
Connecticut SR	State has PDG funding, no new seats in state-funded preschool ²	256 children ²
Connecticut Smart Start	State has PDG funding, no new seats in state-funded preschool ²	State has PDG funding; Smart Start not supported by PDG funding ²
Delaware	State does not have PDG funding	State does not have PDG funding
District of Columbia	State does not have PDG funding	State does not have PDG funding
Florida	State does not have PDG funding	State does not have PDG funding
Georgia	State does not have PDG funding	State does not have PDG funding
Hawaii	State has PDG funding, no new seats in state-funded preschool	No
Illinois	State has PDG funding, no new seats in state-funded preschool	No
Indiana	State does not have PDG funding	State does not have PDG funding
Iowa Shared Visions	State does not have PDG funding	State does not have PDG funding
Iowa SWVPP	State does not have PDG funding	State does not have PDG funding
Kansas Preschool	State does not have PDG funding	State does not have PDG funding
Kansas State Pre-K	State does not have PDG funding	State does not have PDG funding
Kentucky	State does not have PDG funding	State does not have PDG funding
Louisiana 8(g)	State has PDG funding, no new seats in state-funded preschool	State used PDG funding to enhance quality of existing birth to 5 slots ²
Louisiana LA 4	State has PDG funding, no new seats in state-funded preschool	State used PDG funding to enhance quality of existing birth to 5 slots ³
Louisiana NSECD	State has PDG funding, no new seats in state-funded preschool	State used PDG funding to enhance quality of existing birth to 5 slots ⁴
Maine	205 children	201 children
Maryland	1,327 children	2,203 children
Massachusetts IPLE	State has PDG funding, no new seats in state-funded preschool ³	No
Massachusetts UPK	State has PDG funding, no new seats in state-funded preschool ²	No
Michigan	State does not have PDG funding	State does not have PDG funding
Minnesota HdSt	State does not have PDG funding	State does not have PDG funding
Minnesota VPK	State does not have PDG funding	State does not have PDG funding
Mississippi	State does not have PDG funding	State does not have PDG funding
Missouri	State does not have PDG funding	State does not have PDG funding
Nebraska	State does not have PDG funding	State does not have PDG funding
Nevada	550 children	200 children
New Jersey Abbott	State has PDG funding, no new seats in Abbott	No
New Jersey ECPA	746 children	731 children
New Jersey ELLI	83 children	14 children
New Mexico	State does not have PDG funding	State does not have PDG funding
New York	1,402 children ³	948 children
North Carolina	State does not have PDG funding	State does not have PDG funding
Ohio	State does not have PDG funding	State does not have PDG funding
Oklahoma	State does not have PDG funding	State does not have PDG funding
Oregon HdSt	State does not have PDG funding	State does not have PDG funding
Oregon Preschool Promise	State does not have PDG funding	State does not have PDG funding
Pennsylvania RTL	State does not have PDG funding	State does not have PDG funding
Pennsylvania HSSAP	State does not have PDG funding	State does not have PDG funding
Pennsylvania K4 & SBPK	State does not have PDG funding	State does not have PDG funding
Pennsylvania Pre-K Counts	State does not have PDG funding	State does not have PDG funding
Rhode Island	524 children ¹	No
South Carolina	State does not have PDG funding	State does not have PDG funding
Tennessee	State has PDG funding, no new seats in state-funded preschool ³	3,380 children ³
Texas	State does not have PDG funding	State does not have PDG funding
Vermont	412 children	No
Virginia	State has PDG funding, no new seats in state-funded preschool	1,891 children
Washington	State does not have PDG funding	State does not have PDG funding
West Virginia	State does not have PDG funding	State does not have PDG funding
Wisconsin 4K	State does not have PDG funding	State does not have PDG funding
Wisconsin HdSt	State does not have PDG funding	State does not have PDG funding
Guam	State does not have PDG funding	State does not have PDG funding

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ACCESS

STATE	Special education enrollment in state-funded preschool
Alabama	1,093 4-year-olds ⁴
Alaska	30 4-year-olds
Arizona	123 children (48 3-year-olds; 57 4-year-olds; 18 5-year-olds)
Arkansas	1,478 children (101 children under age 3; 495 3-year-olds; 877 4-year-olds; 5 5-year-olds)
California SPP	1,915 children (535 3-year-olds; 1,335 4-year-olds; 45 5-year-olds)
California TK	8,863 4-year-olds
Colorado	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Connecticut CDCC	Data not available
Connecticut SR	880 children
Connecticut Smart Start	99 children
Delaware	61 4-year-olds ²
District of Columbia	1,239 children (499 3-year-olds; 704 4-year-olds)
Florida	Data not available
Georgia	2,863 4-year-olds
Hawaii	19 4-year-olds
Illinois	13,360 children (6,909 3-year-olds; 6,309 4-year-olds; 142 5-year-olds)
Indiana	Data not available ³
Iowa Shared Visions	205 children (84 3-year-olds; 111 4-year-olds; 10 5-year-olds) ³
Iowa SWVPP	1,242 children (307 3-year-olds; 862 4-year-olds; 73 5-year-olds) ³
Kansas Preschool	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Kansas State Pre-K	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Kentucky	10,556 children (936 children under age 3; 4,367 3-year-olds; 5,253 4-year-olds) ¹
Louisiana 8(g)	Data not available
Louisiana LA 4	692 children
Louisiana NSECD	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Maine	511 children
Maryland	5,195 children (2,242 3-year-olds; 2,953 4-year-olds)
Massachusetts IPLE	1,667 children (3 children under age 3; 560 3-year-olds; 891 4-year-olds; 213 5-year-olds)
Massachusetts UPK	1,178 children
Michigan	6,186 4-year-olds
Minnesota HdSt	Approximately 17% of Head Start enrollment
Minnesota VPK	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment ³
Mississippi	147 children (7 3-year-olds; 140 4-year-olds)
Missouri	290 children (102 3-year-olds; 188 4-year-olds)
Nebraska	3,700 children (304 children under age 3; 1,312 3-year-olds; 1,998 4-year-olds; 86 5-year-olds)
Nevada	365 children
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	596 children (4 3-year-olds; 592 4-year-olds)
New York	14,366 children
North Carolina	1,430 4-year-olds
Ohio	2,296 children
Oklahoma	5,669 children (1,960 3-year-olds; 3,709 4-year-olds)
Oregon HdSt	1,439 children (590 3-year-olds; 849 4-year-olds)
Oregon Preschool Promise	Data not available
Pennsylvania RTL	Children who receive special education services may attend state preschool classrooms, but are not counted in state preschool enrollment
Pennsylvania HSSAP	307 children (8 children under age 3; 109 3-year-olds; 188 4-year-olds; 2 5-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	1,769 children (6 children under age 3; 511 3-year-olds; 1,223 4-year-olds; 29 5-year-olds)
Rhode Island	120 4-year-olds
South Carolina	2,686 4-year-olds
Tennessee	730 children
Texas	9,082 3- and 4-year-olds
Vermont	1,117 children (471 3-year-olds; 548 4-year-olds; 98 5-year-olds)
Virginia	Data not available ²
Washington	1,182 children (396 3-year-olds; 786 4-year-olds)
West Virginia	2,721 children (82 children under age 3; 1,074 3-year-olds; 1,367 4-year-olds; 198 5-year-olds)
Wisconsin 4K	6,963 children (63 3-year-olds; 6,333 4-year-olds; 564 5-year-olds; 3 children age unknown)
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 '16-'17 school year, except Florida where most data are for the '13-'14 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 ¹
Arizona	Unknown ⁴
Arkansas	No dual enrollment ⁴
California SPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
California TK	Unknown
Colorado	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services ²
Connecticut CDCC	Children are enrolled in part-day state-funded preschool and part-day Head Start
Connecticut SR	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Connecticut Smart Start	No dual enrollment
Delaware	Unknown ³
District of Columbia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Florida	Not reported
Georgia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Hawaii	No dual enrollment
Illinois	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Indiana	Some licensed Head Start programs are approved On My Way Pre-K providers ⁴
Iowa Shared Visions	Some awarded grantees are Head Start programs ⁴
Iowa SWVPP	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start
Kansas Preschool	No dual enrollment
Kansas State Pre-K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Kentucky	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds ²
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 ³
Maryland	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Massachusetts IPLE	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Massachusetts UPK	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Some UPK grantees are Head Start programs
Michigan	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds ³
Minnesota HdSt	This state-funded preschool program is Head Start
Minnesota VPK	VPK programs are encouraged to blend funds to deliver full-day preschool; Children may be enrolled in part-day state-funded preschool and part-day Head Start; Children may attend state-funded preschool and use Head Start for wrap around services ⁴
Mississippi	Children may be dually enrolled in state-funded preschool and Head Start ²
Missouri	Unknown
Nebraska	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Nevada	No dual enrollment
New Jersey Abbott	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ECPA	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
New Jersey ELLI	No dual enrollment ⁴
New Mexico	Unknown ¹
New York	Children are enrolled in part-day state-funded preschool and part-day Head Start ⁴
North Carolina	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Ohio	No dual enrollment
Oklahoma	Yes, children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Yes, children are enrolled in part-day state-funded preschool and part-day Head Start
Oregon HdSt	No dual enrollment
Oregon Preschool Promise	No dual enrollment ⁴
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania Pre-K Counts	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
Tennessee	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds ⁴
Texas	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services
Vermont	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Virginia	No dual enrollment
Washington	No dual enrollment
West Virginia	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds
Wisconsin 4K	Children are enrolled in both state-funded preschool and Head Start in one program using blended funds; Children are enrolled in part-day state-funded preschool and part-day Head Start; Children attend state-funded preschool and use Head Start for wrap around services ¹
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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Number of children dually enrolled in both Head Start and state-funded preschool
Alabama	2,018 4-year-olds
Alaska	80 4-year-olds ¹
Arizona	Unknown
Arkansas	None
California SPP	Data not available
California TK	Unknown
Colorado	Data not available
Connecticut CDCC	Data not available
Connecticut SR	696 children
Connecticut Smart Start	None
Delaware	Unknown
District of Columbia	5,477 children
Florida	Not reported
Georgia	5,228 4-year-olds
Hawaii	None
Illinois	2,115 children (919 3-year-olds; 1,184 4-year-olds; 2 5-year-olds)
Indiana	None ⁵
Iowa Shared Visions	500 children (237 3-year-olds; 263 4-year-olds) ⁵
Iowa SWVPP	1,219 children ⁴
Kansas Preschool	None
Kansas State Pre-K	Data not available
Kentucky	1,756 4-year-olds ²
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	856 4-year-olds ³
Maryland	Data not available
Massachusetts IPLE	451 children (159 3-year-olds; 292 4-year-olds)
Massachusetts UPK	4,177 children (1,334 3-year-olds; 1,839 4-year-olds; 1,004 5-year-olds)
Michigan	6,162 4-year-olds
Minnesota HdSt	1,443 children
Minnesota VPK	Data not available
Mississippi	837 children (215 3-year-olds; 540 4-year-olds; 82 5-year-olds) ²
Missouri	Unknown
Nebraska	1,640 children (678 3-year-olds; 962 4-year-olds)
Nevada	None
New Jersey Abbott	6,038 children
New Jersey ECPA	Data not available ⁴
New Jersey ELLI	None
New Mexico	Unknown
New York	12,028 children
North Carolina	4,242 4-year-olds
Ohio	None
Oklahoma	Data not available
Oregon HdSt	None
Oregon Preschool Promise	None
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania Pre-K Counts	Unknown
Rhode Island	None
South Carolina	None
Tennessee	Data not available
Texas	Data not available
Vermont	Data not available
Virginia	None
Washington	None
West Virginia	4,634 children (258 3-year-olds; 4,376 4-year-olds)
Wisconsin 4K	681 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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by home language
Alabama	English: 13,319 4-year-olds; Spanish: 608 4-year-olds; Other home languages: 105 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	English: 16,819 children (6,259 3-year-olds; 10,560 4-year-olds); Spanish: 1,820 children (606 3-year-olds; 1,214 4-year-olds); Other home languages: 481 children (161 3-year-olds; 320 4-year-olds)
California SPP	English: 71,955 children (23,806 3-year-olds; 46,680 4-year-olds); Spanish: 49,876 children (15,266 3-year-olds; 33,429 4-year-olds); Other home languages: 13,052 children (4,693 3-year-olds; 8,109 4-year-olds) ²
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	16.8% of enrollment were Dual Language Learners
Delaware	Data not available
District of Columbia	Data not available
Florida	Not reported
Georgia	Home language other than English: 7,245 4-year-olds
Hawaii	English: 336 4-year-olds; Other home languages: 40 4-year-olds
Illinois	English: 49,448 children (21,979 3-year-olds; 27,231 4-year-olds; 238 5-year-olds); Spanish: 16,637 children (6,779 3-year-olds; 9,850 4-year-olds; 8 5-year-olds); Other home languages: 5,922 children (2,540 3-year-olds; 3,380 4-year-olds; 2 5-year-olds) ²
Indiana	English: 1,528 4-year-olds; Spanish: 192 4-year-olds; Other home languages: 72 4-year-olds
Iowa Shared Visions	Data not available
Iowa SWVPP	English: 23,848 children (330 3-year-olds; 23,518 4-year-olds); Spanish: 534 4-year-olds; Other home languages: 306 4-year-olds ⁵
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	English: 17,257 children; Spanish: 1,294 children; Other home languages: 884 ³
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	English: 5,216 4-year-olds; Spanish: 24 4-year-olds; Other home languages: 200 4-year-olds ⁴
Maryland	Data not available
Massachusetts IPLE	702 children were identified as DLL (5 children under age 3; 218 3-year-olds; 398 4-year-olds; 81 5-year-olds)
Massachusetts UPK	Data not available
Michigan	Data not available
Minnesota HdSt	Data not available
Minnesota VPK	Data not available
Mississippi	Data not available
Missouri	151 children were identified as DLL (41 3-year-olds; 110 4-year-olds)
Nebraska	Data not available
Nevada	English: 1,316 children; Spanish: 479 children; Other home languages: 75
New Jersey Abbott	English: 66% of children; Spanish: 36% of children; Other home languages: 8% of children
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	English: 7,814 children (764 3-year-olds; 7,050 4-year-olds); Spanish: 2,255 children (283 3-year-olds; 1,972 4-year-olds); Other home languages: 310 children (45 3-year-olds; 265 4-year-olds)
New York	Data not available
North Carolina	Data not available
Ohio	Data not available
Oklahoma	English: 38,055 children (1,886 3-year-olds; 36,169 4-year-olds); Spanish: 2,639 children (54 3-year-olds; 2,585 4-year-olds); Other home languages: 570 children (20 3-year-olds; 550 4-year-olds)
Oregon HdSt	English: 5,726 children (2,348 3-year-olds; 3,378 4-year-olds); Spanish: 1,957 children (803 3-year-olds; 1,154 4-year-olds); Other home languages: 473 children (193 3-year-olds; 280 4-year-olds)
Oregon Preschool Promise	Spanish: 35% of children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Data not available
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Data not available
Rhode Island	English: 763 4-year-olds; Spanish: 227 4-year-olds; Other home languages: 18 4-year-olds
South Carolina	English: 21,819 4-year-olds; Spanish: 1,947 4-year-olds; Other home languages: 313 4-year-olds
Tennessee	Data not available
Texas	88,567 children are Limited English Proficient
Vermont	English: 6,303 children (3,522 3-year-olds; 2,781 4-year-olds); Spanish: 13 children (6 3-year-olds; 7 4-year-olds); Other home languages: 166 children (65 3-year-olds; 101 4-year-olds) ³
Virginia	Data not available
Washington	English: 7,695 children (2,775 3-year-olds; 4,920 4-year-olds); Spanish: 2,973 children (967 3-year-olds; 2,006 4-year-olds); Other home languages: 1,023 children (368 3-year-olds; 655 4-year-olds) ³
West Virginia	English: 14,263 children (1,051 3-year-olds; 13,212 4-year-olds); Spanish: 95 children (14 3-year-olds; 81 4-year-olds); Other home languages: 109 children (9 3-year-olds; 100 4-year-olds) ³
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	English: 61 4-year-olds; Other home languages: 10 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by eligibility for free or reduced price lunch
Alabama	Free and/or reduced price lunch: 12,558 4-year-olds
Alaska	Data not available
Arizona	Below 100% FPL: 2,504 children; 100-149% FPL: 1,524 children; 150-200% FPL: 1,295 children ⁵
Arkansas	Data not available
California SPP	Free lunch: 87,623 children (28,615 3-year-olds; 57,126 4-year-olds); Reduced price lunch: 34,197 children (11,058 3-year-olds; 22,356 4-year-olds) ²
California TK	Free lunch: 41,937 4-year-olds; Reduced price lunch: 8,357 4-year-olds
Colorado	Free lunch: 8,927 children (2,280 3-year-olds; 6,647 4-year-olds); Reduced price lunch: 1,428 children (366 3-year-olds; 1,062 4-year-olds)
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	Free and/or reduced price lunch: 240 children
Delaware	Free and/or reduced price lunch: 831 4-year-olds
District of Columbia	Free lunch: 9,873 children (4,397 3-year-olds; 5,322 4-year-olds); Reduced price lunch: 159 children (71 3-year-olds; 86 4-year-olds)
Florida	Not reported
Georgia	Child or family participation in SNAP, SSI, Medicaid, TANF, and/or CAPS: 41,457 4-year-olds
Hawaii	Free and/or reduced price lunch: 234 4-year-olds
Illinois	Free and/or reduced price lunch: 44,608 children: (18,348 3-year-olds; 26,124 4-year-olds; 136 5-year-olds)
Indiana	At or below 127% FPL: 1,792 4-year-olds
Iowa Shared Visions	Free and/or reduced price lunch: 1,271 children
Iowa SWVPP	Free lunch: 4,353 children (52 3-year-olds; 4,301 4-year-olds); Reduced price lunch: 716 children (9 3-year-olds; 707 4-year-olds) ⁴
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	At or below 160% FPL: 8,879 children ⁴
Louisiana 8(g)	Data not available
Louisiana LA 4	Free and/or reduced price lunch: 15,563 4-year-olds
Louisiana NSECD	Free and/or reduced price lunch: 1,338 4-year-olds
Maine	Free and/or reduced price lunch: 2,962 4-year-olds
Maryland	Free and/or reduced price lunch: 26,667 children: (135 3-year-olds; 26,532 4-year-olds) ¹
Massachusetts IPLE	Free and/or reduced price lunch: 1,775 children: (587 3-year-olds; 1,188 4-year-olds)
Massachusetts UPK	Data not available
Michigan	Free lunch: 35,186 4-year-olds; Reduced price lunch: 1,895 4-year-olds; Free and/or reduced price lunch: 1,290 4-year-olds
Minnesota HdSt	Data not available ²
Minnesota VPK	Data not available ⁵
Mississippi	Free lunch: 1,178 children (230 3-year-olds; 948 4-year-olds); Reduced price lunch: 20 children (20 4-year-olds)
Missouri	Free and/or reduced price lunch: 1,653 children: (535 3-year-olds; 1,118 4-year-olds)
Nebraska	Free lunch: 5,596 children (1,781 3-year-olds; 3,815 4-year-olds); Reduced price lunch: 908 children (267 3-year-olds; 641 4-year-olds)
Nevada	Data not available
New Jersey Abbott	Free and/or reduced price lunch: 72% of children ⁴
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Data not available
New York	Data not available
North Carolina	At or below 75% SMI: 25,367 4-year-olds
Ohio	Free and/or reduced price lunch: 15,942 children: (376 3-year-olds; 15,566 4-year-olds)
Oklahoma	Free lunch: 21,427 children (1,017 3-year-olds; 20,410 4-year-olds); Reduced price lunch: 2,274 children (46 3-year-olds; 2,228 4-year-olds)
Oregon HdSt	Free lunch: 8,156 children (3,344 3-year-olds; 4,812 4-year-olds)
Oregon Preschool Promise	Below 100% FPL: 33% of families; 100-200 FPL: 67% of families
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Data not available
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Data not available
Rhode Island	Free lunch: 776 4-year-olds
South Carolina	Reduced price lunch: 19,275 4-year-olds
Tennessee	Free and/or reduced price lunch: 16,438 children
Texas	Free and/or reduced price lunch: 191,252 children
Vermont	Free lunch: 2,329 children (861 3-year-olds; 1,468 4-year-olds); Reduced price lunch: 499 children (164 3-year-olds; 335 4-year-olds)
Virginia	Data not available
Washington	Free lunch: 10,872 children (3,851 3-year-olds; 7,021 4-year-olds); Reduced price lunch: 539 children (169 3-year-olds; 370 4-year-olds); 300% FPL: 58 (21 3-year-olds, 37 4-year-olds)
West Virginia	Data not available
Wisconsin 4K	Free and/or reduced price lunch: 51 3-year-olds; 18,010 4-year-olds
Wisconsin HdSt	Data not available
Guam	Free and/or reduced price lunch: 71 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by ethnicity
Alabama	Hispanic/Latino: 906 4-year-olds; Non-Hispanic/Non-Latino: 12,948 4-year-olds; Not reported: 178 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	Hispanic/Latino: 2,632 children (922 3-year-olds; 1,710 4-year-olds); Non-Hispanic/Non-Latino: 16,134 children (5,922 3-year-olds; 10,212 4-year-olds); Not reported: 354 children (182 3-year-olds; 172 4-year-olds)
California SPP	Hispanic/Latino: 95,612 children (30,096 3-year-olds; 63,478 4-year-olds); Non-Hispanic/Non-Latino: 39,271 children (13,669 3-year-olds; 24,740 4-year-olds) ²
California TK	Hispanic/Latino: 57,891 4-year-olds; Non-Hispanic/Non-Latino: 42,877 4-year-olds
Colorado	Hispanic/Latino: 10,818 children (2,801 3-year-olds; 8,017 4-year-olds); Non-Hispanic/Non-Latino: 10,386 children (2,789 3-year-olds; 7,597 4-year-olds) ³
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	Data not available
Delaware	Data not available
District of Columbia	Hispanic/Latino: 1,870 children (804 3-year-olds; 1,026 4-year-olds); Non-Hispanic/Non-Latino: 11,207 children (4,942 3-year-olds; 6,075 4-year-olds)
Florida	Not reported
Georgia	Hispanic/Latino: 12,693 4-year-olds; Non-Hispanic/Non-Latino: 68,181 4-year-olds
Hawaii	Hispanic/Latino: 72 4-year-olds; Non-Hispanic/Non-Latino: 304 4-year-olds
Illinois	Hispanic/Latino: 21,263 children (8,629 3-year-olds; 12,618 4-year-olds; 16 5-year-olds)
Indiana	Hispanic/Latino: 297 4-year-olds; Non-Hispanic/Non-Latino: 1,495 4-year-olds
Iowa Shared Visions	Hispanic/Latino: 271 children; Non-Hispanic/Non-Latino: 1,078 children
Iowa SWVPP	Hispanic/Latino: 2,396 children (54 3-year-olds; 2,342 4-year-olds); Non-Hispanic/Non-Latino: 22,343 children (575 3-year-olds; 21,768 4-year-olds)
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	Hispanic/Latino: 2,176 children (596 3-year-olds; 1,580 4-year-olds); Non-Hispanic/Non-Latino: 17,259 children (4,707 3-year-olds; 12,552 4-year-olds) ⁵
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	Hispanic/Latino: 115 4-year-olds; Non-Hispanic/Non-Latino: 5,325 4-year-olds
Maryland	Hispanic/Latino: 6,788 children (657 3-year-olds; 6,131 4-year-olds); Non-Hispanic/Non-Latino: 23,318 children (2,917 3-year-olds; 20,401 4-year-olds) ²
Massachusetts IPLE	Hispanic/Latino: 771 children (3 children under age 3; 231 3-year-olds; 452 4-year-olds; 85 5-year-olds); Non-Hispanic/Non-Latino: 3,958 children (19 children under age 3; 1,149 3-year-olds; 2,261 4-year-olds; 529 5-year-olds)
Massachusetts UPK	Hispanic/Latino: 2,585 children; Non-Hispanic/Non-Latino: 5,343 children
Michigan	Hispanic/Latino: 3,453 4-year-olds; Non-Hispanic/Non-Latino: 34,918 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK	Data not available
Mississippi	Hispanic/Latino: 44 children (3 3-year-olds; 41 4-year-olds); Non-Hispanic/Non-Latino: 1,516 children (247 3-year-olds; 1,269 4-year-olds)
Missouri	Data not available
Nebraska	Hispanic/Latino: 2,616 children (776 3-year-olds; 1,840 4-year-olds); Non-Hispanic/Non-Latino: 9,570 children (3,074 3-year-olds; 6,496 4-year-olds)
Nevada	Hispanic/Latino: 780 children; Non-Hispanic/Non-Latino: 1,090 children
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Hispanic/Latino: 6,081 children (651 3-year-olds; 5,430 4-year-olds); Non-Hispanic/Non-Latino: 4,298 children (441 3-year-olds; 3,857 4-year-olds)
New York	Data not available
North Carolina	Hispanic/Latino: 6,568 4-year-olds; Non-Hispanic/Non-Latino: 20,451 4-year-olds ³
Ohio	Data not available
Oklahoma	Hispanic/Latino: 7,070 children (211 3-year-olds; 6,859 4-year-olds); Non-Hispanic/Non-Latino: 34,194 children (1,749 3-year-olds; 32,445 4-year-olds)
Oregon HdSt	Hispanic/Latino: 3,272 children (1,342 3-year-olds; 1,930 4-year-olds); Non-Hispanic/Non-Latino: 4,884 children (2,002 3-year-olds; 2,882 4-year-olds)
Oregon Preschool Promise	Hispanic/Latino: 46% of children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Hispanic/Latino: 1,167 children (469 3-year-olds; 679 4-year-olds); Non-Hispanic/Non-Latino: 3,925 children (137 children under age 3; 1,469 3-year-olds; 2,280 4-year-olds; 39 5-year-olds); Not reported: 506 children (172 3-year-olds; 311 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Hispanic/Latino: 3,134 children (1,024 3-year-olds; 2,072 4-year-olds); Non-Hispanic/Non-Latino: 13,635 children (4,640 3-year-olds; 8,673 4-year-olds); Not reported: 1,546 children (522 3-year-olds; 981 4-year-olds)
Rhode Island	Hispanic/Latino: 249 4-year-olds; Non-Hispanic/Non-Latino: 624 4-year-olds; Not reported: 135 4-year-olds
South Carolina	Hispanic/Latino: 3,261 4-year-olds; Non-Hispanic/Non-Latino: 20,818 4-year-olds
Tennessee	Data not available
Texas	Data not available
Vermont	Hispanic/Latino: 145 children (60 3-year-olds; 85 4-year-olds); Non-Hispanic/Non-Latino: 8,798 children (3,533 3-year-olds; 5,265 4-year-olds) ⁴
Virginia	Data not available
Washington	Hispanic/Latino: 4,672 children (1,567 3-year-olds; 3,105 4-year-olds); Non-Hispanic/Non-Latino: 7,019 children (2,543 3-year-olds; 4,476 4-year-olds)
West Virginia	Hispanic/Latino: 237 children (31 3-year-olds; 206 4-year-olds); Non-Hispanic/Non-Latino: 14,230 children (1,043 3-year-olds; 13,187 4-year-olds) ⁴
Wisconsin 4K	Hispanic/Latino: 6,555 children
Wisconsin HdSt	Data not available
Guam	Non-Hispanic/Non-Latino: 71 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by race
Alabama	White: 6,183 4-year-olds; Black/African American: 6,391 4-year-olds; Asian: 106 4-year-olds; Native Hawaiian/Pacific Islander: 15 4-year-olds; American Indian/Alaska Native: 79 4-year-olds; Biracial/Multiracial: 530 4-year-olds; Other races (Hispanic): 511 4-year-olds; Not reported: 217 4-year-olds
Alaska	Data not available
Arizona	Data not available
Arkansas	White: 9,690 children: (3,383 3-year-olds; 6,307 4-year-olds); Black/African American: 5,551 children: (2,200 3-year-olds; 3,351 4-year-olds); Asian: 108 children: (33 3-year-olds; 75 4-year-olds); Native Hawaiian/Pacific Islander: 89 children: (23 3-year-olds; 66 4-year-olds); American Indian/Alaska Native: 143 children: (41 3-year-olds; 102 4-year-olds); Biracial/Multiracial: 497 children: (282 3-year-olds; 215 4-year-olds); Other races: 258 children: (74 3-year-olds; 184 4-year-olds); Not reported: 2,784 children: (990 3-year-olds; 1,794 4-year-olds)
California SPP	White: 103,378 children: (33,330 3-year-olds; 67,767 4-year-olds); Black/African American: 11,163 children: (4,067 3-year-olds; 6,875 4-year-olds); Asian: 9,906 children: (3,534 3-year-olds; 6,165 4-year-olds); Native Hawaiian/Pacific Islander: 1,053 children: (348 3-year-olds; 683 4-year-olds); American Indian/Alaska Native: 9,383 children: (2,486 3-year-olds; 6,728 4-year-olds) ²
California TK	White non-Hispanic: 21,192 4-year-olds; Black/African American non-Hispanic: 5,411 4-year-olds; Asian: 7,975 4-year-olds; Native Hawaiian/Pacific Islander: 7 4-year-olds; American Indian/Alaska Native: 445 4-year-olds; Biracial/Multiracial: 3,816 4-year-olds; Filipino Non-Hispanic: 2,048 4-year-olds; Not reported: 1,619 4-year-olds
Colorado	White: 7,200 children: (1,756 3-year-olds; 5,444 4-year-olds); Black/African American: 1,575 children: (559 3-year-olds; 1,016 4-year-olds); Asian: 683 children: (216 3-year-olds; 467 4-year-olds); Native Hawaiian/Pacific Islander: 49 children: (12 3-year-olds; 37 4-year-olds); American Indian/Alaska Native: 172 children: (41 3-year-olds; 131 4-year-olds); Biracial/Multiracial: 707 children: (205 3-year-olds; 502 4-year-olds) ³
Connecticut CDCC	Data not available
Connecticut SR	Data not available
Connecticut Smart Start	Data not available
Delaware	Data not available
District of Columbia	White: 1,791 children: (727 3-year-olds; 1,030 4-year-olds); Black/African American: 8,701 children: (3,915 3-year-olds; 4,644 4-year-olds); Asian: 243 children: (108 3-year-olds; 134 4-year-olds); Native Hawaiian/Pacific Islander: 6 children: (2 3-year-olds; 3 4-year-olds); American Indian/Alaska Native: 24 children: (8 3-year-olds; 16 4-year-olds); Biracial/Multiracial: 380 children: (162 3-year-olds; 206 4-year-olds); Other races: 1,932 children: (824 3-year-olds; 1,068 4-year-olds)
Florida	Not reported
Georgia	White: 29,176 4-year-olds; Black/African American: 32,005 4-year-olds; Asian: 3,488 4-year-olds; Native Hawaiian/Pacific Islander: 125 4-year-olds; American Indian/Alaska Native: 185 4-year-olds; Biracial/Multiracial: 3,150 4-year-olds; Other races: 12,693 4-year-olds; Not reported: 52 4-year-olds
Hawaii	White: 66 4-year-olds; Black/African American: 5 4-year-olds; Asian: 30 4-year-olds; Native Hawaiian/Pacific Islander: 180 4-year-olds; American Indian/Alaska Native: 3 4-year-olds; Biracial/Multiracial: 4 4-year-olds; Other races: 88 4-year-olds
Illinois	White: 28,651 children: (12,450 3-year-olds; 15,996 4-year-olds; 205 5-year-olds); Black/African American: 15,561 children: (7,229 3-year-olds; 8,317 4-year-olds; 15 5-year-olds); Asian: 2,763 children: (1,232 3-year-olds; 1,528 4-year-olds; 3 5-year-olds); Native Hawaiian/Pacific Islander: 86 children: (31 3-year-olds; 55 4-year-olds); American Indian/Alaska Native: 222 children: (111 3-year-olds; 111 4-year-olds); Biracial/Multiracial: 3,461 children: (1,616 3-year-olds; 1,836 4-year-olds; 9 5-year-olds)
Indiana	White: 1,001 4-year-olds; Black/African American: 793 4-year-olds; Asian: 63 4-year-olds; Native Hawaiian/Pacific Islander: 7 4-year-olds; American Indian/Alaska Native: 12 4-year-olds ⁴
Iowa Shared Visions	White: 821 children; Black/African American: 305 children; Asian: 36 children; Native Hawaiian/Pacific Islander: 5 children; American Indian/Alaska Native: 38 children; Biracial/Multiracial: 107 children; Not reported: 37 children
Iowa SWVPP	White: 19,325 children: (520 3-year-olds; 18,805 4-year-olds); Black/African American: 1,203 children: (21 3-year-olds; 1,182 4-year-olds); Asian: 698 children: (13 3-year-olds; 685 4-year-olds); Native Hawaiian/Pacific Islander: 54 4-year-olds; American Indian/Alaska Native: 84 children: (2 3-year-olds; 82 4-year-olds); Biracial/Multiracial: 979 children: (19 3-year-olds; 960 4-year-olds)
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	White: 19,071 children: (6,636 3-year-olds; 12,435 4-year-olds); Black/African American: 2,911 children: (880 3-year-olds; 2,031 4-year-olds); Asian: 511 children: (127 3-year-olds; 384 4-year-olds); Native Hawaiian/Pacific Islander: 36 children; American Indian/Alaska Native: 30 children; Biracial/Multiracial: 1,342 children: (396 3-year-olds; 946 4-year-olds) ⁵
Louisiana 8(g)	Data not available
Louisiana LA 4	Data not available
Louisiana NSECD	Data not available
Maine	White: 4,882 4-year-olds; Black/African American: 220 4-year-olds; Asian: 32 4-year-olds; Native Hawaiian/Pacific Islander: 4 4-year-olds; Biracial/Multiracial: 122 4-year-olds ⁵
Maryland	White: 7,856 children: (1,041 3-year-olds; 6,815 4-year-olds); Black/African American: 12,270 children: (1,381 3-year-olds; 10,889 4-year-olds); Asian: 1,625 children: (304 3-year-olds; 1,321 4-year-olds); Native Hawaiian/Pacific Islander: 59 children: (5 3-year-olds; 54 4-year-olds); American Indian/Alaska Native: 111 children: (16 3-year-olds; 95 4-year-olds); Biracial/Multiracial: 1,397 children: (170 3-year-olds; 1,227 4-year-olds) ²
Massachusetts IPLE	White: 2,850 children: (13 children under age 3; 768 3-year-olds; 1,658 4-year-olds; 411 5-year-olds); Black/African American: 404 children: (1 child under age 3; 139 3-year-olds; 209 4-year-olds; 55 5-year-olds); Asian: 264 children: (4 children under age 3; 73 3-year-olds; 150 4-year-olds; 37 5-year-olds); Native Hawaiian/Pacific Islander: 22 children: (13 3-year-olds; 4 4-year-olds; 5 5-year-olds); American Indian/Alaska Native: 11 children: (4 3-year-olds; 7 4-year-olds); Biracial/Multiracial: 178 children: (1 child under age 3; 55 3-year-olds; 101 4-year-olds; 21 5-year-olds); Other races: 683 children: (231 3-year-olds; 452 4-year-olds); Not reported: 229 children: (97 3-year-olds; 132 4-year-olds)
Massachusetts UPK	White: 3,736 children; Black/African American: 1,067 children; Asian: 294 children; Native Hawaiian/Pacific Islander: 27 children; American Indian/Alaska Native: 83 children; Biracial/Multiracial: 1,081 children; Other races: 873 children; Not reported: 767 children

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by race
Michigan	White: 23,664 4-year-olds; Black/African American: 11,542 4-year-olds; Asian: 692 4-year-olds; Native Hawaiian/Pacific Islander: 76 4-year-olds; American Indian/Alaska Native: 387 4-year-olds; Biracial/Multiracial: 2,010 4-year-olds
Minnesota HdSt	Data not available
Minnesota VPK	Data not available
Mississippi	White: 460 children: (9 3-year-olds; 451 4-year-olds); Black/African American: 1,020 children: (230 3-year-olds; 790 4-year-olds); Asian: 5 children: (2 3-year-olds; 3 4-year-olds); Native Hawaiian/Pacific Islander: 1 3-year-old; American Indian/Alaska Native: 1 4-year-old; Biracial/Multiracial: 29 children: (5 3-year-olds; 24 4-year-olds)
Missouri	Data not available
Nebraska	Data not available
Nevada	White: 597 children; Black/African American: 128 children; Asian: 106 children; American Indian/Alaska Native: 60 children; Biracial/Multiracial: 75 children; Other races: 119 children
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	White: 8,720 children: (924 3-year-olds; 7,796 4-year-olds); Black/African American: 265 children: (46 3-year-olds; 219 4-year-olds); Asian: 118 children: (8 3-year-olds; 110 4-year-olds); Native Hawaiian/Pacific Islander: 39 children: (3 3-year-olds; 36 4-year-olds); American Indian/Alaska Native: 1,197 children: (105 3-year-olds; 1,092 4-year-olds); Other races: 40 children: (6 3-year-olds; 34 4-year-olds)
New York	Data not available
North Carolina	White: 14,769 4-year-olds; Black/African American: 11,256 4-year-olds; Asian: 1,098 4-year-olds; Native Hawaiian/Pacific Islander: 688 4-year-olds; American Indian/Alaska Native: 2,080 4-year-olds; Biracial/Multiracial: 3,250 4-year-olds ³
Ohio	Data not available
Oklahoma	White: 26,178 children: (1,251 3-year-olds; 24,927 4-year-olds); Black/African American: 3,491 children: (111 3-year-olds; 3,380 4-year-olds); Asian: 961 children: (25 3-year-olds; 936 4-year-olds); Native Hawaiian/Pacific Islander: 154 children: (2 3-year-olds; 152 4-year-olds); American Indian/Alaska Native: 5,835 children: (386 3-year-olds; 5,449 4-year-olds); Biracial/Multiracial: 4,645 children: (185 3-year-olds; 4,460 4-year-olds)
Oregon HdSt	White: 5,589 children: (2,291 3-year-olds; 3,298 4-year-olds); Black/African American: 610 children: (250 3-year-olds; 360 4-year-olds); Asian: 195 children: (80 3-year-olds; 115 4-year-olds); Native Hawaiian/Pacific Islander: 105 children: (43 3-year-olds; 62 4-year-olds); American Indian/Alaska Native: 171 children: (70 3-year-olds; 101 4-year-olds); Biracial/Multiracial: 638 children: (262 3-year-olds; 376 4-year-olds); Other races: 718 children: (294 3-year-olds; 424 4-year-olds); Not reported: 130 children: (54 3-year-olds; 76 4-year-olds)
Oregon Preschool Promise	White: 35% of children; Black: 6% of children; Asian: 4% of children; Native Hawaiian/Pacific Islander: 1% of children; American Indian/Alaska Native: 3%; Multiracial: 5% of children
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	White: 2,496 children: (893 3-year-olds; 1,485 4-year-olds); Black/African American: 1,727 children: (668 3-year-olds; 999 4-year-olds); Asian: 328 children: (134 3-year-olds; 190 4-year-olds); Native Hawaiian/Pacific Islander: 2 children: (1 3-year-old; 1 4-year-old); American Indian/Alaska Native: 10 children: (6 3-year-olds; 4 4-year-olds); Other races: 819 children: (320 3-year-olds; 469 4-year-olds); Not reported: 216 children: (88 3-year-olds; 122 4-year-olds)
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	White: 9,752 children: (3,081 3-year-olds; 6,471 4-year-olds); Black/African American: 5,093 children: (1,941 3-year-olds; 3,004 4-year-olds); Asian: 766 children: (308 3-year-olds; 446 4-year-olds); Native Hawaiian/Pacific Islander: 19 children: (7 3-year-olds; 12 4-year-olds); American Indian/Alaska Native: 61 children: (23 3-year-olds; 34 4-year-olds); Other races: 1,564 children: (511 3-year-olds; 1,036 4-year-olds); Not reported: 1,060 children: (315 3-year-olds; 723 4-year-olds)
Rhode Island	White: 635 4-year-olds; Black/African American: 129 4-year-olds; Asian: 40 4-year-olds; Native Hawaiian/Pacific Islander: 10 4-year-olds; American Indian/Alaska Native: 59 4-year-olds; Biracial/Multiracial: 135 4-year-olds
South Carolina	White: 9,404 4-year-olds; Black/African American: 10,798 4-year-olds; Asian: 487 4-year-olds; American Indian/Alaska Native: 126 4-year-olds
Tennessee	Data not available
Texas	Data not available
Vermont	White: 8,208 children: (3,298 3-year-olds; 4,910 4-year-olds); Black/African American: 150 children: (63 3-year-olds; 87 4-year-olds); Asian: 170 children: (64 3-year-olds; 106 4-year-olds); Native Hawaiian/Pacific Islander: 6 children: (3 3-year-olds; 3 4-year-olds); American Indian/Alaska Native: 6 children: (3 3-year-olds; 3 4-year-olds); Biracial/Multiracial: 258 children: (112 3-year-olds; 146 4-year-olds); Other races: 145 children: (60 3-year-olds; 85 4-year-olds) ⁴
Virginia	Data not available
Washington	White: 4,234 children: (1,528 3-year-olds; 2,706 4-year-olds); Black/African American: 1,094 children: (425 3-year-olds; 669 4-year-olds); Asian: 423 children: (143 3-year-olds; 280 4-year-olds); Native Hawaiian/Pacific Islander: 187 children: (55 3-year-olds; 132 4-year-olds); American Indian/Alaska Native: 294 children: (113 3-year-olds; 181 4-year-olds); Biracial/Multiracial: 753 children: (279 3-year-olds; 474 4-year-olds); Other races: 34 4-year-olds; Hispanic/Latino: 4,672 children: (1,567 3-year-olds; 3,105 4-year-olds)
West Virginia	White: 12,972 children: (962 3-year-olds; 12,010 4-year-olds); Black/African American: 562 children: (41 3-year-olds; 521 4-year-olds); Asian: 89 children: (3 3-year-olds; 86 4-year-olds); Native Hawaiian/Pacific Islander: 6 children: (1 3-year-old; 5 4-year-olds); American Indian/Alaska Native: 9 4-year-olds; Biracial/Multiracial: 592 children: (36 3-year-olds; 556 4-year-olds) ⁴
Wisconsin 4K	White: 32,546 children; Black/African American: 4,900 children; Asian: 2,203 children; Native Hawaiian/Pacific Islander: 45 children; American Indian/Alaska Native: 420 children; Biracial/Multiracial: 2,439 children; Hispanic/Latino: 6,555 children
Wisconsin HdSt	Data not available
Guam	Asian: 4 4-year-olds; Native Hawaiian/Pacific Islander: 67 4-year-olds

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by program location
Alabama	Public schools: 10,043; Head Start: 1,943; Other public settings: 223; Other private settings: 1,823
Alaska	Public schools: 278; Head Start: 80
Arizona	Public schools: 2,218; Other private settings: 3,238 ⁶
Arkansas	Public schools: 135; Head Start: 8; Other public settings: 10; Other private settings: 86 ⁷
California SPP	Data not available
California TK	Public schools: 100,768
Colorado	Public schools: 16,496; Head Start: 1,680; Other public settings: 555; Other private settings: 2,891 ⁴
Connecticut CDCC	Data not available ⁵
Connecticut SR	Public schools: 3,321; Head Start: 1,082; Other private settings: 7,640
Connecticut Smart Start	Public schools: 483
Delaware	Public schools: 387; Head Start: 326; Other public settings: 17; Other private settings: 101
District of Columbia	Public schools: 5,824; Public charter schools: 6,672; Community-based organizations: 581
Florida	Not reported ³
Georgia	Public schools: 38,397; Head Start: 5,228; Other public settings: 930; Other private settings: 36,319
Hawaii	Public schools: 376
Illinois	Public schools: 59,790; Other public settings: 9,846; Other private settings: 2,371
Indiana	Public schools: 542; Head Start: 135; Other private settings: 1,115 ⁷
Iowa Shared Visions	Public schools: 687; Head Start: 467; Other public settings: 80; Other private settings: 115
Iowa SWVPP	Public schools: 16,578; Head Start: 646; Other private settings: 7,737 ⁷
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	Data not available ⁶
Louisiana 8(g)	Public schools: 2,153
Louisiana LA 4	Public schools: 15,467; Other private settings: 96 ⁶
Louisiana NSECD	Other private settings: 1,338
Maine	Data not available
Maryland	Public schools: 30,418; Other private settings: 964
Massachusetts IPLE	Public schools: 4,123; Other private settings: 606 ⁴
Massachusetts UPK	Public schools: 362; Head Start: 4,405; Other private settings: 3,161
Michigan	Public schools: 22,639; Head Start: 6,523; Other public settings: 4,988; Other private settings: 4,221
Minnesota HdSt	Data not available ³
Minnesota VPK	Data not available ⁶
Mississippi	Public schools: 717; Head Start: 837; Other public settings: 5; Other private settings: 83
Missouri	Public schools: 2,354; Other public settings: 37; Other private settings: 255
Nebraska	Public schools: 12,864
Nevada	Public schools: 1,830; Other private settings: 40
New Jersey Abbott	Public schools: 19,740; Head Start: 6,038; Other private settings: 19,575
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	Public schools: 5,852; Head Start: 414; Other public settings: 326; Other private settings: 3,787
New York	Public schools: 54,005; Head Start: 12,028; Other public settings: 722; Other private settings: 56,116
North Carolina	Public schools: 12,872; Head Start: 2,726; Other private settings: 11,421
Ohio	Public schools: 9,039; Other private settings: 6,903
Oklahoma	Public schools: 38,732; Head Start: 1,911; Other public settings: 128; Other private settings: 493
Oregon HdSt	Public schools: 797; Head Start: 6,359; Other public settings: 1,000
Oregon Preschool Promise	Data not available ⁵
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	Public schools: 907; Head Start: 3,419; Other private settings: 1,272
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	Public schools: 4,179; Head Start: 4,869; Other private settings: 9,267
Rhode Island	Public schools: 270; Head Start: 378; Other private settings: 360
South Carolina	Data not available
Tennessee	Public schools: 17,140; Other private settings: 1,500
Texas	Data not available
Vermont	Data not available ⁵
Virginia	Public schools: 17,309; Other private settings: 714
Washington	Public schools: 6,449; Head Start: 1,578; Other public settings: 187; Other private settings: 3,477
West Virginia	Public schools: 16,300 ²
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	Public schools: 71

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCESS

STATE	Preschool enrollment by operating schedule
Alabama	Extended-day: 14,032 ⁵
Alaska	Determined locally: 358
Arizona	Extended-day: 3,406; Part-day: 2,661
Arkansas	Extended-day: 20,285
California SPP	Extended-day: 39,740; Part-day: 95,301 ³
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	Extended-day: 2,252
Connecticut SR	Extended-day: 8,295; School-day: 1,879; Part-day: 1,869
Connecticut Smart Start	School-day: 483
Delaware	Data not available
District of Columbia	Extended-day: 13,077
Florida	Not reported
Georgia	Extended-day: 80,874
Hawaii	School-day: 376
Illinois	School-day: 10,281; Part-day: 61,726
Indiana	Extended-day: 1,216; School-day: 446; Part-day: 347 ⁸
Iowa Shared Visions	Extended-day: 993; School-day: 176; Part-day: 180
Iowa SWVPP	Data not available
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	Data not available ⁷
Louisiana 8(g)	School-day: 2,153
Louisiana LA 4	School-day: 15,563
Louisiana NSECD	School-day: 1,338
Maine	Data not available
Maryland	Extended-day: 13,535; Part-day: 17,847
Massachusetts IPLE	Extended-day: 835; School-day: 724; Part-day: 3,357
Massachusetts UPK	Extended-day: 6,153; School-day: 1,607; Part-day: 168
Michigan	Extended-day: 33,041; Part-day: 5,330 ²
Minnesota HdSt	Data not available ⁴
Minnesota VPK	Data not available
Mississippi	Extended-day: 899; School-day: 743
Missouri	Extended-day: 2,433; Part-day: 213
Nebraska	Data not available
Nevada	School-day: 750; Part-day: 1,120
New Jersey Abbott	School-day: 45,355
New Jersey ECPA	School-day: 3,799; Part-day: 3,463
New Jersey ELLI	School-day: 449; Part-day: 304
New Mexico	School-day: 5,151; Part-day: 5,228
New York	School-day: 93,394; Part-day: 29,477
North Carolina	Extended-day: 27,019
Ohio	Part-day: 15,942 ³
Oklahoma	School-day: 35,748; Part-day: 5,516
Oregon HdSt	Extended-day: 750; Part-day: 7,335; Determined locally: 71
Oregon Preschool Promise	Data not available
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	School-day: 4,093; Part-day: 1,505
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	School-day: 15,685; Part-day: 2,630 ¹
Rhode Island	School-day: 1,008
South Carolina	Data not available ⁴
Tennessee	School-day: 18,640
Texas	Data not available
Vermont	Data not available
Virginia	School-day: 17,431; Part-day: 592
Washington	Extended-day: 416; School-day: 1,518; Part-day: 9,757
West Virginia	School-day: 14,637; Part-day: 303 ⁵
Wisconsin 4K	Data not available
Wisconsin HdSt	Data not available
Guam	School-day: 71

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

OPERATING SCHEDULE

STATE	Minimum hours of operation using state funds	Days per week of operation using state funds
Alabama	6.5 ⁵	5 days per week ⁵
Alaska	Determined locally ²	Determined locally ²
Arizona	48 hours/month ⁷	3 days per week ⁷
Arkansas	7 ⁸	5 days per week
California SPP	3 ³	5 days per week ³
California TK	3 ¹	5 days per week ¹
Colorado	2.5 ⁵	Determined locally ⁵
Connecticut CDCC	10 ⁶	5 days per week
Connecticut SR	2.5 ³	5 days per week
Connecticut Smart Start	6	5 days per week
Delaware	3.5 ⁴	5 days per week
District of Columbia	6.5	5 days per week
Florida	Determined locally ⁴	Determined locally ⁴
Georgia	6.5	5 days per week
Hawaii	Per Hawaii Department of Education's school-day schedule ³	5 days per week
Illinois	2.5	5 days per week
Indiana	4 ⁸	Determined locally ⁸
Iowa Shared Visions	No minimum requirement ⁶	Determined locally ⁶
Iowa SWVPP	At least 10 hours/week ⁸	Determined locally ⁸
Kansas Preschool	3 ¹	Determined locally ¹
Kansas State Pre-K	3	Determined locally
Kentucky	2.5 ⁷	Determined locally ⁸
Louisiana 8(g)	6 ³	5 days per week
Louisiana LA 4	6 ⁷	5 days per week
Louisiana NSECD	6 ⁵	5 days per week
Maine	2 ⁶	Determined locally ⁶
Maryland	2.5 ³	5 days per week ³
Massachusetts IPLE	2 ⁵	Determined locally ⁵
Massachusetts UPK	Determined locally ³	Determined locally ³
Michigan	3 hours per day for part-day programs ⁴	4 days per week ⁵
Minnesota HdSt	Determined locally ⁴	Determined locally ⁴
Minnesota VPK	350 instructional hours per school year ⁷	Determined locally
Mississippi	6 ³	5 days per week
Missouri	3 ³	Determined locally ⁴
Nebraska	3.5 ²	Determined locally ²
Nevada	2.5 ³	Determined locally
New Jersey Abbott	6 ⁵	5 days per week
New Jersey ECPA	2.5 ⁵	5 days per week
New Jersey ELLI	2.5 ⁵	5 days per week
New Mexico	2.5 ²	Determined locally
New York	2.5 ⁵	5 days per week ⁵
North Carolina	6.5	5 days per week
Ohio	2.5 ³	Determined locally
Oklahoma	2.5 ¹	5 days per week ¹
Oregon HdSt	3.5 ¹	Determined locally ²
Oregon Preschool Promise	900 hours per year ⁶	Determined locally ⁷
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP	3.5 ¹	Determined locally ¹
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania Pre-K Counts	2.5 ¹	5 days per week
Rhode Island	6	5 days per week
South Carolina	4 ⁴	5 days per week ⁴
Tennessee	5.5 ⁵	5 days per week
Texas	3	5 days per week
Vermont	10 hours per week	Determined locally
Virginia	3 ³	5 days per week
Washington	2.5 ⁴	Determined locally ⁵
West Virginia	1,500 minutes per week ⁵	At least 4 days per week ⁵
Wisconsin 4K	2.5 ²	Determined locally ²
Wisconsin HdSt	3.5 ³	Determined locally ³
Guam	6	5 days per week

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

OPERATING SCHEDULE

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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

OPERATING SCHEDULE

STATE	Hours per year of operation using state funds	State-funded annual operating schedule
Alabama	1,170	School year or academic year ⁵
Alaska	Determined locally ²	Determined locally ²
Arizona	Part-day: 480 hours; Full-day: 1,120	Determined locally ⁹
Arkansas	1,246	School year or academic year ⁸
California SPP	Full-day: minimum 246 days/year; Part-day: minimum 175 days/year ³	Determined locally ³
California TK	36,000 minutes ¹	School year or academic year ¹
Colorado	Part-day: 360; Full-day: 720 ⁵	School year or academic year ⁵
Connecticut CDCC	Determined locally ⁷	Full calendar year ⁷
Connecticut SR	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450 ³	Determined locally ³
Connecticut Smart Start	1,080	School year or academic year ³
Delaware	At least 640	Determined locally
District of Columbia	1,170	School year or academic year
Florida	540 (school-year program); 300 (summer program) ⁴	Determined locally ⁴
Georgia	1,170	School year or academic year
Hawaii	1,080 ³	School year or academic year ³
Illinois	2.5 to 6 hours/day, 5 days/week for approximately 180 days/year	School year or academic year
Indiana	450 ⁸	Determined locally ⁸
Iowa Shared Visions	Determined locally ⁶	Determined locally ⁶
Iowa SWVPP	Approximately 350 ⁹	School year or academic year
Kansas Preschool	465 ¹	Determined locally ¹
Kansas State Pre-K	465	School year or academic year
Kentucky	Unknown	School year or academic year ⁹
Louisiana 8(g)	1,062	School year or academic year
Louisiana LA 4	1,062	School year or academic year
Louisiana NSECD	962.5	School year or academic year
Maine	Determined locally ⁶	Determined locally ⁷
Maryland	Extended Day: 75,302.50 minutes; Part Day: 50,387.50 minutes ³	School year or academic year
Massachusetts IPLE	Determined locally ⁵	Determined locally ⁵
Massachusetts UPK	Determined locally ³	Determined locally ⁵
Michigan	Part-day: 360; Full-day: 780 ⁵	Determined locally ⁵
Minnesota HdSt	Per Federal Head Start Performance Standards ⁴	Determined locally
Minnesota VPK	Minimum of 350 hours; Funded up to 510 hours ⁹	School year or academic year ¹⁰
Mississippi	1,080	School year or academic year
Missouri	Determined locally ⁴	School or academic year (schools/government entities only); Full calendar year ⁵
Nebraska	450 if receiving a grant or qualified to have State Aid calculated ²	School year or academic year
Nevada	Determined locally	Determined locally
New Jersey Abbott	1,080	School year or academic year ⁵
New Jersey ECPA	450 to 1,080	School year or academic year ⁵
New Jersey ELLI	450 to 1,080	School year or academic year ⁵
New Mexico	Part-day: 450; Extended-day: 900 ²	Determined locally
New York	Part-day: 450; Full-day: 900 ⁵	School year or academic year ⁵
North Carolina	1,170	School year or academic year ⁴
Ohio	455	School year or academic year
Oklahoma	1,080 ¹	School year or academic year ¹
Oregon HdSt	Per Federal Head Start Performance Standards ¹	School year or academic year ¹
Oregon Preschool Promise	900 ⁸	Determined locally ⁴
Pennsylvania RTL	450 to 990	180 days per year
Pennsylvania HSSAP	360 ¹	Determined locally ¹
Pennsylvania K4 & SBPK	450 to 990	180 days per year ¹
Pennsylvania Pre-K Counts	Determined locally	180 days per year
Rhode Island	1,080	School year or academic year
South Carolina	CERDEP: 1,170 hours; EIA 4K: 720 hours ⁵	School year or academic year
Tennessee	990	School year or academic year
Texas	540	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-day: 1,000; Extended-day: 2,370 ⁴	School year (part-day and full school-day models); calendar year (extended-day model) ⁴
West Virginia	800 hours per year (48,000 minutes) ⁵	School year or academic year ⁵
Wisconsin 4K	437 ²	Determined locally ²
Wisconsin HdSt	Determined locally ³	Determined locally ³
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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

AGE ELIGIBILITY

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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

AGE ELIGIBILITY

STATE	Kindergarten eligibility age
Alabama	5 by September 1
Alaska	5 by August 15
Arizona	5 by September 1
Arkansas	5 by August 1
California SPP	5 by September 1 ⁵
California TK	5 by September 1 ²
Colorado	5 by October 1 ⁴
Connecticut CDCC	5 on or before January 1
Connecticut SR	5 on or before January 1 ⁴
Connecticut Smart Start	5 on or before January 1
Delaware	5 by August 31
District of Columbia	5 by September 30 ⁵
Florida	5 by September 1
Georgia	5 by September 1
Hawaii	5 on or before July 31
Illinois	5 by September 1 ⁴
Indiana	5 by August 1 ¹⁰
Iowa Shared Visions	5 on or before September 15
Iowa SWVPP	5 on or before September 15
Kansas Preschool	5 by August 31
Kansas State Pre-K	5 by August 31
Kentucky	5 by October 1
Louisiana 8(g)	5 by September 30
Louisiana LA 4	5 by September 30
Louisiana NSECD	5 by September 30
Maine	5 by October 15
Maryland	5 by September 1
Massachusetts IPLE	Determined locally ⁷
Massachusetts UPK	Determined locally ⁶
Michigan	5 by September 1 ⁶
Minnesota HdSt	5 by September 1
Minnesota VPK	5 by September 1
Mississippi	5 by September 1
Missouri	5 by July 31
Nebraska	5 by August 1
Nevada	5 by September 30
New Jersey Abbott	5 by locally determined date
New Jersey ECPA	5 by locally determined date
New Jersey ELLI	5 by locally determined date
New Mexico	5 by August 31
New York	5 by locally determined date
North Carolina	5 by August 31
Ohio	5 by August 1 or September 30 ²
Oklahoma	5 by September 1
Oregon HdSt	5 by September 1
Oregon Preschool Promise	5 by September 1
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Determined locally ²
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Determined locally ²
Rhode Island	5 by September 1
South Carolina	5 by September 1
Tennessee	5 by August 15
Texas	5 by September 1
Vermont	5 by locally determined date
Virginia	5 by September 30
Washington	5 by August 31
West Virginia	5 by September 1
Wisconsin 4K	5 by September 1
Wisconsin HdSt	5 by September 1
Guam	5 by July 30

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

AGE ELIGIBILITY

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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

AGE ELIGIBILITY

STATE	State policy on enrolling children in state-funded preschool when they are age-eligible for kindergarten
Oregon HdSt	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Oregon Preschool Promise	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Pennsylvania RTL	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool
Pennsylvania HSSAP	Kindergarten-age eligible children with documented disabilities may enroll in preschool; Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year ²
Pennsylvania K4 & SBPK	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool
Pennsylvania Pre-K Counts	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year ²
Rhode Island	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
South Carolina	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Tennessee	Kindergarten-age eligible children with documented disabilities may enroll in preschool ⁶
Texas	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year
Vermont	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents
Virginia	School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program; Kindergarten age-eligible children may enroll in preschool at the local program's discretion only, not solely at the request of parents.
Washington	Children may not enroll in preschool if they are age eligible for kindergarten at the start of the year ⁷
West Virginia	Kindergarten-age eligible children may enroll in preschool at the local program's discretion ⁷
Wisconsin 4K	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool ⁴
Wisconsin HdSt	Kindergarten-age eligible children may enroll in preschool at the local program's discretion; Kindergarten-age eligible children may enroll in preschool at the request of parents; Kindergarten-age eligible children may enroll and repeat 4-year-old preschool; Kindergarten-age eligible children with documented disabilities may enroll in preschool
Guam	State policy does not regulate the enrollment of kindergarten age-eligible children in preschool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 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 ⁷
Alaska	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Arizona	Eligibility is determined by individual child or family characteristics in addition to age
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age ¹¹
California SPP	Eligibility is determined by individual child or family characteristics in addition to age ⁶
California TK	All age-eligible children in districts offering the program, or in the entire state, may enroll
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Connecticut SR	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
Connecticut Smart Start	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Delaware	Eligibility is determined by individual child or family characteristics in addition to age ⁶
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 ⁴
Illinois	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Indiana	Eligibility is determined by individual child or family characteristics in addition to age ¹¹
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Iowa SWVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹¹
Kansas Preschool	Eligibility is determined by individual child or family characteristics in addition to age ²
Kansas State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age ¹¹
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ⁴
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 ⁸
Maryland	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Massachusetts IPLE	Eligibility is determined by individual child or family characteristics in addition to age ⁸
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁷
Michigan	Eligibility is determined by individual child or family characteristics in addition to age ⁷
Minnesota HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Minnesota VPK	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹¹
Mississippi	Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age ⁴
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
New Jersey Abbott	All age-eligible resident children in districts offering the program may enroll ⁷
New Jersey ECPA	All age-eligible children in districts offering the program may enroll
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁷
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon HdSt	Eligibility is determined by individual child or family characteristics in addition to age ³
Oregon Preschool Promise	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age ¹
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ³
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 Pre-K Counts	Eligibility is determined by individual child or family characteristics in addition to age ³
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll ³
South Carolina	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Virginia	Eligibility is determined by individual child or family characteristics in addition to age
Washington	Eligibility is determined by individual child or family characteristics in addition to age ⁸
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 ⁵
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Guam	All age-eligible children in districts offering the program, or in the entire state, may enroll ³

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

INCOME REQUIREMENT

STATE	Income requirement
Alabama	No income requirement
Alaska	No income requirement
Arizona	200% of FPL
Arkansas	200% of FPL ¹¹
California SPP	70% of SMI ⁶
California TK	No income requirement
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL
Connecticut CDCC	75% of SMI ⁹
Connecticut SR	60% of children enrolled in each municipality must meet the income guideline of at or below 75% SMI ⁵
Connecticut Smart Start	No income requirement
Delaware	100% of FPL ⁶
District of Columbia	No income requirement
Florida	No income requirement
Georgia	No income requirement
Hawaii	250% of FPL
Illinois	No income requirement ⁵
Indiana	127% of FPL ¹¹
Iowa Shared Visions	130% of FPL ⁹
Iowa SWVPP	No income requirement
Kansas Preschool	Eligible for free or reduced-price lunch, or 185% of FPL ²
Kansas State Pre-K	Eligible for free or reduced-price lunch, or 185% of FPL
Kentucky	160% of FPL ¹¹
Louisiana 8(g)	Eligible for free or reduced-price lunch, or 185% of FPL ⁴
Louisiana LA 4	Eligible for free or reduced-price lunch, or 185% of FPL
Louisiana NSECD	Eligible for free or reduced-price lunch, or 185% of FPL
Maine	No income requirement ⁸
Maryland	Eligible for free or reduced-price lunch, or 185% of FPL ⁶
Massachusetts IPLE	No income requirement
Massachusetts UPK	No income requirement ⁷
Michigan	250% of FPL, with some exception for up to 300% of FPL ⁷
Minnesota HdSt	Per Federal Head Start requirements: 100% of FPL ⁶
Minnesota VPK	No income requirement
Mississippi	No income requirement ⁴
Missouri	No income requirement ⁶
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL ⁴
Nevada	No income requirement
New Jersey Abbott	No income requirement ⁷
New Jersey ECPA	No income requirement
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% of FPL ⁷
New Mexico	No income requirement ⁴
New York	No income requirement ⁶
North Carolina	75% of SMI
Ohio	200% of FPL ⁶
Oklahoma	No income requirement
Oregon HdSt	100% of FPL ³
Oregon Preschool Promise	200% of FPL ¹⁰
Pennsylvania RTL	No income requirement ¹
Pennsylvania HSSAP	100% of FPL ³
Pennsylvania K4 & SBPK	No income requirement
Pennsylvania Pre-K Counts	300% of FPL
Rhode Island	No income requirement
South Carolina	Eligible for free or reduced-price lunch, or 185% of FPL ⁶
Tennessee	Eligible for free or reduced-price lunch, or 185% of FPL
Texas	Eligible for free or reduced-price lunch, or 185% of FPL
Vermont	No income requirement
Virginia	200% of FPL
Washington	110% of FPL
West Virginia	No income requirement
Wisconsin 4K	No income requirement
Wisconsin HdSt	Per Federal Head Start income criteria ⁶
Guam	No income requirement

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

INCOME REQUIREMENT

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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 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; 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) ¹¹
California SPP	History of abuse, neglect, or family violence; Homelessness or unstable housing ⁶
California TK	NA
Colorado	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care; Other risk factor(s) ⁷
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) ⁷
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Parental substance abuse; Teen parent; Child history of foster care
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; Other risk factor(s) ⁵
Indiana	None
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 factor(s) ⁹
Iowa SWVPP	NA
Kansas Preschool	Low parent education; Home language other than English; Teen parent; Parent on active military duty; Early childhood referral; Single parent family; Developmental delay-lower than expected developmental progress; DCF social services referral ²
Kansas State Pre-K	Child disability or developmental delay; Low parent education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Home language other than English; Teen parent; Child history of foster care; Other risk factor(s)
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care ¹¹
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 factor(s) ⁴
Louisiana LA 4	Homelessness or unstable housing; Child history of foster care
Louisiana NSECD	Homelessness or unstable housing; Child history of foster care
Maine	Homelessness or unstable housing; Other locally determined risk factors
Maryland	Child disability or developmental delay; Homelessness or unstable housing; Risk child will not be ready for kindergarten ⁶
Massachusetts IPLE	Child disability or developmental delay; Other risk factor(s)
Massachusetts UPK	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 ⁷
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 ⁶
Minnesota VPK	NA
Mississippi	Child disability or developmental delay; Homelessness or unstable housing ⁵
Missouri	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 ⁴
Nevada	NA ⁵

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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 ⁷
New Mexico	NA
New York	NA ⁶
North Carolina	Child disability or developmental delay; Home language other than English; Risk child will not be ready for kindergarten; Low birth weight or other child health risk; Parent on active military duty; Chronic health condition; Child had an IEP
Ohio	None
Oklahoma	NA
Oregon HdSt	Homelessness or unstable housing; Child history of foster care ³
Oregon Preschool Promise	Determined locally ⁹
Pennsylvania RTL	Determined locally
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 ³
Pennsylvania K4 & SBPK	K4: NA; SBPK: Locally determined
Pennsylvania Pre-K Counts	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 ³
Rhode Island	NA
South Carolina	Child disability or developmental delay; Homelessness or unstable housing; Risk child will not be ready for kindergarten; Child history of foster care
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; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parent on active military duty; Other risk factor(s) ⁷
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
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 factor(s) ⁴
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; Expulsion due to behavior; In kinship care; Single parent; Transferring from Head Start or Early Head Start; Parent deployed to combat zone in last year; Parent incarcerated; Mental illness; Health care access: Migrant status ⁹
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other risk factor(s) ⁶
Guam	NA

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OTHER ELIGIBILITY POLICIES

STATE	Is there a specific/minimum number of risk factors tied to eligibility (beyond income)?	Sliding scale based on income	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	NA	Yes ⁸	No
Alaska	No	Determined locally ⁵	No
Arizona	No	No ¹¹	Yes ¹²
Arkansas	1 ¹¹	Yes ¹¹	No
California SPP	1 ⁶	Yes ⁷	Yes ⁸
California TK	NA	No	No
Colorado	4-year-olds: 1; children under 4: 3 ⁷	No	No
Connecticut CDCC	No ⁹	Yes	Yes ¹⁰
Connecticut SR	NA ⁵	Yes	Yes ⁶
Connecticut Smart Start	NA	Determined locally ⁶	No
Delaware	No ⁷	No	No
District of Columbia	NA	No	No
Florida	NA	No	No
Georgia	NA	No	No
Hawaii	No ⁴	No	No
Illinois	2 ⁵	No	No
Indiana	No	No	No
Iowa Shared Visions	1 ⁹	Determined locally ⁹	No
Iowa SWVPP	NA	No	No
Kansas Preschool	1	No	No
Kansas State Pre-K	1	No	No
Kentucky	1 ¹¹	Determined locally ¹²	No
Louisiana 8(g)	No ⁴	No	No
Louisiana LA 4	No	Determined locally ⁸	No
Louisiana NSECD	No	Determined locally ⁶	No
Maine	No	No	Yes ⁹
Maryland	1 ⁶	No	No
Massachusetts IPLE	No	Determined locally ⁹	No
Massachusetts UPK	NA	Determined locally ⁸	No
Michigan	1 ⁷	Yes ⁷	No
Minnesota HdSt	1 (including income) ⁶	No	Yes ⁷
Minnesota VPK	NA	No	Yes ¹²
Mississippi	No	No	No
Missouri	NA	Determined locally ⁷	No
Nebraska	No ⁴	Determined locally ⁵	No
Nevada	NA	No	Yes ⁶
New Jersey Abbott	NA	No	Yes ⁸
New Jersey ECPA	NA	No	Yes ⁷
New Jersey ELLI	No	No	Yes ⁸
New Mexico	NA	No	No
New York	NA ⁶	No	No
North Carolina	1 ⁶	No	No
Ohio	No ⁶	Determined locally ⁶	No
Oklahoma	NA	No	No
Oregon HdSt	No ³	No	No
Oregon Preschool Promise	No	No	No
Pennsylvania RTL	No	No	No
Pennsylvania HSSAP	No	No	No
Pennsylvania K4 & SBPK	K4: NA; SBPK: Determined locally	No	No
Pennsylvania Pre-K Counts	No ³	No	No
Rhode Island	NA	No	No ⁴
South Carolina	No	No	No
Tennessee	1 ⁷	No	No
Texas	1	No	No ³
Vermont	NA	No	No
Virginia	1	No	No
Washington	No	No	No
West Virginia	NA	No	No
Wisconsin 4K	NA	No	No
Wisconsin HdSt	No ⁶	No	No
Guam	NA	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

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

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PROGRAM STANDARDS

STATE	Meal requirements
Alabama	Lunch ¹⁰
Alaska	No meals are required, determined locally
Arizona	Requirements depend on length of program day ¹⁴
Arkansas	Breakfast, Lunch, Snack
California SPP	Requirements depend on length of program day ¹⁰
California TK	At least one meal to children who qualify for FRPL ³
Colorado	Requirements depend on length of program day ⁸
Connecticut CDCC	Breakfast, Lunch, Snack
Connecticut SR	Requirements depend on length of program day ⁷
Connecticut Smart Start	No meals are required
Delaware	At least one meal ⁸
District of Columbia	Breakfast, Lunch, Snack ⁷
Florida	Requirements depend on length of program day ⁷
Georgia	Lunch ⁷
Hawaii	Lunch ⁵
Illinois	Lunch and snack (school-day); Snack (part-day)
Indiana	Requirements depend on length of program day ¹²
Iowa Shared Visions	At least one meal, requirements depend on hours of operation ¹¹
Iowa SWVPP	Snack ¹²
Kansas Preschool	Lunch and snack (school-day); Snack (part-day)
Kansas State Pre-K	Snack
Kentucky	Breakfast and/or Lunch ¹³
Louisiana 8(g)	Breakfast, Lunch, Snack ⁵
Louisiana LA 4	Breakfast, Lunch, Snack
Louisiana NSECD	Breakfast, Lunch, Snack
Maine	Snack ¹⁰
Maryland	Lunch and snack (school-day); Lunch (part-day)
Massachusetts IPLE	Requirements depend on length of program day ¹¹
Massachusetts UPK	Requirements depend on length of program day ⁹
Michigan	Requirements depend on length of program day ⁹
Minnesota HdSt	At least one meal ⁹
Minnesota VPK	No meals are required ¹⁴
Mississippi	At least one meal ⁶
Missouri	Requirements depend on length of program day ⁸
Nebraska	One meal and/or snack ⁶
Nevada	Snack ⁸
New Jersey Abbott	Breakfast, Lunch, Snack
New Jersey ECPA	Requirements depend on length of program day ⁸
New Jersey ELLI	Requirements depend on length of program day ⁹
New Mexico	At least one meal ⁶
New York	Requirements depend on length of program day ⁸
North Carolina	Lunch and either breakfast or snack
Ohio	Requirements depend on length of program day ⁸
Oklahoma	Breakfast and/or Lunch ³
Oregon HdSt	Breakfast, Lunch, Snack ⁴
Oregon Preschool Promise	At least one meal ¹²
Pennsylvania RTL	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Pennsylvania K4 & SBPK	No meals are required
Pennsylvania Pre-K Counts	At least one meal (half-day); At least one meal and snack (full-day) ⁵
Rhode Island	Lunch; Snack
South Carolina	Breakfast; Lunch
Tennessee	Breakfast; Lunch ⁹
Texas	Requirements depend on length of program day ⁵
Vermont	Snack ⁷
Virginia	No meals are required ⁵
Washington	At least one meal ¹⁰
West Virginia	At least one meal ⁹
Wisconsin 4K	Requirements depend on length of program day ⁷
Wisconsin HdSt	At least one meal ⁸
Guam	Breakfast; Lunch

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Required screenings
Alabama	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental ¹¹
Alaska	None ⁷
Arizona	Immunizations
Arkansas	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam
California SPP	Vision; Hearing; Immunizations; Full physical exam ¹¹
California TK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam ⁴
Colorado	None ⁹
Connecticut CDCC	Immunizations; Full physical exam
Connecticut SR	None ⁸
Connecticut Smart Start	None
Delaware	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁹
District of Columbia	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁸
Florida	Determined locally ⁸
Georgia	Vision; Hearing; Height/weight/BMI; Immunizations; Dental ⁸
Hawaii	Full physical exam (includes vision and hearing screenings) ⁶
Illinois	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam ⁶
Indiana	Immunizations; Full physical exam ¹³
Iowa Shared Visions	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam ¹²
Iowa SWVPP	Vision; Hearing; Immunizations; Full physical exam ¹³
Kansas Preschool	Vision; Hearing; Immunizations ³
Kansas State Pre-K	Vision; Hearing; Immunizations; Psychosocial/behavioral; Developmental
Kentucky	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam ¹⁴
Louisiana 8(g)	None ⁶
Louisiana LA 4	Vision; Hearing; Immunizations ⁹
Louisiana NSECD	Vision; Hearing; Immunizations ⁷
Maine	Vision; Hearing; Immunizations ¹¹
Maryland	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam ⁸
Massachusetts IPLE	Developmental; Through Child Find ¹²
Massachusetts UPK	Through Child Find ¹⁰
Michigan	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Dental; Developmental; Full physical exam
Minnesota HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Minnesota VPK	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Developmental ¹⁵
Mississippi	Vision; Hearing; Height/weight/BMI; Immunizations; Developmental ⁷
Missouri	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁹
Nebraska	Determined locally
Nevada	Determined locally ⁹
New Jersey Abbott	Vision; Hearing; Height/weight; Immunizations; Dental; Developmental
New Jersey ECPA	Vision; Hearing; Height/weight; Immunizations; Dental; Developmental
New Jersey ELLI	Vision; Hearing; Height/weight; Immunizations; Dental; Developmental
New Mexico	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁷
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 ⁸
Ohio	Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Oklahoma	Vision; Hearing; Immunizations ⁴
Oregon HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁵
Oregon Preschool Promise	Developmental
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Pennsylvania K4 & SBPK	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations
Pennsylvania Pre-K Counts	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁶
Rhode Island	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
South Carolina	Immunizations; Developmental ⁸
Tennessee	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam
Texas	Vision; Hearing; Immunizations ⁶
Vermont	Vision; Hearing; Immunizations; Dental; Developmental; Full physical exam ⁸
Virginia	Vision; Hearing; Height/weight/BMI; Immunizations ⁶
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 ¹⁰
Wisconsin 4K	Immunizations; Developmental; Full physical exam ⁸
Wisconsin HdSt	Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁹
Guam	Immunizations; Full physical exam ⁴

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Are referrals required for children who screen positive?
Alabama	Yes ¹¹
Alaska	NA
Arizona	Yes
Arkansas	Yes
California SPP	Yes
California TK	No
Colorado	NA
Connecticut CDCC	No
Connecticut SR	Yes ⁸
Connecticut Smart Start	NA
Delaware	Yes
District of Columbia	Yes ⁸
Florida	Determined locally ⁸
Georgia	Yes ⁸
Hawaii	Yes
Illinois	Yes
Indiana	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes ¹³
Kansas Preschool	Yes
Kansas State Pre-K	No
Kentucky	Yes ¹⁴
Louisiana 8(g)	NA
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts IPLE	Yes ¹³
Massachusetts UPK	Yes
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK	Yes ¹⁶
Mississippi	Yes ⁷
Missouri	Yes ⁹
Nebraska	Determined locally
Nevada	NA
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes ⁸
Ohio	Yes
Oklahoma	Yes
Oregon HdSt	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania Pre-K Counts	Yes ⁶
Rhode Island	Yes
South Carolina	Yes ⁸
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	Yes ⁶
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Determined locally ⁹
Wisconsin HdSt	Yes ⁹
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Support services required for all programs
Alabama	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services ¹²
Alaska	None ⁸
Arizona	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁵
Arkansas	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
California SPP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services
California TK	Parent conferences and/or home visits
Colorado	Education services or job training for parents; Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Connecticut CDCC	Parent involvement activities
Connecticut SR	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Connecticut Smart Start	None ⁷
Delaware	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services ¹⁰
District of Columbia	Education services or job training for parents; Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services ⁹
Florida	None
Georgia	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services ⁹
Hawaii	Parent conferences ⁷
Illinois	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Indiana	Parent involvement activities; Parent conferences and/or home visits; Locally determined support services
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Iowa SWVPP	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Kansas Preschool	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Kansas State Pre-K	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities
Kentucky	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services ¹⁵
Louisiana 8(g)	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Louisiana LA 4	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Louisiana NSECD	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; ; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Maine	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Maryland	Parenting support or training; Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Massachusetts IPLE	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁴
Massachusetts UPK	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Michigan	Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Minnesota HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services ¹⁰
Minnesota VPK	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services
Mississippi	Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Missouri	Parenting support or training; Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Nebraska	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Nevada	Parenting support or training; Parent involvement activities; Locally determined support services

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

STATE	Support services required for all programs
New Jersey Abbott	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services ⁹
New Jersey ECPA	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services
New Jersey ELLI	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
New Mexico	Parenting support or training; Parent involvement activities; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services ⁸
New York	Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
North Carolina	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ⁹
Ohio	Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Oklahoma	Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Locally determined support services ⁵
Oregon HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Other support services
Oregon Preschool Promise	Parent involvement activities; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Parent involvement activities; Health services for children; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services
Rhode Island	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits ⁵
South Carolina	Parenting support or training; Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Other locally determined support services (CERDEP); None (EIA 4K)
Tennessee	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ¹⁰
Texas	Determined locally
Vermont	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits ⁹
Virginia	Parent involvement activities; Health services for children; Referral to social services; Other support services ⁷
Washington	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits
West Virginia	Parent involvement activities; Transition to kindergarten activities; Parent conferences and/or home visits
Wisconsin 4K	Referral to social services; Parent conferences and/or home visits; Locally determined support services ¹⁰
Wisconsin HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition to kindergarten activities; Parent conferences and/or home visits; Locally determined support services; Other support services ¹⁰
Guam	Parenting support or training; Parent involvement activities; Parent conferences and/or home visits

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

STATE	PROGRAM STANDARDS		
	The state has policies to support children with special needs in inclusion classrooms in state preschool	Co-teaching models are required in preschool inclusion classrooms	Preschool teachers are required to possess specific qualifications for working with children with special needs
Alabama	Yes ¹³	No	No
Alaska	No	NA	NA
Arizona	Yes	No	No
Arkansas	Yes	No	No
California SPP	Yes	No	No
California TK	Yes	No	No
Colorado	Yes ¹⁰	No	Yes ¹⁰
Connecticut CDCC	No	NA	NA
Connecticut SR	No	NA	NA
Connecticut Smart Start	No	NA	NA
Delaware	Yes	No	Yes (public schools)
District of Columbia	No	NA	NA
Florida	Yes ⁹	Not reported	Not reported
Georgia	Yes ¹⁰	Yes	Yes
Hawaii	Yes	No	No
Illinois	Yes	No	Yes
Indiana	Yes	No	No
Iowa Shared Visions	Yes	No	Yes ¹³
Iowa SWVPP	Yes	No	Yes ¹⁴
Kansas Preschool	No	NA	NA
Kansas State Pre-K	No	NA	NA
Kentucky	Yes	No	Yes
Louisiana 8(g)	No	NA	NA
Louisiana LA 4	No	NA	NA
Louisiana NSECD	No	NA	NA
Maine	Yes	No	No
Maryland	Yes	No	No
Massachusetts IPLE	Yes ¹⁵	No	Yes
Massachusetts UPK	Yes	No	No
Michigan	No	NA	NA
Minnesota HdSt	Yes ¹¹	No ¹¹	No
Minnesota VPK	Yes	Yes	Yes
Mississippi	Yes	No	No
Missouri	No	NA	NA
Nebraska	Yes ⁷	No	No ⁷
Nevada	No	NA	NA
New Jersey Abbott	Yes	No	No
New Jersey ECPA	Yes	No	No
New Jersey ELLI	Yes	No	No
New Mexico	Yes	No	Yes
New York	Yes	Yes ⁹	Yes
North Carolina	Yes ¹⁰	No	Yes
Ohio	Yes ⁹	No	Yes
Oklahoma	Yes	No	Yes
Oregon HdSt	Yes	No	No
Oregon Preschool Promise	Yes ¹³	No	No
Pennsylvania RTL	Yes ²	No	No
Pennsylvania HSSAP	Yes ⁴	No	No
Pennsylvania K4 & SBPK	Yes ³	No	No
Pennsylvania Pre-K Counts	Yes ⁷	No	No
Rhode Island	Yes	No	No
South Carolina	Yes ⁹	No	No
Tennessee	Yes	No	Yes ¹¹
Texas	Yes	No	No
Vermont	Yes	Yes	Yes
Virginia	No	NA	NA
Washington	Yes ¹¹	No	No
West Virginia	Yes ¹¹	No	No
Wisconsin 4K	Yes ¹¹	No	No
Wisconsin HdSt	Yes ¹¹	No	No
Guam	No	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

STATE	PROGRAM STANDARDS		
	Professional development is required for preschool teachers who serve children with special needs	Coaching of preschool teachers about children with special needs is required	Inclusion specialists are available to support preschool teachers and/or children
Alabama	No	Yes	No
Alaska	NA	NA	NA
Arizona	No	No ¹⁶	Yes
Arkansas	No	No	Yes
California SPP	Yes	No	Yes
California TK	No	No	Yes
Colorado	Yes	No	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	NA	NA	NA
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	No	Yes
District of Columbia	NA	NA	NA
Florida	Not reported	Not reported	Not reported
Georgia	Yes	No	Yes
Hawaii	Yes	No	No
Illinois	Yes	No	Yes
Indiana	No	No	Yes
Iowa Shared Visions	Yes	No	No
Iowa SWVPP	Yes	No	No
Kansas Preschool	NA	NA	NA
Kansas State Pre-K	NA	NA	NA
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	NA	NA	NA
Louisiana LA 4	NA	NA	NA
Louisiana NSECD	NA	NA	NA
Maine	No	No	No
Maryland	Yes	No	No
Massachusetts IPLE	Yes	No	No
Massachusetts UPK	No ¹¹	No	No
Michigan	NA	NA	NA
Minnesota HdSt	No	No	Yes
Minnesota VPK	Yes	Yes	Yes
Mississippi	No	No	No
Missouri	NA	NA	NA
Nebraska	No	No	Yes
Nevada	NA	NA	NA
New Jersey Abbott	No	No	Yes
New Jersey ECPA	No	No	No
New Jersey ELLI	No	No	No
New Mexico	Yes	Yes	Yes
New York	Yes	No	No
North Carolina	No	Yes	No
Ohio	Yes	No	Yes
Oklahoma	Yes	No	No
Oregon HdSt	No	No	Yes
Oregon Preschool Promise	No	No	No
Pennsylvania RTL	No	No	No
Pennsylvania HSSAP	No	No	No
Pennsylvania K4 & SBPK	No	No	No
Pennsylvania Pre-K Counts	No	No	No
Rhode Island	No ⁶	No	No
South Carolina	No	No	Yes
Tennessee	No	No	Yes
Texas	No	No	No
Vermont	Yes	No	Yes
Virginia	NA	NA	NA
Washington	No	No	No
West Virginia	No	No	Yes
Wisconsin 4K	No	No	Yes
Wisconsin HdSt	No	No	Yes
Guam	NA	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PROGRAM STANDARDS

Preschool programs are required to follow the Division for Early Childhood's (DEC) best practices

STATE	The proportion of children with an IEP in each preschool classroom is limited	Preschool programs are required to follow the Division for Early Childhood's (DEC) best practices	Other policies to support preschool children with special needs
Alabama	No	Yes	Yes ¹³
Alaska	NA	NA	NA
Arizona	No	No	Yes ¹⁶
Arkansas	No	No	No
California SPP	No	No	Yes ¹²
California TK	Yes: 25% of total enrollment	No	No
Colorado	No	No	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	NA	NA	NA
Connecticut Smart Start	NA	NA	NA
Delaware	No	Yes	No ¹¹
District of Columbia	NA	NA	NA
Florida	Not reported	Not reported	Yes ⁹
Georgia	Yes: Maximum 6 children	No	No
Hawaii	No	No	No
Illinois	Yes: No more than 30%, not including children with speech IEP's	No	No
Indiana	No	No	No
Iowa Shared Visions	Yes: No more than 50% of children	No	No
Iowa SWVPP	Yes: No more than 50% of children	No	No
Kansas Preschool	NA	NA	NA
Kansas State Pre-K	NA	NA	NA
Kentucky	No	No	No
Louisiana 8(g)	NA	NA	NA
Louisiana LA 4	NA	NA	NA
Louisiana NSECD	NA	NA	NA
Maine	Yes: No more than 50% of children	No	No
Maryland	No	Yes	No
Massachusetts IPLE	Yes: Number varies based on class size ¹⁰	No ¹⁵	Yes
Massachusetts UPK	No	No	Yes
Michigan	NA	NA	NA
Minnesota HdSt	No	No	Yes
Minnesota VPK	Yes: No more than 50% of children	Yes	No
Mississippi	Yes: Less than 50% of children	No	No
Missouri	NA	NA	NA
Nebraska	Yes	No	No
Nevada	NA	NA	NA
New Jersey Abbott	Yes: No set limit, based on natural proportions	No	No
New Jersey ECPA	Yes: No set limit, based on natural proportions	No	No
New Jersey ELLI	Yes: No set limit, based on natural proportions	No	No
New Mexico	Yes: 33% or 40% including speech IEPs ⁹	No	No
New York	Yes: No more than 50% of children	No	No
North Carolina	No	Yes	Yes ¹⁰
Ohio	Yes	No	Yes ⁹
Oklahoma	Yes: Less than 50% of children	No	No
Oregon HdSt	No	No	No
Oregon Preschool Promise	No	No	Yes ¹⁴
Pennsylvania RTL	No	No	Yes ²
Pennsylvania HSSAP	No	No	Yes ⁴
Pennsylvania K4 & SBPK	No	No	Yes ³
Pennsylvania Pre-K Counts	Yes: No more than 20% of children ⁸	No	Yes ⁷
Rhode Island	No	No	Yes ⁶
South Carolina	No	No	No
Tennessee	No ¹¹	No	Yes
Texas	No	No	Yes
Vermont	No	Yes	No
Virginia	NA	NA	NA
Washington	No	No	Yes ¹¹
West Virginia	Yes: No more than 50% of children	No	Yes ¹¹
Wisconsin 4K	No	No	Yes ¹¹
Wisconsin HdSt	No	No	No
Guam	NA	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	The state has policies to regulate services for preschool DLLs	Approved written plan for supporting DLLs is required	Extra funding is allocated for serving DLLs
Alabama	Yes ¹⁴	Yes	No
Alaska	No	NA	NA
Arizona	No ¹⁷	NA	NA
Arkansas	No ¹²	NA	NA
California SPP	Yes	No	No
California TK	Yes	Yes	Yes
Colorado	Yes	No	No
Connecticut CDCC	No ¹¹	NA	NA
Connecticut SR	No ⁹	NA	NA
Connecticut Smart Start	No ⁸	NA	NA
Delaware	Yes ¹²	No ¹³	No
District of Columbia	Yes	Yes (DCPS only) ¹⁰	Yes
Florida	No ¹⁰	NA	NA
Georgia	Yes ¹¹	No	No
Hawaii	Yes ⁸	No	No
Illinois	Yes ⁷	No	No
Indiana	No	NA	NA
Iowa Shared Visions	Yes ¹⁴	Yes	No
Iowa SWVPP	Yes ¹⁵	Yes	No
Kansas Preschool	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes
Kentucky	No ¹⁶	NA	NA
Louisiana 8(g)	No	NA	NA
Louisiana LA 4	No	NA	NA
Louisiana NSECD	No	NA	NA
Maine	Yes	Yes	Yes
Maryland	No ⁹	NA	NA
Massachusetts IPLE	No	NA	NA
Massachusetts UPK	Yes ¹¹	No	No
Michigan	Yes ¹⁰	No	No
Minnesota HdSt	Yes ¹²	Yes	No
Minnesota VPK	Yes	No	Yes
Mississippi	No	NA	NA
Missouri	No	NA	NA
Nebraska	Yes	No	No
Nevada	Yes ¹⁰	No	Yes
New Jersey Abbott	Yes	Yes	No
New Jersey ECPA	Yes	Yes	No
New Jersey ELLI	Yes	Yes	No
New Mexico	Yes	No	No
New York	Yes ¹⁰	Yes ¹¹	No
North Carolina	Yes ¹¹	Yes	No
Ohio	No	NA	NA
Oklahoma	Yes	No	Yes
Oregon HdSt	Yes ⁶	No	No
Oregon Preschool Promise	No ¹⁴	NA	NA
Pennsylvania RTL	No	NA	NA
Pennsylvania HSSAP	No	NA	NA
Pennsylvania K4 & SBPK	No	NA	NA
Pennsylvania Pre-K Counts	Yes ⁹	No	No
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	No
Tennessee	Yes	No	No
Texas	Yes	Yes	Yes
Vermont	No ¹⁰	NA	NA
Virginia	No	NA	NA
Washington	Yes	No	No
West Virginia	Yes	Yes	Yes
Wisconsin 4K	No ¹²	NA	NA
Wisconsin HdSt	Per federal Head Start requirements	NA	NA
Guam	No	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Bilingual instruction is permitted in state-funded preschool
Alabama	Yes: Transitional bilingual programs; Dual language immersion programs classes ¹⁴
Alaska	NA
Arizona	NA ¹⁷
Arkansas	NA
California SPP	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
California TK	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL; Other bilingual models of instruction ⁵
Colorado	Yes: Monolingual non-English classes; Dual language immersion classes; Other bilingual models of instruction ¹¹
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Yes: Transitional bilingual programs; Dual language immersion classes; Summer language programs
District of Columbia	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs ¹⁰
Florida	NA
Georgia	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL ¹¹
Hawaii	Yes: Monolingual non-English classes; Dual language immersion classes
Illinois	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; DLLs pulled out for ESL; Other bilingual models of instruction
Indiana	NA
Iowa Shared Visions	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Iowa SWVPP	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Kansas Preschool	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Kansas State Pre-K	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Kentucky	NA
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Maryland	NA
Massachusetts IPLE	NA
Massachusetts UPK	Yes
Michigan	Yes: Transitional bilingual programs; Dual language immersion classes
Minnesota HdSt	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs
Minnesota VPK	Yes
Mississippi	NA
Missouri	NA
Nebraska	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes
Nevada	Yes: Transitional bilingual programs; Dual language immersion classes; Summer language programs

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Bilingual instruction is permitted in state-funded preschool
New Jersey Abbott	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
New Jersey ECPA	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
New Jersey ELLI	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
New Mexico	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes
New York	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL; Other bilingual models of instruction ¹²
North Carolina	Yes ¹¹
Ohio	NA
Oklahoma	Yes: Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Oregon HdSt	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; Other bilingual models of instruction
Oregon Preschool Promise	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL
Rhode Island	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; DLLs pulled out for ESL
South Carolina	Yes: DLLs pulled out for ESL; Other bilingual models of instruction
Tennessee	Yes: Monolingual non-English classes; Summer language programs; DLLs pulled out for ESL
Texas	Yes: Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL ⁷
Vermont	NA
Virginia	NA
Washington	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; Other bilingual models of instruction ¹²
West Virginia	Yes: Monolingual non-English classes; Transitional bilingual programs; Dual language immersion classes; Summer language programs; DLLs pulled out for ESL; Other bilingual models of instruction
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	NA

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SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Monitoring focused on the quality of bilingual instruction is required	Children are screened in their home language	Children are assessed in their home language
Alabama	No ¹⁵	Yes	Yes
Alaska	NA	NA	NA
Arizona	NA	NA	NA
Arkansas	NA	NA	NA
California SPP	No	Yes	Yes
California TK	Yes	No	No
Colorado	No	No	No
Connecticut CDCC	NA	NA	NA
Connecticut SR	NA	NA	NA
Connecticut Smart Start	NA	NA	NA
Delaware	Yes (Permitted)	Yes (Permitted)	Yes
District of Columbia	No	Yes	Yes
Florida	NA	NA	NA
Georgia	No	No	No
Hawaii	No	No	No
Illinois	Yes	No	Yes
Indiana	NA	NA	NA
Iowa Shared Visions	No	Yes	Yes
Iowa SWVPP	No	Yes	Yes
Kansas Preschool	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes
Kentucky	NA	NA	NA
Louisiana 8(g)	NA	NA ⁷	NA ⁷
Louisiana LA 4	NA	NA ¹⁰	NA ¹⁰
Louisiana NSECD	NA	NA ⁸	NA ⁸
Maine	Yes	Yes	Yes
Maryland	NA	NA	NA
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	No	No	No
Michigan	No	No	No
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK	No	No	No
Mississippi	NA	NA	NA
Missouri	NA	NA	NA
Nebraska	No	No	No
Nevada	Yes	Yes	Yes ¹¹
New Jersey Abbott	Yes	Yes	No
New Jersey ECPA	Yes	Yes	No
New Jersey ELLI	Yes	Yes	No
New Mexico	No	Yes	Yes ¹⁰
New York	Yes ¹³	Yes ¹⁴	Yes ¹⁴
North Carolina	No	Yes	No
Ohio	NA	NA	NA
Oklahoma	No	No	No
Oregon HdSt	No	Yes	Yes
Oregon Preschool Promise	NA	NA	NA
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	NA	NA	NA
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	No	No	No
Rhode Island	No	Yes	Yes
South Carolina	No	Yes	Yes
Tennessee	No	No	No
Texas	Yes	Yes	Yes
Vermont	NA	NA	NA
Virginia	NA	NA	NA
Washington	No	No ¹³	No
West Virginia	Yes	No	Yes
Wisconsin 4K	NA	NA	NA
Wisconsin HdSt	NA	NA	NA
Guam	NA	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	DLLs are placed in classes with other children with the same home language	Bilingual classroom staff are required if a specified percent of children speak the same non-English language	Recruitment, enrollment, and outreach information provided in home language
Alabama	Yes	No	Yes
Alaska	NA	NA	NA
Arizona	NA	NA	NA ¹⁷
Arkansas	NA	NA	NA
California SPP	No	No	Yes
California TK	No	No	Yes
Colorado	No	No	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	NA	NA	NA
Connecticut Smart Start	NA	NA	NA
Delaware	No	Yes ¹⁴	Yes
District of Columbia	No	No	Yes
Florida	NA	NA	NA
Georgia	No	No	Yes
Hawaii	No	No	No
Illinois	No	Yes ⁸	No
Indiana	NA	NA	NA
Iowa Shared Visions	No	No	Yes
Iowa SWVPP	No	No	Yes
Kansas Preschool	No	No	Yes
Kansas State Pre-K	Yes	No	Yes
Kentucky	NA	NA	NA
Louisiana 8(g)	NA	NA	NA
Louisiana LA 4	NA	NA	NA
Louisiana NSECD	NA	NA	NA
Maine	Yes	No	Yes
Maryland	NA	NA	NA
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	No	No	Yes
Michigan	No	No	No
Minnesota HdSt	No	No	Yes
Minnesota VPK	No	No	Yes
Mississippi	NA	NA	NA
Missouri	NA	NA	NA
Nebraska	No	No	No
Nevada	Yes	No	Yes
New Jersey Abbott	No	No	Yes
New Jersey ECPA	No	No	Yes
New Jersey ELLI	No	No	Yes
New Mexico	No	No ¹¹	Yes
New York	No	No	Yes
North Carolina	No	No	Yes
Ohio	NA	NA	NA
Oklahoma	No	No	No
Oregon HdSt	No	Yes ⁶	No
Oregon Preschool Promise	NA	NA	NA
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	NA	NA	NA
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	No	No	Yes
Rhode Island	No	No	No ⁷
South Carolina	No	No	No
Tennessee	No	No	Yes
Texas	No	No	Yes
Vermont	NA	NA	NA
Virginia	NA	NA	NA
Washington	No	No	No
West Virginia	No	No	Yes
Wisconsin 4K	NA	NA	NA
Wisconsin HdSt	NA	NA	NA
Guam	NA	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Communication with the family about the program or child in family's home language	Collect and use information on language inputs in the home (e.g., home language survey)	Other policies to support families of DLLs
Alabama	Yes	Yes ¹⁴	No
Alaska	NA	NA	NA
Arizona	NA	NA	NA
Arkansas	NA	NA	NA
California SPP	Yes	Yes	No
California TK	Yes	Yes	No
Colorado	Yes	No	No
Connecticut CDCC	NA	NA	NA
Connecticut SR	NA	NA	NA
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	No	No
District of Columbia	Yes	Yes	No
Florida	NA	NA	NA
Georgia	No	No	No
Hawaii	No	Yes	No
Illinois	No	No	Yes ⁹
Indiana	NA	NA	NA
Iowa Shared Visions	Yes	Yes	No
Iowa SWVPP	Yes	Yes	No
Kansas Preschool	Yes	Yes	No
Kansas State Pre-K	Yes	No	No
Kentucky	NA	NA	NA
Louisiana 8(g)	NA	NA	NA
Louisiana LA 4	NA	NA	NA
Louisiana NSECD	NA	NA	NA
Maine	Yes	Yes	No
Maryland	NA	NA	NA
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	Yes	No	No
Michigan	No	No	No
Minnesota HdSt	Yes	Yes	No
Minnesota VPK	No	No	No
Mississippi	NA	NA	NA
Missouri	NA	NA	NA
Nebraska	No	Yes	No
Nevada	Yes	Yes	No
New Jersey Abbott	No	Yes	No
New Jersey ECPA	No	Yes	No
New Jersey ELLI	No	Yes	No
New Mexico	Yes	Yes	No
New York	Yes	Yes	Yes ¹⁰
North Carolina	No	No	Yes
Ohio	NA	NA	NA
Oklahoma	No	Yes	No
Oregon HdSt	No	Yes	No
Oregon Preschool Promise	NA	NA	NA
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	NA	NA	NA
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	Yes	No	No
Rhode Island	No ⁷	Yes	No
South Carolina	No	Yes	No
Tennessee	Yes	No	No
Texas	Yes ⁸	Yes	No
Vermont	NA	NA	NA
Virginia	NA	NA	NA
Washington	No	Yes	No
West Virginia	Yes	Yes	No
Wisconsin 4K	NA	NA	NA
Wisconsin HdSt	NA	NA	NA
Guam	NA	NA	NA

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SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Staff are required to have specific training or qualifications related to working with preschool DLLs and their families	Lead teachers are required to have a bilingual certification/license/endorsement	ELDS (or Guidance) contains content related to serving DLLs or cultural awareness
Alabama	No ¹⁴		Yes
Alaska	NA		Yes
Arizona	NA		Yes
Arkansas	NA		Yes
California SPP	No		Yes ¹³
California TK	Yes, Lead Teachers only ⁶	Yes ⁶	Yes ⁷
Colorado	No		Yes
Connecticut CDCC	NA		Yes
Connecticut SR	NA		Yes
Connecticut Smart Start	NA		Yes
Delaware	No		Yes
District of Columbia	No		Yes
Florida	NA		Yes
Georgia	No		Yes ¹²
Hawaii	No		Yes
Illinois	Yes, Lead Teachers only	Yes	Yes ⁸
Indiana	NA		Yes ¹⁴
Iowa Shared Visions	No		Yes
Iowa SWVPP	No		Yes
Kansas Preschool	No		Yes
Kansas State Pre-K	No		Yes
Kentucky	NA		Yes
Louisiana 8(g)	NA		Yes
Louisiana LA 4	NA		Yes
Louisiana NSECD	NA		Yes
Maine	Yes, Program Administrators only		Yes
Maryland	NA		Yes
Massachusetts IPLE	NA		Yes ¹⁶
Massachusetts UPK	No		Yes
Michigan	No		Yes
Minnesota HdSt	Yes, Lead Teachers only		Yes
Minnesota VPK	Yes, Lead Teachers only		Yes
Mississippi	NA		No
Missouri	NA		Yes
Nebraska	No		Yes
Nevada	No		Yes
New Jersey Abbott	No ¹⁰		Yes
New Jersey ECPA	No ⁹		Yes
New Jersey ELLI	No ¹⁰		Yes
New Mexico	No		Yes ¹²
New York	No		Yes
North Carolina	No		Yes ¹¹
Ohio	NA		No
Oklahoma	Yes, Lead Teachers only ⁶		No
Oregon HdSt	No		Yes
Oregon Preschool Promise	NA		Yes
Pennsylvania RTL	NA		Yes ³
Pennsylvania HSSAP	NA		Yes ⁵
Pennsylvania K4 & SBPK	NA		Yes ⁴
Pennsylvania Pre-K Counts	No		Yes ¹⁰
Rhode Island	No		Yes
South Carolina	No		Yes ¹⁰
Tennessee	No		Yes
Texas	Yes, Lead Teachers only	Yes	Yes
Vermont	NA		Yes
Virginia	NA		Yes
Washington	No		Yes
West Virginia	No		Yes
Wisconsin 4K	NA		Yes
Wisconsin HdSt	NA		Yes ¹²
Guam	NA		Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Percent of preschool lead teachers fluent in a language other than English	Percent of preschool assistant teachers fluent in a language other than English
Alabama	Not reported	Not reported
Alaska	Not reported	Not reported
Arizona	Not reported	Not reported
Arkansas	3.2%	5.5%
California SPP	Not reported	Not reported
California TK	Not reported	Not reported
Colorado	Not reported	Not reported
Connecticut CDCC	Not reported	Not reported
Connecticut SR	Not reported	Not reported
Connecticut Smart Start	Not reported	Not reported
Delaware	Not reported	Not reported
District of Columbia	Not reported	Not reported
Florida	Not reported	Not reported
Georgia	Not reported	Not reported
Hawaii	Not reported	Not reported
Illinois	Not reported	Not reported
Indiana	Not reported	Not reported
Iowa Shared Visions	Not reported	Not reported
Iowa SWVPP	Not reported	Not reported
Kansas Preschool	Not reported	Not reported
Kansas State Pre-K	Not reported	Not reported
Kentucky	Not reported	Not reported
Louisiana 8(g)	Not reported	Not reported
Louisiana LA 4	Not reported	Not reported
Louisiana NSECD	Not reported	Not reported
Maine	Not reported	Not reported
Maryland	Not reported	Not reported
Massachusetts IPLE	Not reported	Not reported
Massachusetts UPK	Not reported	Not reported
Michigan	Not reported	Not reported
Minnesota HdSt	Not reported	Not reported
Minnesota VPK	Not reported	Not reported
Mississippi	0	0
Missouri	Not reported	Not reported
Nebraska	Not reported	Not reported
Nevada	Not reported	Not reported
New Jersey Abbott	23%	38%
New Jersey ECPA	Not reported	Not reported
New Jersey ELLI	Not reported	Not reported
New Mexico	Not reported	Not reported
New York	Not reported	Not reported
North Carolina	Not reported	Not reported
Ohio	Not reported	Not reported
Oklahoma	Not reported	Not reported
Oregon HdSt	Not reported	Not reported
Oregon Preschool Promise	Not reported	Not reported
Pennsylvania RTL	Not reported	Not reported
Pennsylvania HSSAP	Not reported	Not reported
Pennsylvania K4 & SBPK	Not reported	Not reported
Pennsylvania Pre-K Counts	Not reported	Not reported
Rhode Island	2%	20%
South Carolina	Not reported	Not reported
Tennessee	Not reported	Not reported
Texas	Not reported	Not reported
Vermont	Not reported	Not reported
Virginia	Not reported	Not reported
Washington	11%	34%
West Virginia	Not reported	Not reported
Wisconsin 4K	Not reported	Not reported
Wisconsin HdSt	Not reported	Not reported
Guam	50%	25%

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

SUPPORTS FOR DUAL LANGUAGE LEARNERS

STATE	Is there a specific state policy on identification of DLLs?
Alabama	Yes: http://www.alsde.edu/sec/fp/ell/ESL%20Resources/Policy%20and%20Procedure%20Handbook%202015-2016.pdf
Alaska	
Arizona	
Arkansas	
California SPP	No
California TK	No
Colorado	No
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	No ¹⁵
District of Columbia	No
Florida	
Georgia	No ¹³
Hawaii	Yes: Families must self-identify at time of enrollment, with the school ⁸
Illinois	Yes: https://www.isbe.net/Documents/preschool_faq.pdf
Indiana	
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	Yes: http://www.maine.gov/doe/el/index.html
Maryland	
Massachusetts IPLE	
Massachusetts UPK	No
Michigan	Yes: DLL is a program eligibility factor
Minnesota HdSt	Yes: https://www.revisor.mn.gov/statutes/?id=119A.50
Minnesota VPK	Yes: MN Statute 124D.151 and 124D.59.Sub.2
Mississippi	
Missouri	
Nebraska	No
Nevada	Yes
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes: http://www.cdd.unm.edu/ecln/ped-focus/ and https://www.newmexicokids.org/focus/
New York	No ¹⁵
North Carolina	No
Ohio	
Oklahoma	Yes: http://sde.ok.gov/sde/title-iii
Oregon HdSt	Yes: https://oregonearlylearning.com/early-learning-kindergarten-guidelines
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania Pre-K Counts	Determined locally
Rhode Island	Yes: http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyChildhoodSpecialEducation/ChildOutreachScreening.aspx
South Carolina	No
Tennessee	No
Texas	Yes
Vermont	
Virginia	
Washington	Yes: https://del.wa.gov/sites/default/files/public/ECEAP%20Performance%20Standards.pdf
West Virginia	Yes: http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49447&Format=PDF
Wisconsin 4K	
Wisconsin HdSt	
Guam	

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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 SPP	California Preschool Learning Foundations
California TK	California Preschool Learning Foundations ⁹
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 Development Standards for Four-Year-Olds
Georgia	Georgia Early Learning and Development Standards
Hawaii	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Indiana	Indiana's Early Learning Foundations
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SWVPP	Iowa Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana's Birth to Five Early Learning and Development Standards
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 IPLE	Guidelines of Preschool Learning Experiences; Early English Language Learner Standards: Massachusetts Guidelines; Pre-K Science and Technology/Engineering Standards; and Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning
Massachusetts UPK	Guidelines of Preschool Learning Experiences; Early English Language Learner Standards: Massachusetts Guidelines; Pre-K Science and Technology/Engineering Standards; and Pre-School and Kindergarten Standards in the Domains of Social-Emotional Development and Approaches to Play and Learning
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Minnesota VPK	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
Missouri	Missouri Early Learning Goals ¹⁰
Nebraska	Nebraska Early Learning Guidelines for ages 3 to 5
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines, Birth to Kindergarten
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	North Carolina Foundations for Early Learning and Development
Ohio	Ohio's Early Learning & Development Standards; Ohio's Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards
Oregon HdSt	Oregon Early Learning and Kindergarten Guidelines ⁷
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines ¹⁵
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	Good Start Grow Smart Early Learning Standards
Tennessee	Tennessee Early Learning Development Standards for 4-Year-Olds
Texas	Texas Prekindergarten Guidelines
Vermont	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	Washington State Early Learning and Development Guidelines
West Virginia	Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Web address of state's ELDS document
Alabama	http://children.alabama.gov/wp-content/uploads/sites/4/2017/03/2013_Developmental_Standards_with_missing_pages.pdf
Alaska	https://education.alaska.gov/publications/earlylearningguidelines.pdf
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=58795495aadebe0c98a804fc
Arkansas	http://humanservices.arkansas.gov/images/uploads/dccece/AR%20Early%20Learning%20Standards%202016.pdf
California SPP	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
California TK	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	https://www.cde.state.co.us/early/eldgs
Connecticut CDCC	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Connecticut SR	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Connecticut Smart Start	http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726
Delaware	https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf
District of Columbia	https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/standards.html
Georgia	http://www.gelds.dec.state.ga.us
Hawaii	http://p3hawaii.org/
Illinois	English: https://www.isbe.net/Documents/early_learning_standards.pdf ; Spanish: https://www.isbe.net/Documents/iels-sp.pdf
Indiana	http://www.doe.in.gov/earlylearning
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2014/10/iowa-early-learning-standards-2012
Iowa SWVPP	https://www.educateiowa.gov/documents/early-childhood/2014/10/iowa-early-learning-standards-2012
Kansas Preschool	http://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kansas State Pre-K	http://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf
Kentucky	https://kidsnow.ky.gov/families/readiness/Pages/standards.aspx
Louisiana 8(g)	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana LA 4	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Louisiana NSECD	https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=6
Maine	http://www.maine.gov/doe/publicpreschool
Maryland	http://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf
Massachusetts IPLE	https://www.mass.gov/early-education-learning-standards-and-curriculum-guidelines
Massachusetts UPK	https://www.mass.gov/early-education-learning-standards-and-curriculum-guidelines
Michigan	http://www.michigan.gov/gsrp
Minnesota HdSt	http://education.state.mn.us/MDE/dse/early/ind/
Minnesota VPK	http://education.state.mn.us/MDE/dse/early/ind/
Mississippi	http://www.mdek12.org/ec
Missouri	https://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf
Nebraska	http://www.education.ne.gov/OEC/pubs/ELG/3_5_English.pdf
Nevada	http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Pre-K/
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/standards.pdf
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/standards.pdf
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/standards.pdf
New Mexico	https://prek.ped.state.nm.us/EarlyLearningGuidelines
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf
North Carolina	http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards and http://earlychildhoodohio.org/sutq.php
Oklahoma	http://sde.ok.gov/sde/oklahoma-academic-standards
Oregon HdSt	http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Oregon Preschool Promise	http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx
Pennsylvania RTL	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-Prekindergarten.pdf
Pennsylvania HSSAP	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-Prekindergarten.pdf
Pennsylvania K4 & SBPK	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-Prekindergarten.pdf
Pennsylvania Pre-K Counts	http://www.pakeys.org/wp-content/uploads/2017/11/2014-Pennsylvania-Learning-Standards-for-Early-Childhood-Prekindergarten.pdf
Rhode Island	http://www.rields.com
South Carolina	http://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/EarlyLearningGoodStart.pdf
Tennessee	https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html
Texas	http://tea.texas.gov/pkg.aspx
Vermont	http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundation-blocks.pdf
Washington	https://del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2520.15
Wisconsin 4K	http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/wmels_5thedition.pdf
Wisconsin HdSt	http://www.collaboratingpartners.com/wp-content/uploads/2017/CPLinkedDocs/wmels_5thedition.pdf
Guam	https://www.guamcedders.org/publications-products/#ecspecialpubAnchor

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EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Year state's ELDS was revised
Alabama	2012
Alaska	2007
Arizona	2013 ¹⁸
Arkansas	2016
California SPP	2015
California TK	2015
Colorado	2013
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2013
Florida	Currently under revision
Georgia	2013-2014
Hawaii	Currently under revision
Illinois	2013
Indiana	2015
Iowa Shared Visions	Currently under revision
Iowa SWVPP	Currently under revision
Kansas Preschool	2013
Kansas State Pre-K	2013
Kentucky	2013
Louisiana 8(g)	2013 ⁸
Louisiana LA 4	2013 ¹¹
Louisiana NSECD	2013 ⁹
Maine	2014
Maryland	2015
Massachusetts IPLE	2015
Massachusetts UPK	2015
Michigan	2013
Minnesota HdSt	2017
Minnesota VPK	2017
Mississippi	2013
Missouri	2013
Nebraska	Currently under revision
Nevada	2010
New Jersey Abbott	2014
New Jersey ECPA	2014
New Jersey ELLI	2014
New Mexico	Preschool section: 2017; Infant-Toddler section: Currently under revision
New York	2011
North Carolina	2013
Ohio	2011 (ELDS); 2009 (ELPS)
Oklahoma	2016
Oregon HdSt	2016
Oregon Preschool Promise	2017
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania Pre-K Counts	2014
Rhode Island	2013
South Carolina	2017
Tennessee	Currently under revision ¹²
Texas	2015
Vermont	2015
Virginia	Currently under revision
Washington	2012
West Virginia	2015
Wisconsin 4K	2013
Wisconsin HdSt	2013
Guam	2015

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EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Physical and motor development	Social and emotional development	Approaches toward learning	Language development	Cognitive development and general knowledge
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	Yes	Yes	Yes
Arizona	Yes	Yes	Yes	Yes	Yes
Arkansas	Yes	Yes	Yes	Yes	Yes
California SPP	Yes	Yes	Yes	Yes	Yes
California TK	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut CDCC	Yes	Yes	Yes	Yes	Yes
Connecticut 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
Indiana	Yes	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes	Yes
Iowa SWVPP	Yes	Yes	Yes	Yes	Yes
Kansas Preschool	Yes	Yes	Yes	Yes	Yes
Kansas State Pre-K	Yes	Yes	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts IPLE	Yes	Yes	Yes	Yes	Yes
Massachusetts UPK	Yes	Yes	Yes	Yes	Yes
Michigan	Yes	Yes	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Nebraska	Yes	Yes	Yes	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	Yes	Yes	Yes	Yes	Yes
North Carolina	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	Yes
Oregon HdSt	Yes	Yes	Yes	Yes	Yes ⁷
Oregon Preschool Promise	Yes	Yes	Yes	Yes	Yes ¹⁵
Pennsylvania RTL	Yes	Yes	Yes	Yes	Yes
Pennsylvania HSSAP	Yes	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes	Yes	Yes	Yes
Pennsylvania Pre-K Counts	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Yes	Yes	Yes ⁹
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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State K-3 Standards	State developed/adopted college and career ready standards for the early grades
Alabama	Yes	Yes
Alaska	Alignment in progress	Alignment in progress
Arizona	Yes	Yes
Arkansas	Yes	Yes
California SPP	Yes	Yes
California TK	Yes	Yes
Colorado	Yes	Yes
Connecticut CDCC	Yes	Yes
Connecticut SR	Yes	Yes
Connecticut Smart Start	Yes	Yes
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Florida	Yes ¹¹	Not reported
Georgia	Yes	Yes
Hawaii	Yes	Yes ⁹
Illinois	Yes	Yes
Indiana	Yes ¹⁵	No
Iowa Shared Visions	Yes	Yes
Iowa SWVPP	Yes	Yes
Kansas Preschool	Yes	Yes
Kansas State Pre-K	Yes	Yes
Kentucky	Yes	Yes
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts IPLE	Yes	Alignment in progress
Massachusetts UPK	Yes	Alignment in progress
Michigan	Yes	Yes
Minnesota HdSt	Yes	Yes
Minnesota VPK	Yes	Yes
Mississippi	Yes	Yes
Missouri	Alignment in progress ¹⁰	Alignment in progress
Nebraska	Yes	Yes
Nevada	Alignment in progress ¹²	Alignment in progress ¹²
New Jersey Abbott	Yes	Yes
New Jersey ECPA	Yes	Yes
New Jersey ELLI	Yes	Yes
New Mexico	Yes	Yes
New York	Yes	Yes
North Carolina	Yes	Yes
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon HdSt	Yes	Yes
Oregon Preschool Promise	Yes	Yes
Pennsylvania RTL	Yes	Yes
Pennsylvania HSSAP	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes
Pennsylvania Pre-K Counts	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
Tennessee	Yes	Yes
Texas	Yes	No
Vermont	Yes	No
Virginia	Yes	No ⁸
Washington	Yes	No
West Virginia	Yes	Yes
Wisconsin 4K	Yes ¹³	No ¹³
Wisconsin HdSt	Yes	No
Guam	Yes	No

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EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State infant and toddler standards
Alabama	Yes
Alaska	Included in ELDS
Arizona	Yes
Arkansas	Yes
California SPP	Yes
California TK	Yes
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes ¹¹
Florida	Yes
Georgia	Yes
Hawaii	Yes
Illinois	Yes
Indiana	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas Preschool	Yes
Kansas State Pre-K	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts IPLE	Yes
Massachusetts UPK	Yes
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK	Yes
Mississippi	Yes
Missouri	Yes ¹⁰
Nebraska	Yes
Nevada	Alignment in progress ¹²
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	NA
North Carolina	Yes
Ohio	Yes
Oklahoma	Yes
Oregon HdSt	Alignment in progress
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania Pre-K Counts	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Vermont	Yes
Virginia	NA
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Included in ELDS ¹³
Wisconsin HdSt	Yes
Guam	Yes

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EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	Other standards
Alabama	Yes: Head Start Standards
Alaska	No
Arizona	Yes: Head Start Child Outcomes
Arkansas	Yes ¹³
California SPP	Yes: Early Childhood Educator Competencies, California content standards, Common Core State Standards, Head Start Child Development and Early Learning Framework
California TK	Yes: Common Core State Standards, California Preschool Learning Foundations, California Content Standards, Head Start Child Development and Early Learning Framework
Colorado	Yes: Head Start Standards
Connecticut CDCC	Yes ¹²
Connecticut SR	Yes ¹⁰
Connecticut Smart Start	Yes ⁹
Delaware	No
District of Columbia	No
Florida	Yes: Head Start Child Development and Early Learning Framework
Georgia	Yes: Head Start Child Outcomes Framework and the Work Sampling System indicators for four-year-olds
Hawaii	No
Illinois	Yes: Head Start Child Development and Early Learning Domains
Indiana	No ¹⁵
Iowa Shared Visions	Yes: Head Start Early Learning Outcomes Framework
Iowa SWVPP	Yes: Head Start Early Learning Outcomes Framework
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: Head Start Child Development and Early Learning Framework
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: K-12 Guiding Principles
Maryland	No
Massachusetts IPLE	Yes
Massachusetts UPK	Yes
Michigan	Yes: NAEYC and Head Start Outcomes Framework
Minnesota HdSt	Yes ¹³
Minnesota VPK	Yes ¹⁷
Mississippi	Yes: Head Start framework
Missouri	No
Nebraska	Yes: Head Start Outcomes Framework
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	Yes: New York State Common Core Learning Standards
North Carolina	Yes ¹²
Ohio	No
Oklahoma	No
Oregon HdSt	No
Oregon Preschool Promise	Yes: Head Start Early Learning Framework
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 Pre-K Counts	Alignment is in progress: English Language Development Standards, Career Education and Work Standards
Rhode Island	Yes: Other standards include: Family visiting models (Watch Me Grow and PAT), CCSS, NGSS for K, Head Start Standards
South Carolina	Alignment in progress: Head Start Standards
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), Head Start Standards
Virginia	No
Washington	Yes: ECEAP Performance Standards
West Virginia	Yes: Head Start Early Learning Outcomes Framework
Wisconsin 4K	Yes: Literacy and language arts standards, mathematical standards, Head Start Early Learning Performance Outcomes
Wisconsin HdSt	Yes: Head Start learning standards ¹³
Guam	No

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EARLY LEARNING & DEVELOPMENT STANDARDS

STATE	State requirements for alignment between child assessments and ELDS
Alabama	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁶
Alaska	State policy requires specific child assessment(s) that are aligned with the ELDS ⁹
Arizona	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ¹⁹
Arkansas	State policy requires specific child assessment(s) that are aligned with the ELDS
California SPP	State policy requires specific child assessment(s) that are aligned with the ELDS
California TK	Child assessments are not required to align with the ELDS
Colorado	Teaching Strategies GOLD is required and aligned with the ELDS
Connecticut CDCC	Child assessments are not required to align with the ELDS ¹³
Connecticut SR	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ¹¹
Connecticut Smart Start	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ¹⁰
Delaware	State policy provides an approved list of child assessments aligned with the ELDS
District of Columbia	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
Florida	State policy requires child assessments are aligned with the ELDS
Georgia	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁴
Hawaii	Teaching Strategies GOLD is required and aligned with the ELDS ¹⁰
Illinois	State policy requires specific child assessment(s) that are aligned with the ELDS
Indiana	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁶
Iowa Shared Visions	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁵
Iowa SWVPP	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁶
Kansas Preschool	State policy provides an approved list of child assessments aligned with the ELDS
Kansas State Pre-K	State policy provides an approved list of child assessments aligned with the ELDS
Kentucky	State policy provides an approved list of child assessments aligned with the ELDS ¹⁷
Louisiana 8(g)	State policy requires specific child assessment(s) that are aligned with the ELDS ⁹
Louisiana LA 4	State policy requires specific child assessment(s) that are aligned with the ELDS ¹²
Louisiana NSECD	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁰
Maine	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
Maryland	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
Massachusetts IPLE	Child assessments are not required to align with the ELDS
Massachusetts UPK	State policy provides an approved list of child assessments aligned with the ELDS
Michigan	State policy provides an approved list of child assessments aligned with the ELDS
Minnesota HdSt	State policy provides an approved list of child assessments aligned with the ELDS
Minnesota VPK	State policy provides an approved list of child assessments aligned with the ELDS
Mississippi	State policy requires specific child assessment(s) that are aligned with the ELDS ⁸
Missouri	State policy requires specific child assessment(s) that are aligned with the ELDS ¹¹
Nebraska	State policy requires specific child assessment(s) that are aligned with the ELDS
Nevada	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ¹³
New Jersey Abbott	State policy requires specific child assessment(s) that are aligned with the ELDS
New Jersey ECPA	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
New Jersey ELLI	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
New Mexico	State policy requires specific child assessment(s) that are aligned with the ELDS ¹³
New York	State policy requires specific child assessment(s) that are aligned with the ELDS
North Carolina	State policy requires specific child assessment(s) that are aligned with the ELDS
Ohio	State policy requires specific child assessment(s) that are aligned with the ELDS
Oklahoma	Child assessments are not required to align with the ELDS ⁷
Oregon HdSt	State policy requires specific child assessment(s) that are aligned with the ELDS
Oregon Preschool Promise	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ¹⁶
Pennsylvania RTL	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
Pennsylvania HSSAP	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ⁶
Pennsylvania K4 & SBPK	Child assessments are not required to align with the ELDS
Pennsylvania Pre-K Counts	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ¹¹
Rhode Island	State policy requires specific child assessment(s) that are aligned with the ELDS ⁸
South Carolina	State policy provides an approved list of child assessments aligned with the ELDS
Tennessee	Child assessments are not required to align with the ELDS ¹³
Texas	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment
Vermont	State policy requires specific child assessment(s) that are aligned with the ELDS ¹¹
Virginia	Child assessments are required to be aligned with the ELDS, but programs can choose the assessment ⁹
Washington	State policy requires specific child assessment(s) that are aligned with the ELDS ¹⁴
West Virginia	State policy requires specific child assessment(s) that are aligned with the ELDS ¹²
Wisconsin 4K	Child assessments are not required to align with the ELDS ¹⁴
Wisconsin HdSt	Child assessments are not required to align with the ELDS ¹⁴
Guam	State policy provides an approved list of child assessments aligned with the ELDS

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EARLY LEARNING & DEVELOPMENT STANDARDS

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 ¹⁷	Yes ¹⁷	Yes	Yes ¹⁷
Alaska	Yes ¹⁰	Yes ¹⁰	Yes ¹⁰	Yes	No
Arizona	Yes	Yes ²⁰	Yes	Yes	No
Arkansas	Yes	Yes	Yes	Yes ¹⁴	Yes ¹⁴
California SPP	Yes	Yes	Yes	Yes	Yes ¹⁴
California TK	Yes	Yes ⁹	No	No	No
Colorado	Yes	Yes	No	Yes	Yes ¹²
Connecticut CDCC	Yes	Yes	No ¹⁴	Yes	Yes ¹⁴
Connecticut SR	Yes	Yes	Yes ¹²	Yes	Yes ¹²
Connecticut Smart Start	Yes	Yes	Yes ¹¹	Yes	Yes ¹¹
Delaware	Yes	Yes	Yes	Yes	No
District of Columbia	Yes	Yes	Yes	No	No
Florida	Not reported	Yes	Yes	Not reported	Not reported
Georgia	Yes	Yes	Yes	Yes	Yes ¹⁵
Hawaii	Yes	Yes	Yes	Yes	No
Illinois	Yes	Yes	Yes ¹⁰	Yes	Yes ¹⁰
Indiana	Yes	Yes ¹⁵	Yes ¹⁵	Yes	No
Iowa Shared Visions	No	Yes	Yes	No	No
Iowa SWVPP	No	Yes	Yes	No	No
Kansas Preschool	Yes	Yes	Yes	Yes	No
Kansas State Pre-K	Yes	Yes	Yes	Yes	No
Kentucky	Yes	Yes	Yes	Yes	Yes ¹⁸
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes ¹⁰
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes ¹³
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes ¹¹
Maine	Yes	Yes ¹²	Yes	No	Yes ¹²
Maryland	Yes	Yes	Yes	Yes	No
Massachusetts IPLE	Yes	Yes ¹⁷	Yes	Yes	No
Massachusetts UPK	Yes	Yes	Yes ¹²	Yes	Yes ¹²
Michigan	Yes	Yes	Yes	No	No
Minnesota HdSt	Yes	Yes	No	No	No
Minnesota VPK	Yes	Yes	Yes	Yes	No
Mississippi	Yes	Yes	Yes ⁹	Yes	No
Missouri	No	Yes	Yes	No	No
Nebraska	No	Yes	Yes	No	No
Nevada	Yes	Yes	Yes	Yes	No
New Jersey Abbott	Yes	Yes	Yes	No	No
New Jersey ECPA	Yes	Yes	Yes	No	No
New Jersey ELLI	Yes	Yes	Yes	Yes	No
New Mexico	Yes	Yes	Yes	Yes	Yes ¹⁴
New York	No	Yes	Yes	Yes	No
North Carolina	Yes	Yes	Yes	Yes	No
Ohio	Yes	Yes	Yes	Yes	No
Oklahoma	Yes	Yes	No	Yes	Yes ⁸
Oregon HdSt	Yes	Yes	Yes	Yes	No
Oregon Preschool Promise	Yes	Yes	Yes	No	No
Pennsylvania RTL	Yes ⁴	Yes ⁴	Yes	Yes ⁴	No
Pennsylvania HSSAP	Yes	Yes	Yes	Yes	No ⁷
Pennsylvania K4 & SBPK	Yes	Yes	No	No	No
Pennsylvania Pre-K Counts	Yes	Yes	Yes	Yes	Yes
Rhode Island	Yes	Yes ⁹	Yes	Yes	No
South Carolina	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes ¹⁴	No	Yes	Yes ¹⁴
Texas	Yes	Yes	No	Yes	No
Vermont	Yes	Yes	Yes	Yes	No
Virginia	Yes	Yes	Yes	No	No
Washington	Yes	Yes	Yes	No	Yes ¹⁵
West Virginia	Yes	Yes ¹³	Yes	Yes	Yes ¹³
Wisconsin 4K	Yes	Yes	No	No	Yes ¹⁵
Wisconsin HdSt	Yes	Yes	No	Yes	Yes ¹⁵
Guam	Yes	Yes	Yes	No	No

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CURRICULUM

STATE	Guidance on criteria for selecting evidence-based curriculum models	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	Yes	Yes	No	Yes
Alaska	Yes	No	No	No	Yes
Arizona	No	No	No	No	Yes
Arkansas	No	Yes	No	No	Yes
California SPP	Yes	No	No	No	No
California TK	No	No	No	No	No
Colorado	Yes	No	No	No	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	Yes	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	No	Yes
Florida	Yes	Yes	Not reported	Not reported	Not reported
Georgia	Yes	Yes ¹⁶	No	Yes	Yes
Hawaii	Yes	No	No	No	Yes
Illinois	Yes	No	Yes	No	Yes
Indiana	No	No	No	No	No
Iowa Shared Visions	Yes	No	No	No	Yes
Iowa SWVPP	Yes	No	No	No	Yes
Kansas Preschool	Yes	No	No	No	No
Kansas State Pre-K	Yes	Yes	Yes	No	No
Kentucky	Yes	No	No	No	No
Louisiana 8(g)	No	Yes	No	No	No
Louisiana LA 4	Yes	No	Yes	No	Yes
Louisiana NSECD	Yes	Yes	Yes	No	Yes
Maine	Yes	No	Yes	No	Yes
Maryland	No	No	Yes	Yes	Yes
Massachusetts IPLE	Yes	No	Yes	No	Yes
Massachusetts UPK	Yes	Yes	Yes	No	Yes
Michigan	Yes	Yes	No	No	Yes
Minnesota HdSt	Yes	Yes	Yes	Yes	Yes
Minnesota VPK	Yes	Yes	Yes	No	Yes
Mississippi	Yes	Yes	No	No	Yes
Missouri	No	Yes	No	No	Yes
Nebraska	No	No	No	No	Yes
Nevada	Yes	No	No	No	Yes
New Jersey Abbott	Yes	Yes	No	Yes	Yes
New Jersey ECPA	Yes	Yes	No	Yes	Yes
New Jersey ELLI	Yes	Yes	No	Yes	Yes
New Mexico	Yes	No	No	No	Yes
New York	Yes	No	No	Yes	Yes
North Carolina	Yes	Yes	No	No	Yes
Ohio	Yes	No	No	No ¹⁰	Yes
Oklahoma	Yes	Yes	No	No	Yes
Oregon HdSt	Yes	No	No	No	No
Oregon Preschool Promise	Yes	Yes	Yes	No	Yes
Pennsylvania RTL	No	No	Yes ⁵	No	No
Pennsylvania HSSAP	Yes	Yes	Yes	No	Yes
Pennsylvania K4 & SBPK	No	No	Yes ⁵	No	Yes
Pennsylvania Pre-K Counts	Yes	Yes ¹²	No	No	Yes ¹²
Rhode Island	Yes	Yes	Yes	No	Yes
South Carolina	Yes	Yes	Yes	No	Yes
Tennessee	Yes	Yes ¹⁵	No	No	Yes
Texas	No	Yes	Yes	No	No
Vermont	No	No	No	No	Yes
Virginia	Yes	No	No	No	Yes
Washington	Yes	Yes ¹⁶	No	Yes	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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

CURRICULUM

STATE	SEA/Office of Early Learning sponsored training	Supporting materials (manuals, videos, websites, etc.)	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation/training	Other supports
Alabama	Yes	Yes	Yes	Yes	Yes ¹⁸
Alaska	Yes ¹¹	Yes	Yes	Yes ¹¹	No
Arizona	No	No ²¹	Yes ²¹	No	No
Arkansas	Yes ¹⁵	Yes	No	Yes ¹⁵	Yes ¹⁵
California SPP	Yes	Yes	Yes	No	No
California TK	Yes	Yes ¹⁰	Yes	Yes	Yes ¹⁰
Colorado	Yes	No	Yes	No	No
Connecticut CDCC	Yes	Yes ¹⁵	Yes ¹⁵	No	Yes ¹⁵
Connecticut SR	Yes	Yes ¹³	Yes ¹³	No	Yes ¹³
Connecticut Smart Start	Yes	Yes ¹²	Yes ¹²	No	Yes ¹²
Delaware	Yes	Yes	Yes ¹⁶	Yes	No
District of Columbia	Yes	No	Yes	Yes	No
Florida	Not reported	Not reported	Not reported	Not reported	Not reported
Georgia	No	No	No	Yes	Yes ¹⁶
Hawaii	Yes	Yes	Yes	Yes	No
Illinois	Yes	Yes ¹⁰	Yes	Yes	Yes
Indiana	No	No	No	No	No
Iowa Shared Visions	Yes ¹⁶	No	No	Yes ¹⁶	No
Iowa SWVPP	No ¹⁷	No	No	Yes ¹⁷	No
Kansas Preschool	No	Yes	Yes	No	No
Kansas State Pre-K	No	No	Yes	Yes	No
Kentucky	Yes	Yes	Yes	Yes ¹⁸	Yes ¹⁸
Louisiana 8(g)	Yes	Yes	Yes	Yes	Yes ¹¹
Louisiana LA 4	Yes	Yes	Yes	Yes	Yes ¹⁴
Louisiana NSECD	Yes	Yes	Yes	Yes	Yes ¹²
Maine	Yes	Yes	Yes	No	No
Maryland	Yes	Yes	Yes	Yes	No
Massachusetts IPLE	Yes ¹⁷	Yes	Yes ¹⁷	Yes	No
Massachusetts UPK	No ¹³	No	No ¹³	Yes	Yes
Michigan	No	No	No	Yes	Yes ¹²
Minnesota HdSt	Yes	Yes	Yes	No	No
Minnesota VPK	Yes	Yes	Yes	Yes	No
Mississippi	No	No	No	Yes ¹⁰	No
Missouri	No	No	Yes	Yes	No
Nebraska	Yes	No	No	No	No
Nevada	Yes	Yes	Yes	No	No
New Jersey Abbott	Yes	Yes	Yes	Yes	No
New Jersey ECPA	Yes	Yes	Yes	Yes	No
New Jersey ELLI	Yes	Yes	Yes	Yes	No
New Mexico	Yes	Yes	Yes ¹⁴	Yes	Yes ¹⁴
New York	Yes	Yes ¹⁷	No	No	Yes ¹⁶
North Carolina	No	Yes	Yes ¹³	Yes	Yes ¹³
Ohio	Yes	No	Yes	No	Yes ¹⁰
Oklahoma	Yes	Yes	Yes	Yes	Yes ⁹
Oregon HdSt	Yes	Yes	Yes	Yes	No
Oregon Preschool Promise	No	No	No	Yes	No
Pennsylvania RTL	No	No	No	No	No
Pennsylvania HSSAP	No	No	No	No	No
Pennsylvania K4 & SBPK	No	No	No	No	No
Pennsylvania Pre-K Counts	No	No	No	Yes	Yes
Rhode Island	Yes	Yes	Yes	Yes	No
South Carolina	Yes	Yes	Yes	Yes	No
Tennessee	No	No	No	No	No
Texas	No	No	No	No	No
Vermont	No	No	No	No	No
Virginia	Yes	Yes	Yes	No	No
Washington	Yes ¹⁶	Yes	Yes	Yes	Yes ¹⁶
West Virginia	No	Yes	Yes	Yes	No
Wisconsin 4K	Yes	Yes	Yes ¹⁶	No	Yes ¹⁶
Wisconsin HdSt	No	Yes	No	No	Yes ¹⁶
Guam	Yes	Yes	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

CURRICULUM

STATE	Is there a system to ensure curricula are being implemented with fidelity?
Alabama	Yes, ongoing monitoring, coaching, and training is provided by OSR ¹⁹
Alaska	No
Arizona	Yes, Early Care and Education programs receiving Quality First Scholarships are assessed on curriculum alignment and implementation ²¹
Arkansas	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
California SPP	No
California TK	Yes, systems for ensuring curricula are implemented with fidelity are locally determined
Colorado	No
Connecticut CDCC	No ¹⁶
Connecticut SR	No ¹⁴
Connecticut Smart Start	No ¹³
Delaware	Yes, the state has a system to ensure that curricula are being implemented with fidelity ¹⁷
District of Columbia	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
Florida	Not reported
Georgia	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Hawaii	No ¹¹
Illinois	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Indiana	No
Iowa Shared Visions	Yes, AEAs provide training and support for curriculum adoption, implementation, and guidance for fidelity ¹⁷
Iowa SWVPP	Yes, AEAs provide training and support for curriculum adoption, implementation, and guidance for fidelity ¹⁷
Kansas Preschool	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
Kansas State Pre-K	No
Kentucky	Yes, the state has a system to ensure that curricula are being implemented with fidelity ¹⁹
Louisiana 8(g)	Yes, other ¹²
Louisiana LA 4	Yes, other ¹⁵
Louisiana NSECD	Yes, other ¹³
Maine	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
Maryland	Yes, other
Massachusetts IPLE	No
Massachusetts UPK	No
Michigan	Yes, through monitoring and coaching ¹²
Minnesota HdSt	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Minnesota VPK	No
Mississippi	Yes, the state has a system to ensure that curricula are being implemented with fidelity ¹¹
Missouri	No ¹²
Nebraska	No
Nevada	No ¹⁴
New Jersey Abbott	Yes
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, consultation and monitoring system
New York	Yes, curricula are reviewed and discussed through periodic monitoring of programs
North Carolina	Yes, through teacher training and monitoring ¹⁴
Ohio	No
Oklahoma	No ¹⁰
Oregon HdSt	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes, through written frameworks, observations, and interviews ¹⁰
South Carolina	Yes, the state has a system to ensure that curricula are being implemented with fidelity ¹¹
Tennessee	No
Texas	No
Vermont	Yes, the state has a system to ensure that curricula are being implemented with fidelity
Virginia	No
Washington	Yes, the state has a system to ensure that curricula are being implemented with fidelity ¹⁷
West Virginia	Yes, the state requires programs to establish a system to ensure that curricula are being implemented with fidelity
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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

CURRICULUM

STATE	Comprehensive curricula approved for use in state preschool
Alabama	Bank Street; Creative Curriculum; HighScope; Opening the World of Learning (OWL); Reggio Emilia; Tools of the Mind ²⁰
Alaska	None
Arizona	None
Arkansas	Creative Curriculum; Curiosity Corner; High Reach; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia; Other curriculum ¹⁶
California SPP	None ¹⁵
California TK	None ¹¹
Colorado	None
Connecticut CDCC	None ¹⁷
Connecticut SR	None ¹⁵
Connecticut Smart Start	None ¹⁴
Delaware	Creative Curriculum; High Reach; HighScope; Opening the World of Learning (OWL); Core Knowledge; DLM Early Learning Express; Family Child Care; Funshine Express; Investigators Club; Mother Goose Time; Scholastic
District of Columbia	Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL); Tools of the Mind; Core Knowledge; Houghton Mifflin Pre-K; Frog Street; Every Child Ready Curriculum; Other curriculum ¹²
Florida	Beyond Centers and Circle Time; Creative Curriculum; DLM Early Childhood Express; The Empowered Child; Frog Street Pre-K; Frog Street Pre-K Summer; Galileo Pre-K Online Curriculum; HighScope; InvestiGator Club; Journey Pre-Kindergarten Curriculum; Learn Every Day and Nemours Bright Start; Let's Begin with the Letter People Comprehensive Program; LifeSmart Curriculum; Little Treasures; Scholastic Big Day for Pre-K; Splash into Pre-K ¹²
Georgia	Creative Curriculum; High Reach; HighScope; Montessori; Opening the World of Learning (OWL); Locally developed curriculum; Alpha Skills Pre-K; Beyond Centers and Circle Time; Big Day for Pre-K; CORE Knowledge; DIG; Frog Street; Galileo; Investigator Club; We Can; Wings ¹⁶
Hawaii	None
Illinois	Bank Street; Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL) ¹¹
Indiana	None
Iowa Shared Visions	None
Iowa SWVPP	None
Kansas Preschool	None ⁴
Kansas State Pre-K	None ⁴
Kentucky	None ²⁰
Louisiana 8(g)	None ¹¹
Louisiana LA 4	None ¹⁴
Louisiana NSECD	None ¹⁴
Maine	None
Maryland	Creative Curriculum; Curiosity Corner; Montessori; Opening the World of Learning (OWL); Locally developed curriculum; Frog Street; MacMillan/McGraw Hill Little Treasures; Kaplan Connect 4 Learning; Robert Leslie
Massachusetts IPLE	None
Massachusetts UPK	None
Michigan	Creative Curriculum; HighScope; Montessori; Reggio Emilia; Tools of the Mind; Project Approach
Minnesota HdSt	Bank Street; Creative Curriculum; Curiosity Corner; High Reach; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Locally developed curriculum
Minnesota VPK	Bank Street; Creative Curriculum; Curiosity Corner; High Reach; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia; Tools of the Mind; Locally developed curriculum ¹⁸
Mississippi	Opening the World of Learning (OWL) ¹²
Missouri	Creative Curriculum; HighScope; Emerging Language and Literacy Curriculum; Project Construct
Nebraska	None
Nevada	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

CURRICULUM

STATE	Comprehensive curricula approved for use in state preschool
New Jersey Abbott	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind
New Jersey ECPA	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind
New Jersey ELLI	Creative Curriculum; Curiosity Corner; HighScope; Tools of the Mind
New Mexico	None ¹⁵
New York	None
North Carolina	Bank Street; Creative Curriculum; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Passports: Experiences for Pre-K Success (2007); Investigator Club PreK Learning System, NC Edition ¹⁵
Ohio	None
Oklahoma	Big Day for Pre-K; Frog Street
Oregon HdSt	None
Oregon Preschool Promise	Creative Curriculum; HighScope; Opening the World of Learning (OWL)
Pennsylvania RTL	None
Pennsylvania HSSAP	Creative Curriculum; Curiosity Corner; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Locally developed curriculum; Funshine Express - Fireflies; Investigator Club; Scholastic - Big Day for PreK; Kaplan - Learn Every Day; Mother Goose Time; Frog Street Press, Inc. - Frog Street Pre-K; DIG: Develop. Inspire. Grow.; Starfall Education - Starfall PreK
Pennsylvania K4 & SBPK	None ⁶
Pennsylvania Pre-K Counts	Creative Curriculum; Curiosity Corner; HighScope; Opening the World of Learning (OWL); Tools of the Mind; Locally developed curriculum; Funshine Express - Fireflies; Investigator Club; Scholastic - Big Day for PreK; Kaplan - Learn Every Day; Mother Goose Time; Frog Street Press, Inc. - Frog Street Pre-K; DIG: Develop. Inspire. Grow.; Starfall Education - Starfall PreK
Rhode Island	None ¹¹
South Carolina	Creative Curriculum; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia ¹²
Tennessee	Creative Curriculum; High Reach; HighScope; Montessori; Opening the World of Learning (OWL); Reggio Emilia; Tools of the Mind; Locally developed curriculum; Other curriculum ¹⁵
Texas	HighScope; Opening the World of Learning (OWL); Other curriculum ¹⁰
Vermont	None
Virginia	None
Washington	Creative Curriculum; HighScope ¹⁸
West Virginia	Creative Curriculum; High Reach; HighScope
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	Locally developed curriculum; Other curriculum

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

CURRICULUM

STATE	Subject-specific curricula approved for use in state preschool
Alabama	None
Alaska	None
Arizona	None
Arkansas	None ¹⁷
California SPP	Yes ¹⁵
California TK	Determined locally
Colorado	None
Connecticut CDCC	None
Connecticut SR	None
Connecticut Smart Start	None
Delaware	None
District of Columbia	None
Florida	Not reported
Georgia	None ¹⁷
Hawaii	None
Illinois	None
Indiana	None
Iowa Shared Visions	Determined locally
Iowa SWVPP	None
Kansas Preschool	None
Kansas State Pre-K	None
Kentucky	Determined locally ²⁰
Louisiana 8(g)	None
Louisiana LA 4	None
Louisiana NSECD	None
Maine	None
Maryland	None
Massachusetts IPLE	None
Massachusetts UPK	None
Michigan	None
Minnesota HdSt	None
Minnesota VPK	None
Mississippi	None
Missouri	None
Nebraska	None
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	Determined locally ¹⁵
New York	None
North Carolina	None
Ohio	None
Oklahoma	Yes: Pre-K Alpha Friends (HMH) - Literacy Curriculum
Oregon HdSt	None
Oregon Preschool Promise	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Yes: GrapeSEED; Language and Literacy I Can Problem Solve (Pre-Kindergarten); Approaches to Learning through Play, Language and Literacy and Social and Emotional Children's Literacy Initiative; Blueprint for Early Literacy (Pre-Kindergarten) Language and Literacy
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Yes: GrapeSEED; Language and Literacy I Can Problem Solve (Pre-Kindergarten); Approaches to Learning through Play, Language and Literacy and Social and Emotional Children's Literacy Initiative; Blueprint for Early Literacy (Pre-Kindergarten) Language and Literacy
Rhode Island	None
South Carolina	None ¹³
Tennessee	Yes ¹⁵
Texas	None
Vermont	None
Virginia	None
Washington	None
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None
Guam	Yes: in Language Arts/Literacy, Mathematical Thinking, Scientific Thinking, Physical Development & Health; The Arts; Chamorro Language; Food Friends & Mighty Moves Program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Minimum teacher degree requirement
Alabama	BA (public and nonpublic) ²¹
Alaska	BA (public and nonpublic) ¹²
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) ²²
Arkansas	BA (public); AA beyond the first classroom at a site (nonpublic) ¹⁸
California SPP	California Child Development Associate Teacher Permit (public and nonpublic) ¹⁶
California TK	BA (public) ¹²
Colorado	CDA (public and nonpublic) ¹³
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic) ¹⁸
Connecticut SR	CDA plus 12 Early Childhood credits (public and nonpublic) ¹⁶
Connecticut Smart Start	BA (public)
Delaware	BA (public); AA (nonpublic) ¹⁸
District of Columbia	BA (DCPS and CBO); Determined locally (PCS) ¹³
Florida	BA (summer); CDA or equivalent plus specified training (school year) ¹³
Georgia	BA (public and nonpublic) ¹⁸
Hawaii	BA (public)
Illinois	BA (public and nonpublic)
Indiana	Based on QRIS ¹⁷
Iowa Shared Visions	BA (public); AA (nonpublic) ¹⁸
Iowa SWVPP	BA (public and nonpublic) ¹⁸
Kansas Preschool	BA (public and nonpublic)
Kansas State Pre-K	BA (public)
Kentucky	BA (public and nonpublic)
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public) ¹⁶
Louisiana NSECD	BA (nonpublic)
Maine	BA (public and nonpublic) ¹³
Maryland	BA (public and nonpublic)
Massachusetts IPLE	BA (public); Other (nonpublic) ¹⁸
Massachusetts UPK	BA (public); High school diploma or equivalent (nonpublic) ¹⁶
Michigan	BA (public and nonpublic) ¹³
Minnesota HdSt	BA (public); AA (nonpublic) ¹⁴
Minnesota VPK	Other (public and nonpublic) ¹⁹
Mississippi	BA (public and nonpublic) ¹³
Missouri	BA (public and nonpublic)
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) ¹⁶
New York	BA (public and nonpublic) ¹⁷
North Carolina	BA (public and nonpublic) ¹⁶
Ohio	AA (public and nonpublic) ¹¹
Oklahoma	BA (public) ¹¹
Oregon HdSt	AA (public and nonpublic) ⁸
Oregon Preschool Promise	CDA (public and nonpublic) ¹⁷
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania Pre-K Counts	BA (public and nonpublic) ¹³
Rhode Island	BA (public and nonpublic) ¹²
South Carolina	BA (public); Working towards AA (nonpublic) ¹⁴
Tennessee	BA (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont	BA (public) BA for one teacher per center (nonpublic) ¹²
Virginia	BA (public); High school diploma or equivalent (nonpublic) ¹⁰
Washington	AA (public and nonpublic) ¹⁹
West Virginia	BA (public and nonpublic) ¹⁴
Wisconsin 4K	BA (public and nonpublic) ¹⁷
Wisconsin HdSt	AA (nonpublic) ¹⁷
Guam	AA (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Required teacher degree specialization
Alabama	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ²¹
Alaska	Early Childhood Education (public and nonpublic) ¹²
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) ²²
Arkansas	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) ¹⁸
California SPP	Early Childhood Education, Child Development (public and nonpublic) ¹⁶
California TK	Early Childhood Education, Child Development, Elementary Education (public) ¹²
Colorado	None (public and nonpublic) ¹³
Connecticut CDCC	Early Childhood Education, Child Development, Preschool Special Education (nonpublic) ¹⁸
Connecticut SR	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ¹⁶
Connecticut Smart Start	State Department of Education certification (public) ¹⁵
Delaware	Early Childhood Education, Child Development, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development, Other (nonpublic) ¹⁸
District of Columbia	Elementary Education (DCPS); Early Childhood Education, Child Development (CBO); Determined locally (PCS) ¹³
Florida	Early Childhood Education, Prekindergarten, Primary Education, Preschool Education, Family and Consumer Science, or certification in any area (summer); CDA (school year) ¹³
Georgia	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) ¹⁸
Hawaii	Elementary Education (public) ¹²
Illinois	Early Childhood Education, Special Education (public and nonpublic)
Indiana	None (public and nonpublic) ¹⁷
Iowa Shared Visions	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic) ¹⁸
Iowa SWVPP	Early Childhood Education (public and nonpublic) ¹⁸
Kansas Preschool	Early Childhood Education, Elementary Education, Preschool Special Education (public and nonpublic)
Kansas State Pre-K	Early Childhood Education, Child Development, Elementary Education (public)
Kentucky	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic) ²¹
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public)
Louisiana NSECD	None (nonpublic)
Maine	Early Childhood Education (public and nonpublic) ¹³
Maryland	Early Childhood Education (public and nonpublic)
Massachusetts IPLE	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education, Other (public and nonpublic) ¹⁸
Massachusetts UPK	None (public and nonpublic) ¹⁴
Michigan	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education (public and nonpublic) ¹³
Minnesota HdSt	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ¹⁴
Minnesota VPK	Other (public and nonpublic) ¹⁹
Mississippi	Early Childhood Education, Child Development, Elementary Education (public and nonpublic) ¹³
Missouri	Early Childhood Education, Child Development, Preschool Special Education, Other (public and nonpublic) ¹³
Nebraska	Early Childhood Education, Preschool Special Education (public and nonpublic) ⁸
Nevada	Early Childhood Education (public and nonpublic)
New Jersey Abbott	Early Childhood Education (public and nonpublic) ¹¹
New Jersey ECPA	Early Childhood Education (public and nonpublic) ¹⁰
New Jersey ELLI	Early Childhood Education (public and nonpublic) ¹¹
New Mexico	Early Childhood Education (public and nonpublic) ¹⁶
New York	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public and nonpublic) ¹⁷
North Carolina	Early Childhood Education, Child Development (public and nonpublic) ¹⁶
Ohio	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education (public); Early Childhood Education, Child Development (nonpublic) ¹¹
Oklahoma	Early Childhood Education (public) ¹¹
Oregon HdSt	Early Childhood Education (public and nonpublic) ⁸
Oregon Preschool Promise	Early Childhood Education, Child Development, Elementary Education, Preschool Special Education, Special Education, Other (public and nonpublic) ¹⁸
Pennsylvania RTL	None (public and nonpublic)
Pennsylvania HSSAP	None (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	Early Childhood Education, Elementary Education, (public); Early Childhood Education (nonpublic)
Pennsylvania Pre-K Counts	Early Childhood Education (public and nonpublic) ¹³
Rhode Island	Early Childhood Education (public and nonpublic)
South Carolina	Early Childhood Education (public); Early Childhood Education, Child Development (nonpublic) ¹⁴
Tennessee	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic)
Texas	None (public and nonpublic)
Vermont	Early Childhood Education, Preschool Special Education (public and nonpublic) ¹²
Virginia	Early Childhood Education, Child Development (public & nonpublic) ¹⁰
Washington	Early Childhood Education, Child Development, Preschool Special Education (public and nonpublic) ¹⁹
West Virginia	Early Childhood Education, Child Development, Preschool Special Education (public); Early Childhood Education, Child Development, Preschool Special Education, Community Program Permanent Authorization (nonpublic) ¹⁴
Wisconsin 4K	Early Childhood Education, Elementary Education, Preschool Special Education, Special Education, Other (public and nonpublic) ¹⁷
Wisconsin HdSt	Early Childhood Education, Elementary Education (nonpublic) ¹⁷
Guam	Early Childhood Education (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Required teacher credentials/licenses/endorsements
Alabama	Pre-K, Kindergarten, Birth - 3rd grade (public); None (nonpublic) ²¹
Alaska	Pre-K - 3rd grade (public and nonpublic) ¹²
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) ²²
Arkansas	Pre-K, Kindergarten, 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, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, Special Education, Preschool Special Education (public); Pre-K, Kindergarten, 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, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement, 9 college credits (or more) in ECE (nonpublic) ¹⁸
California SPP	Pre-K, Nursery, 9 college credits (or more) in ECE, California Child Development Associate Teacher Permit (public and nonpublic) ¹⁶
California TK	Pre-K - 3rd grade, K-3rd grade, K-8th grade (public) ¹²
Colorado	CDA, Other (public and nonpublic) ¹³
Connecticut CDCC	CDA plus 9 college credits (or more) in ECE (nonpublic) ¹⁸
Connecticut SR	CDA plus 12 college credits in ECE (public and nonpublic) ¹⁶
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) ¹⁵
Delaware	None (public and nonpublic) ¹⁸
District of Columbia	State licensure (DCPS); Other (CBO); Determined locally (PCS) ¹³
Florida	Early Childhood Education, Prekindergarten, Primary Education, Preschool Education, Family and Consumer Science, or certification in any area (summer); CDA (school year) ¹³
Georgia	Pre-K, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Pre-K - 6th grade, Pre-K - 8th grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) ¹⁸
Hawaii	K-6th grade (public) ¹²
Illinois	Birth - 3rd grade, Preschool Special Education, Bilingual (public and nonpublic)
Indiana	None (public and nonpublic) ¹⁷
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) ¹⁸
Iowa SWVPP	Pre-K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade (public and nonpublic) ¹⁸
Kansas Preschool	Pre-K, Birth - K, Birth - 3rd grade, Elementary with ECE Endorsement, Preschool Special Education, Early Childhood Unified (early childhood and early childhood special education) (public); Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education, Early Childhood Unified (early childhood and early childhood special education) (nonpublic)
Kansas State Pre-K	Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education (public)
Kentucky	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - K, Birth - K, Preschool Special Education (public and nonpublic) ²¹
Louisiana 8(g)	Pre-K, Nursery, Kindergarten, 3 years to K, Pre-K - 3rd grade (public) ¹³
Louisiana LA 4	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public) ¹⁶
Louisiana NSECD	Pre-K, Nursery, Kindergarten, Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (nonpublic) ¹⁵
Maine	Pre-K, Elementary Education with ECE endorsement (public and nonpublic) ¹³
Maryland	Pre-K - 2nd grade (public and nonpublic)
Massachusetts IPLE	Pre-K - 2nd grade, Elementary Education with ECE endorsement, Preschool Special Education, Other (public); Pre-K, 9 college credits (or more) in ECE, Other (nonpublic) ¹⁸
Massachusetts UPK	Pre-K - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); 9 college credits (or more) in ECE (nonpublic) ¹⁴
Michigan	K-8th grade, Elementary Education with ECE endorsement (public and nonpublic) ¹³
Minnesota HdSt	None (public and nonpublic) ¹⁴
Minnesota VPK	Other (public and nonpublic) ¹⁹
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) ¹³
Missouri	Birth - 3rd grade (public and nonpublic) ¹³
Nebraska	3 years to K, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) ⁹
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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Required teacher credentials/licenses/endorsements
New Jersey Abbott	Nursery, Pre-K - 3rd grade, K-6th grade, Special Education (public and nonpublic) ¹¹
New Jersey ECPA	Nursery, Pre-K - 3rd grade, K-6th grade, Special Education (public and nonpublic) ¹⁰
New Jersey ELLI	Nursery, Pre-K - 3rd grade, K-6th grade, Special Education (public and nonpublic) ¹¹
New Mexico	Pre-K - 3rd grade, Birth - 3rd grade (public); Other (nonpublic) ¹⁶
New York	Pre-K, Pre-K - 2nd grade, Pre-K - 3rd grade, Birth - 3rd grade (public and nonpublic) ¹⁷
North Carolina	Pre-K, Pre-K - K, Birth - K (public and nonpublic) ¹⁶
Ohio	Pre-K, Pre-K - 3rd grade, K-3rd grade, K-8th grade, 9 college credits (or more) in ECE (public and nonpublic) ¹¹
Oklahoma	Early Childhood (public) ¹¹
Oregon HdSt	Pre-K (public and nonpublic) ⁸
Oregon Preschool Promise	CDA plus 9 college credits (or more) in ECE (public); 9 college credits (or more) in ECE (nonpublic) ¹⁷
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) ⁷
Pennsylvania Pre-K Counts	Pre-K - 4th grade, Birth - 3rd grade (public and nonpublic) ¹³
Rhode Island	Pre-K - 2nd grade (public and nonpublic) ¹²
South Carolina	Pre-K - 2nd grade (public); None (nonpublic) ¹⁴
Tennessee	Pre-K, 3 years to K, Pre-K - K, Pre-K - 3rd grade, Birth - K, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public); Pre-K, 3 years to K, Pre-K - K, Birth - K, Birth - 3rd grade, Preschool Special Education (nonpublic) ¹⁶
Texas	Pre-K - 6th grade (public and nonpublic)
Vermont	Pre-K, Birth - K, Birth - 3rd grade, Preschool Special Education (public and nonpublic) ¹²
Virginia	Pre-K - 3rd grade, Pre-K - 6th grade (public); Other (nonpublic) ¹⁰
Washington	Pre-K, Pre-K - 3rd grade, Birth - 3rd grade, Elementary Education with ECE endorsement, Preschool Special Education (public and nonpublic) ¹⁹
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) ¹⁴
Wisconsin 4K	Pre-K, Kindergarten, 3 years to K, Pre-K - K, Pre-K - 2nd grade, Pre-K - 3rd grade, Pre-K - 4th grade, Birth - K, Birth - 3rd grade, K-3rd grade, K-6th grade, K-8th grade, Elementary Education with ECE endorsement (public and nonpublic)
Wisconsin HdSt	Other (nonpublic) ¹⁷
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 '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Education level of teachers, percent
Alabama	BA: 81%; MA: 18%; EdD/PhD: 0.37%
Alaska	BA or higher: 100%
Arizona	HSD: 0.82%; CDA: 4.51%; AA: 5.52%; BA: 9.56%; MA: 1.73%; Arizona Teaching Certificate: 7.16%; Certificate of Completion in ECE from a Community College: 2.64%; Montessori Credential: 0.14%; Not reported: 66.5%
Arkansas	CDA: 1.8%; AA: 5%; BA: 74%; MA: 19%; Other: 0.2%
California SPP	HSD: 26%; AA: 31%; BA: 37%; MA: 6%
California TK	BA: 100%
Colorado	Data not available
Connecticut CDCC	CDA: 1%; AA: 18%; BA: 41%; MA: 8%; 1 year certificate (30 credits): 31%; Advanced degree: 1%
Connecticut SR	CDA: 1%; AA: 14%; BA: 53%; MA: 32%
Connecticut Smart Start	BA: 28%; MA: 53%; Other: 19%
Delaware	Data not available
District of Columbia	Data not available
Florida	Data not available
Georgia	AA: 1.03%; BA: 71.5%; MA: 24.2%; EdD/PhD: 0.07%; Specialist degree: 3.05%
Hawaii	BA: 60%; MA: 20%; Post-BA professional certificate: 20% ¹³
Illinois	BA: 55.4%; MA: 44.3%; EdD/PhD: 0.2%
Indiana	Data not available
Iowa Shared Visions	AA: 7%; BA: 73%; MA: 20%
Iowa SWVPP	BA: 82%; MA: 18%
Kansas Preschool	BA or higher: 100%
Kansas State Pre-K	BA or higher: 100%
Kentucky	IECE certification: 77%; Emergency/probationary IECE certification: 4%; Letter of exemptions: 9%; Preschool associate teachers: 8%
Louisiana 8(g)	BA: 100%
Louisiana LA 4	BA: 100%
Louisiana NSECD	BA: 59%; MA: 39%; EdD/PhD: 2%
Maine	BA: 100%
Maryland	BA: 100%
Massachusetts IPLE	BA: 26.6%; MA: 69.95%; EdD/PhD: 0.49%; Other: 2.96%
Massachusetts UPK	Data not available
Michigan	BA: 58%; MA: 35%; Other: 7% ¹⁴
Minnesota HdSt	Data not available
Minnesota VPK	Data not available
Mississippi	BA or higher: 100%
Missouri	BA: 100%
Nebraska	BA: 100%
Nevada	Data not available
New Jersey Abbott	BA: 100%
New Jersey ECPA	BA: 100%
New Jersey ELLI	BA: 100%
New Mexico	HSD: 17.7%; CDA: 6.1%; AA: 12.2%; BA: 41.3%; MA: 17.7%; Education Specialist: 0.3%; Not reported: 4.7%
New York	BA or higher: 100%
North Carolina	BA: 85%; MA: 15%; EdD/PhD: < 1%
Ohio	AA: 11%; BA: 51%; MA: 38%
Oklahoma	BA: 81.8%; MA: 18.1%
Oregon HdSt	CDA: 9%; AA: 31%; BA: 45%; MA: 15% ⁹
Oregon Preschool Promise	HSD: < 1%; CDA: 10%; AA: 8%; BA: 54%; MA: 23%; GED or Step 10: 5%
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 1.33%; CDA: 1.11%; AA: 8.87%; BA: 53.88%; MA: 10.64%; Other: 5.99%; Not reported: 18.18%
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	HSD: 0.18%; CDA: 0.54%; AA: 0.81%; BA: 63.34%; MA: 22.91%; Other: 7.37%; Not reported: 4.85%
Rhode Island	BA: 75%; MA: 25%
South Carolina	BA: 47%; MA: 52%; EdD/PhD: 1% (public schools only)
Tennessee	BA or higher: 100%
Texas	BA or higher: 100%
Vermont	Data not available
Virginia	CDA: 2%; AA: 1%; BA: 97%
Washington	HSD: 2.7%; CDA: 1.4%; AA: 36%; BA: 35%; MA: 12%; Some college/working on AA: 2.7%; Not reported: 11%
West Virginia	Data not available ¹⁵
Wisconsin 4K	BA or higher: 100%
Wisconsin HdSt	CDA: 0.2%; AA: 22.9%; BA: 68.2%; MA: 8.7%
Guam	AA: 75%; BA: 25%

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Education level of teachers, number
Alabama	BA in CD: 37; BA in ECE: 626; Education Specialist: 3; MA in CD: 1; MA in ECE: 150
Alaska	Data not available
Arizona	HSD: 17; CDA: 94; AA: 115; BA: 199; MA: 36; Arizona Teaching Certificate: 149; Certificate of Completion in ECE from a Community College: 55; Montessori Credential: 3; Not reported: 1,385
Arkansas	CDA: 8; AA: 25; BA: 394; MA: 103; Other: 1
California SPP	HSD: 2,589; AA: 3,087; BA: 3,684; MA: 597
California TK	Data not available
Colorado	Data not available
Connecticut CDCC	CDA: 3; AA: 56; BA: 126; MA: 25; 1 year certificate (30 credits): 97; Advanced degree: 1
Connecticut SR	CDA: 3; AA: 74; BA: 286; MA: 171; Other: 2
Connecticut Smart Start	BA: 9; MA: 17; Other: 6
Delaware	Data not available
District of Columbia	Data not available
Florida	Data not available
Georgia	AA: 40; BA: 2,764; MA: 939; EdD/PhD: 3; Specialist degree: 117
Hawaii	BA: 12; MA: 4; Post-BA professional certificate: 4 ¹³
Illinois	BA: 1,255; MA: 1,004; EdD/PhD: 5
Indiana	Data not available
Iowa Shared Visions	AA: 7; BA: 76; MA: 21
Iowa SWVPP	BA: 594; MA: 128
Kansas Preschool	Data not available
Kansas State Pre-K	Data not available
Kentucky	IECE certification: 817; Emergency/probationary IECE certification: 47; Letter of exemptions: 109; Preschool associate teachers: 89
Louisiana 8(g)	Data not available
Louisiana LA 4	BA: 1,115
Louisiana NSECD	BA: 51; MA: 33; EdD/PhD: 2
Maine	Data not available
Maryland	Data not available
Massachusetts IPLE	BA: 54; MA: 142; EdD/PhD: 1; Other: 6
Massachusetts UPK	Data not available
Michigan	BA: 792; MA: 473; Other: 103 ¹⁴
Minnesota HdSt	Data not available
Minnesota VPK	Data not available
Mississippi	Data not available
Missouri	BA: 132
Nebraska	Data not available
Nevada	Data not available
New Jersey Abbott	Data not available
New Jersey ECPA	Data not available
New Jersey ELLI	Data not available
New Mexico	HSD: 102; CDA: 35; AA: 70; BA: 238; MA: 102; Education Specialist: 2; Not reported: 47
New York	Data not available
North Carolina	BA: 1,907; MA: 325; EdD/PhD: 2
Ohio	AA: 148; BA: 684; MA: 517
Oklahoma	BA: 1,579; MA: 348; EdD/PhD: 3
Oregon HdSt	CDA: 39; AA: 136; BA: 196; MA: 65 ⁹
Oregon Preschool Promise	Data not available
Pennsylvania RTL	Data not available
Pennsylvania HSSAP	HSD: 6; CDA: 5; AA: 40; BA: 243; MA: 48; Other: 27; Not reported: 82
Pennsylvania K4 & SBPK	Data not available
Pennsylvania Pre-K Counts	HSD: 2; CDA: 6; AA: 9; BA: 705; MA: 255; Other: 82; Not reported: 54
Rhode Island	BA: 45; MA: 15
South Carolina	Data not available
Tennessee	Data not available
Texas	Data not available
Vermont	Data not available
Virginia	CDA: 25; AA: 12; BA: 1,196
Washington	HSD: 17; CDA: 9; AA: 225; BA: 218; MA: 72; Some college/working on AA: 17; Not reported: 69
West Virginia	Data not available ¹⁵
Wisconsin 4K	Data not available
Wisconsin HdSt	CDA: 1; AA: 116; BA: 345; MA: 44
Guam	AA: 3; BA: 1

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Minimum assistant teacher degree requirement
Alabama	CDA or 9 college credits in ECE/CD (public and nonpublic)
Alaska	CDA, 12 ECE credits, or AA in ECE (public and nonpublic)
Arizona	High school diploma or equivalent (public and nonpublic) ²³
Arkansas	CDA (public and nonpublic) ¹⁹
California SPP	High school diploma or equivalent (public and nonpublic) ¹⁷
California TK	High school diploma or equivalent (public) ¹³
Colorado	Other (public and nonpublic) ¹⁴
Connecticut CDCC	Other (nonpublic) ¹⁹
Connecticut SR	High school diploma or equivalent (public); No degree required (nonpublic) ¹⁷
Connecticut Smart Start	High school diploma or equivalent (public)
Delaware	High school diploma (public and nonpublic) ¹⁹
District of Columbia	CDA (DCPS); AA (CBO); Determined locally (PCS) ¹⁴
Florida	None (public and nonpublic) ¹⁴
Georgia	CDA (public and nonpublic) ¹⁹
Hawaii	Associates Degree or equivalent as determined by the Department of Education (public) ¹⁴
Illinois	Other (public and nonpublic) ¹²
Indiana	Based on QRIS (public and nonpublic) ¹⁷
Iowa Shared Visions	High school diploma or equivalent (public and nonpublic) ¹⁹
Iowa SWVPP	Depends on overseeing agency (public and nonpublic) ¹⁹
Kansas Preschool	High school diploma or equivalent (public and nonpublic) ⁵
Kansas State Pre-K	High school diploma or equivalent (public) ⁵
Kentucky	High school diploma or equivalent (public and nonpublic) ²²
Louisiana 8(g)	High school diploma or equivalent (public) ¹⁴
Louisiana LA 4	Other (public) ¹⁷
Louisiana NSECD	CDA (nonpublic) ¹⁶
Maine	Educational Technician II (Maine DOE Certificate) (public and nonpublic) ¹⁴
Maryland	High school diploma or equivalent (public and nonpublic) ¹⁰
Massachusetts IPLE	Other (public); High school diploma or equivalent (nonpublic) ¹⁹
Massachusetts UPK	Other (public and nonpublic) ¹⁵
Michigan	CDA (public and nonpublic) ¹⁶
Minnesota HdSt	CDA (public and nonpublic) ¹⁵
Minnesota VPK	Other (public and nonpublic) ²⁰
Mississippi	AA (public and nonpublic) ¹⁴
Missouri	CDA, AA in ECE or CD, or 60 college hours (including 3 in ECE or CD) (public and nonpublic) ¹⁴
Nebraska	6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic) ⁹
Nevada	High school diploma or equivalent (public and nonpublic)
New Jersey Abbott	High school diploma or equivalent (public and nonpublic) ¹²
New Jersey ECPA	High school diploma or equivalent (public and nonpublic) ¹¹
New Jersey ELLI	High school diploma or equivalent (public and nonpublic) ¹²
New Mexico	AA (public and nonpublic) ¹⁷
New York	Level I Teaching Assistant Certification (public); High school diploma or equivalent (nonpublic) ¹⁸
North Carolina	High school diploma or equivalent (public and nonpublic) ¹⁷
Ohio	High school diploma or equivalent (public and nonpublic)
Oklahoma	High school diploma or equivalent (public) ¹²
Oregon HdSt	CDA (public and nonpublic)
Oregon Preschool Promise	CDA (public and nonpublic)
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic) ⁶
Pennsylvania HSSAP	CDA (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	No minimum degree (K4); Meets NCLB requirements (SBPK) (public and nonpublic) ⁸
Pennsylvania Pre-K Counts	Meets NCLB requirements (public and nonpublic) ¹⁴
Rhode Island	High school diploma or equivalent plus 12 college credits in ECE or CD (public); High school diploma or equivalent plus 12 college credits in ECE or CD or a CDA (nonpublic)
South Carolina	High school diploma or equivalent (public and nonpublic) ¹⁵
Tennessee	High school diploma or equivalent (public and nonpublic) ¹⁷
Texas	High school diploma or equivalent (public and nonpublic) ¹¹
Vermont	High school diploma or equivalent (public and nonpublic) ¹³
Virginia	High school diploma or equivalent (public); No degree required (nonpublic) ¹⁰
Washington	CDA, 12 credits in ECE, or Initial or higher Washington State Early Childhood Education Certificate (public and nonpublic) ²⁰
West Virginia	CDA (public and nonpublic) ¹⁶
Wisconsin 4K	Other (public and nonpublic) ¹⁸
Wisconsin HdSt	CDA (nonpublic)
Guam	High school diploma or equivalent (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 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) ²²
Alaska	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, (public); Training in Early Childhood Education, Training in Child Development (nonpublic)
Arizona	Other (public and nonpublic) ²³
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, Teaching Assistant certification, Birth to Pre K Credential, AA Degree in ECE/CD, Technical Certificate in ECE/CD (public and nonpublic)
California SPP	None (public and nonpublic) ¹⁷
California TK	Meets NCLB requirements (public) ¹³
Colorado	None (public and nonpublic) ¹⁴
Connecticut CDCC	None (nonpublic) ¹⁹
Connecticut SR	None (public and nonpublic) ¹⁷
Connecticut Smart Start	None (public)
Delaware	Paraprofessional Certification (public); Training in Early Childhood Education, Training in Child Development, CDA (nonpublic) ¹⁹
District of Columbia	CDA, Paraprofessional Certification, (public); Training in Early Childhood Education, Training in Child Development, Nine (or more) college credits in Early Childhood or Child Development, CDA (nonpublic) ¹⁴
Florida	None (public and nonpublic) ¹⁴
Georgia	CDA, Paraprofessional Certification (public and nonpublic) ¹⁹
Hawaii	None (public) ¹⁴
Illinois	Paraprofessional Certification, Other (public and nonpublic) ¹²
Indiana	None (public and nonpublic) ¹⁷
Iowa Shared Visions	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education, Training in Preschool Special Education, CDA (public and nonpublic) ¹⁹
Iowa SWVPP	Nine (or more) college credits in Early Childhood or Child Development, CDA, Paraprofessional Certification, Other (public and nonpublic) ¹⁹
Kansas Preschool	High school diploma or equivalent (public and nonpublic) ⁵
Kansas State Pre-K	High school diploma or equivalent (public) ⁵
Kentucky	Other (public and nonpublic) ²²
Louisiana 8(g)	None (public) ¹⁴
Louisiana LA 4	Other (public) ¹⁷
Louisiana NSECD	CDA (nonpublic) ¹⁶
Maine	Training in Early Childhood Education, Training in Child Development (public); Training in Early Childhood Education, Training in Child Development, Paraprofessional Certification (nonpublic) ¹⁴
Maryland	None (public and nonpublic) ¹¹
Massachusetts IPLE	Highly qualified paraprofessional, Meets NCLB requirements, Other (public); Other (nonpublic) ¹⁹
Massachusetts UPK	None (public and nonpublic) ¹⁵
Michigan	CDA, Other (public and nonpublic)
Minnesota HdSt	Training in Early Childhood Education, Training in Child Development, CDA (public and nonpublic) ¹⁵
Minnesota VPK	None (public and nonpublic) ²⁰
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) ¹⁴
Missouri	CDA, AA in ECE or CD, or 60 college hours (including 3 in ECE or CD) (public and nonpublic) ¹⁴
Nebraska	6 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic) ⁹
Nevada	None (public and nonpublic)
New Jersey Abbott	None (public and nonpublic) ¹²
New Jersey ECPA	None (public and nonpublic) ¹¹
New Jersey ELLI	None (public and nonpublic) ¹²
New Mexico	Training in Early Childhood Education, Training in Child Development, Highly qualified paraprofessional, Teaching Assistant certification (public); Training in Early Childhood Education, Training in Child Development (nonpublic) ¹⁷
New York	Training in Early Childhood Education, Training in Child Development, Training in Elementary Education (public and nonpublic) ¹⁸
North Carolina	Meets NCLB requirements, Other (public and nonpublic) ¹⁷
Ohio	None (public and nonpublic)
Oklahoma	None (public) ¹²
Oregon HdSt	CDA (public and nonpublic)
Oregon Preschool Promise	CDA (public and nonpublic)
Pennsylvania RTL	Meets NCLB requirements (public and nonpublic) ⁶
Pennsylvania HSSAP	CDA (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	Meets NCLB requirements (public and nonpublic) ⁸
Pennsylvania Pre-K Counts	Meets NCLB requirements (public and nonpublic) ¹⁴
Rhode Island	12 college credits in ECE or CD (public and 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) ¹⁵
Tennessee	Other (public and nonpublic) ¹⁷
Texas	None (public and nonpublic) ¹¹
Vermont	Training in Early Childhood Education, Training in Child Development (public and nonpublic) ¹³
Virginia	None (public and nonpublic) ¹⁰
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) ²⁰
West Virginia	Training in Early Childhood Education, CDA, Teaching Assistant certification (public); Training in Early Childhood Education, CDA, Teaching Assistant certification (nonpublic) ¹⁶
Wisconsin 4K	Paraprofessional Certification, Highly qualified paraprofessional, Meets NCLB requirements, Other (public); Other (nonpublic) ¹⁸
Wisconsin HdSt	CDA (nonpublic)
Guam	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Teacher in-service professional development requirement	Assistant teacher in-service professional development requirement
Alabama	30 clock hours/year (public and nonpublic)	20 clock hours/year (public and nonpublic)
Alaska	6 credit hours/5 years (public and nonpublic)	None (public and nonpublic)
Arizona	18 clock hours/year (public and nonpublic) ²⁴	18 clock hours/year (public and nonpublic) ²⁴
Arkansas	30 clock hours/year (public and nonpublic) ²⁰	30 clock hours/year (public and nonpublic) ²⁰
California SPP	105 clock hours/5 years (public and nonpublic) ¹⁸	105 clock hours/5 years (public and nonpublic) ¹⁸
California TK	Determined locally (public)	Determined locally (public)
Colorado	15 clock hours/year (public and nonpublic)	15 clock hours/year (public and nonpublic)
Connecticut CDCC	20 clock hours/year (1% of total hours worked) (nonpublic) ²⁰	20 clock hours/year (1% of total hours worked) (nonpublic) ²⁰
Connecticut SR	9 clock hours/year (public and nonpublic)	None (public and nonpublic)
Connecticut Smart Start	Determined locally (public) ¹⁶	Determined locally (public) ¹⁶
Delaware	90 clock hours/5 years (public); 18 clock hours/year (nonpublic)	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)	6 days/year (DCPS); 30 clock hours/year (CBO); Determined locally (PCS)
Florida	10 hours/year (public and nonpublic) ¹³	Not reported
Georgia	15 clock hours/school year (public and nonpublic) ²⁰	15 clock hours/school year (public and nonpublic) ²⁰
Hawaii	21 clock hours/year (public) ¹⁵	None (public)
Illinois	120 clock hours/5 years (public and nonpublic)	None (public and nonpublic) ¹³
Indiana	20 clock hours/year (public and nonpublic) ¹⁸	20 clock hours/year (public and nonpublic) ¹⁸
Iowa Shared Visions	6 credit hours/5 years (public); 6 clock hours/year (nonpublic) ²⁰	Determined locally (public); 6 clock hours/year (nonpublic) ²⁰
Iowa SWVPP	15 clock hours/year (public and nonpublic) ²⁰	Determined locally (public and nonpublic) ²⁰
Kansas Preschool	15 clock hours/year (public and nonpublic)	None (public and nonpublic)
Kansas State Pre-K	15 clock hours/year (public)	15 clock hours/year (public)
Kentucky	24 clock hours/year (public and nonpublic)	18 clock hours/year (public and nonpublic)
Louisiana 8(g)	18 clock hours/year (public)	18 clock hours/year (public)
Louisiana LA 4	18 clock hours/year (public)	18 clock hours/year (public)
Louisiana NSECD	18 clock hours/year (nonpublic)	18 clock hours/year (nonpublic)
Maine	6 credit hours/5 years (public and nonpublic)	Determined locally (public and nonpublic)
Maryland	6 credit hours/5 years (public and nonpublic)	24 clock hours/year (public and nonpublic)
Massachusetts IPLE	150 clock hours/5 years (public); 20 clock hours/year (nonpublic) ²⁰	Determined locally (public); 20 clock hours/year (nonpublic) ²⁰
Massachusetts UPK	150 clock hours/5 years (public); 20 clock hours/year (nonpublic) ¹⁶	Determined locally (public); 20 clock hours/year (nonpublic) ¹⁶
Michigan	16 clock hours/year (public and nonpublic) ¹⁷	16 clock hours/year (public and nonpublic)
Minnesota HdSt	15 clock hours per year (public and nonpublic) ¹⁶	15 clock hours/year (public and nonpublic) ¹⁶
Minnesota VPK	125 clock hours/five years (licensed teachers, public and nonpublic) ²¹	Determined locally (public and nonpublic)
Mississippi	15 clock hours/year (public and nonpublic)	15 clock hours/year (public and nonpublic)
Missouri	22 clock hours/year (public and nonpublic)	22 clock hours/year (public and nonpublic)
Nebraska	12 clock hours/year (public and nonpublic)	12 clock hours/year (public and nonpublic)
Nevada	6 credit hours/5 years (public and nonpublic)	6 credit hours/5 years (public and nonpublic)
New Jersey Abbott	100 clock hours/5 years (public and nonpublic)	100 clock hours/5 years (public and nonpublic)
New Jersey ECPA	100 clock hours/5 years (public and nonpublic)	100 clock hours/5 years (public and nonpublic)
New Jersey ELLI	100 clock hours/5 years (public and nonpublic)	100 clock hours/5 years (public and nonpublic)
New Mexico	40 clock hours/year (public); 28 clock hours/year & 6 credit hours/year if BA/BS degree not completed (nonpublic)	28 clock hours/year & 6 credit hours/year if AA not completed (public and nonpublic)
New York	175 clock hours/5 years (public and nonpublic)	Determined locally (public and nonpublic) ¹⁹
North Carolina	80 clock hours/5 years (public and nonpublic) ¹⁸	6 credit hours/5 years (public and nonpublic assistant teachers working towards licensure only) ¹⁸
Ohio	20 clock hours/2 years (public and nonpublic) ¹²	20 clock hours/2 years (public and nonpublic) ¹²
Oklahoma	75 clock hours/5 years (public) ¹³	75 clock hours/5 years (public) ¹³
Oregon HdSt	15 clock hours/year (public and nonpublic)	15 clock hours/year (public and nonpublic)
Oregon Preschool Promise	20-24 clock hours/year (public and nonpublic) ¹⁹	20-24 clock hours/year (public and nonpublic) ¹⁹
Pennsylvania RTL	180 clock hours/5 years (public and nonpublic)	None (public and nonpublic)
Pennsylvania HSSAP	15 clock hours/year (public and nonpublic)	15 clock hours/year (public and nonpublic)
Pennsylvania K4 & SBPK	180 clock hours/5 years (public, SBPK only); Determined locally (nonpublic) ⁹	None (public and nonpublic)
Pennsylvania Pre-K Counts	180 clock hours/5 years (public and nonpublic)	None (public and nonpublic)
Rhode Island	20 clock hours/year (public and nonpublic) ¹³	20 clock hours/year (public and nonpublic) ¹³
South Carolina	15 clock hours/year (public and nonpublic) ¹⁶	15 clock hours/year (public and nonpublic)
Tennessee	18 clock hours/year (public and nonpublic)	12 clock hours/year (public and nonpublic) ¹⁸
Texas	150 clock hours/5 years (public and nonpublic) ¹²	None (public and nonpublic)
Vermont	9 credit hours/7 years (public); 15 clock hours/year (nonpublic)	15 clock hours/year (public and nonpublic)
Virginia	15 clock hours/school year (public and nonpublic)	Determined locally (public and nonpublic)
Washington	15 clock hours/year (public and nonpublic) ²¹	None (public and nonpublic)
West Virginia	15 clock hours/year (public and nonpublic) ¹⁷	15 clock hours/year (public and nonpublic) ¹⁷
Wisconsin 4K	6 credit hours/5 years (public and nonpublic) ¹⁹	None (public and nonpublic) ¹⁹
Wisconsin HdSt	15 clock hours/year (nonpublic) ⁷	15 clock hours/year (nonpublic) ⁷
Guam	30 clock hours/year (public)	None (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 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/year ²³
Alaska	Unknown
Arizona	Unknown
Arkansas	At least 8 hours/year
California SPP	15 hours/year
California TK	Determined locally
Colorado	Unknown
Connecticut CDCC	Unknown ²⁰
Connecticut SR	Unknown
Connecticut Smart Start	Determined locally
Delaware	Unknown
District of Columbia	Unknown ¹⁵
Florida	Not reported
Georgia	None
Hawaii	Varies
Illinois	Determined locally
Indiana	Not specified ¹⁸
Iowa Shared Visions	1 hour/year ²⁰
Iowa SWVPP	Determined locally
Kansas Preschool	Unknown
Kansas State Pre-K	Unknown
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts IPLE	Unknown
Massachusetts UPK	None ¹⁷
Michigan	2 hours/year can be CPR and first aid training to keep required child care licenses current
Minnesota HdSt	Follows federal Head Start requirements
Minnesota VPK	Determined locally (Generally 3-10 hours/year)
Mississippi	Unknown
Missouri	Unknown
Nebraska	None ¹⁰
Nevada	Unknown
New Jersey Abbott	20 hours/5 years
New Jersey ECPA	20 hours/5 years
New Jersey ELLI	20 hours/5 years
New Mexico	None ¹⁸
New York	None
North Carolina	Varies per NC Child Care Rules ¹⁹
Ohio	Unknown
Oklahoma	5 hours/year ¹³
Oregon HdSt	Unknown
Oregon Preschool Promise	Varies
Pennsylvania RTL	None
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania Pre-K Counts	Not specified
Rhode Island	Varies based on need
South Carolina	5 hours/year
Tennessee	Not specified
Texas	Unknown
Vermont	Unknown
Virginia	Determined locally
Washington	Determined locally
West Virginia	Determined locally through county continuous quality improvement process
Wisconsin 4K	Unknown
Wisconsin HdSt	Unknown
Guam	5 hours/year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Are 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) ²⁴	Yes (public and nonpublic) ²⁴
Alaska	Yes (public and nonpublic)	Yes (public and nonpublic)
Arizona	No (public and nonpublic)	No (public and nonpublic)
Arkansas	Yes (public and nonpublic)	Yes (public and nonpublic)
California SPP	Determined locally (public and nonpublic) ¹⁸	Determined locally (public and nonpublic) ¹⁸
California TK	Determined locally (public)	Determined locally (public)
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	Yes, some teachers (nonpublic) ²¹	Yes, some assistant teachers (nonpublic) ²¹
Connecticut SR	Determined locally (public); Yes some teachers (nonpublic) ¹⁸	Determined locally (public and nonpublic)
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 (DCPS and CBO); No (PCS)
Florida	Yes (public and nonpublic)	Not reported
Georgia	Yes (public and nonpublic) ²¹	Yes (public and nonpublic) ²¹
Hawaii	Yes (public)	Yes (public)
Illinois	Yes (public and nonpublic) ¹⁴	Yes (public and nonpublic) ¹⁴
Indiana	Yes (public and nonpublic) ¹⁹	Yes (public and nonpublic) ¹⁹
Iowa Shared Visions	Yes (public and nonpublic)	Yes (public and nonpublic)
Iowa SWVPP	Yes (public and nonpublic) ²¹	Yes (public and nonpublic) ²¹
Kansas Preschool	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	Determined locally (public)	Determined locally (public)
Kentucky	Yes (public); Determined locally (nonpublic)	Determined locally (public and nonpublic)
Louisiana 8(g)	Determined locally (public)	Determined locally (public)
Louisiana LA 4	Determined locally (public)	Determined locally (public)
Louisiana NSECD	Determined locally (nonpublic)	Determined locally (nonpublic)
Maine	Yes (public and nonpublic)	Determined locally (public and nonpublic)
Maryland	Yes (public and nonpublic)	Yes (public and nonpublic)
Massachusetts IPLE	Yes (public); Some teachers (nonpublic) ²¹	Yes, some assistant teachers (public and nonpublic) ²¹
Massachusetts UPK	Yes (public and nonpublic) ¹⁸	Yes (public and nonpublic) ¹⁸
Michigan	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota HdSt	Yes (public and nonpublic)	Yes (public and nonpublic)
Minnesota VPK	Yes (public and nonpublic) ²²	Determined locally (public and nonpublic) ²²
Mississippi	Yes, some teachers (public and nonpublic) ¹⁵	Yes, some assistant teachers (public and nonpublic) ¹⁵
Missouri	Determined locally (public and nonpublic) ¹⁵	Determined locally (public and nonpublic) ¹⁵
Nebraska	Yes (public and nonpublic)	Yes (public and nonpublic)
Nevada	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Determined locally (public and nonpublic) ¹³
New Jersey ECPA	Yes (public); Unknown (nonpublic)	Determined locally (public); Unknown (nonpublic) ¹²
New Jersey ELLI	Yes (public and nonpublic)	Determined locally (public and nonpublic) ¹³
New Mexico	Yes (public and nonpublic)	Yes (public and nonpublic)
New York	No (public and nonpublic)	No (public and nonpublic)
North Carolina	Yes (public and nonpublic)	No (public and nonpublic)
Ohio	Yes (public and nonpublic)	Yes (public and nonpublic)
Oklahoma	No (public) ¹⁴	No (public) ¹⁴
Oregon HdSt	Yes (public and nonpublic) ¹⁰	Yes (public and nonpublic) ¹⁰
Oregon Preschool Promise	Yes, some teachers (public and nonpublic) ²⁰	Yes, some assistant teachers (public and nonpublic) ²⁰
Pennsylvania RTL	Determined locally (public and nonpublic) ⁷	Determined locally (public and nonpublic) ⁷
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 Pre-K Counts	Yes, some teachers (public and nonpublic) ¹⁵	Yes, some assistant teachers (public and nonpublic) ¹⁵
Rhode Island	Yes (public and nonpublic)	Yes (public and nonpublic)
South Carolina	Yes (public and nonpublic)	Yes (public and nonpublic)
Tennessee	Determined locally (public and nonpublic) ¹⁹	Determined locally (public and nonpublic) ¹⁹
Texas	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Vermont	Yes (public and nonpublic)	Yes (public and nonpublic)
Virginia	Determined locally (public and nonpublic)	Determined locally (public and nonpublic)
Washington	Determined locally (public and nonpublic) ²²	Determined locally (public and nonpublic) ²²
West Virginia	Yes (public and nonpublic) ¹⁸	Yes (public and nonpublic) ¹⁸
Wisconsin 4K	Determined locally (public and nonpublic) ¹⁹	Determined locally (public and nonpublic) ¹⁹
Wisconsin HdSt	Determined locally (nonpublic)	Determined locally (nonpublic)
Guam	Yes (public)	No (public)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	Does state policy require ongoing classroom-embedded support to be provided to teachers?	Does state policy require ongoing classroom-embedded support to be provided to assistant teachers?
Alabama	Yes (public and nonpublic) ²⁵	Yes (public and nonpublic) ²⁵
Alaska	Yes, some teachers (public and nonpublic) ¹³	Yes, some assistant teachers (public and nonpublic) ¹³
Arizona	No (public and nonpublic) ²⁵	No (public and nonpublic) ²⁵
Arkansas	No (public and nonpublic) ²¹	No (public and nonpublic) ²¹
California SPP	No (public and nonpublic) ¹⁹	No (public and nonpublic) ¹⁹
California TK	No (public) ¹⁴	No (public) ¹⁴
Colorado	No (public and nonpublic)	No (public and nonpublic)
Connecticut CDCC	No (nonpublic)	No (nonpublic)
Connecticut SR	No (public and nonpublic)	No (public and nonpublic)
Connecticut Smart Start	No (public)	No (public)
Delaware	Yes, some teachers (public); No (nonpublic) ²⁰	Yes, some assistant teachers (public); No (nonpublic) ²⁰
District of Columbia	Yes (DCPS and CBO); No (PCS) ¹⁶	Yes (CBO); No (DCPS and PCS) ¹⁶
Florida	Yes (public and nonpublic)	Not reported
Georgia	Yes (public and nonpublic) ²²	Yes, some assistant teachers (public and nonpublic) ²²
Hawaii	Yes (public) ¹⁶	Yes (public) ¹⁶
Illinois	Yes (public and nonpublic) ¹⁵	No (public and nonpublic)
Indiana	Yes (public and nonpublic) ²⁰	Yes (public and nonpublic) ²⁰
Iowa Shared Visions	Yes (public); No (nonpublic) ²¹	No (public and nonpublic) ²¹
Iowa SWVPP	Yes (public); No (nonpublic)	No (public and nonpublic)
Kansas Preschool	No (public and nonpublic)	No (public and nonpublic)
Kansas State Pre-K	Yes (public)	Yes, new assistant teachers (public)
Kentucky	Yes, some teachers (public); No (nonpublic) ²³	No (public and nonpublic) ²³
Louisiana 8(g)	Yes (public)	Yes (public)
Louisiana LA 4	Yes (public)	Yes (public)
Louisiana NSECD	Yes (nonpublic)	Yes (nonpublic)
Maine	No (public and nonpublic)	No (public and nonpublic)
Maryland	No (public and nonpublic)	No (public and nonpublic)
Massachusetts IPLE	No (public and nonpublic) ²²	No (public and nonpublic) ²²
Massachusetts UPK	No (public and nonpublic)	No (public and nonpublic)
Michigan	Yes (public and nonpublic) ¹⁷	Yes (public and nonpublic) ¹⁷
Minnesota HdSt	Yes (public and nonpublic) ¹⁷	Yes (public and nonpublic) ¹⁷
Minnesota VPK	Yes (public and nonpublic) ²¹	Yes (public and nonpublic) ²¹
Mississippi	No (public and nonpublic)	No (public and nonpublic)
Missouri	Yes (public and nonpublic)	Yes (public and nonpublic)
Nebraska	Yes, some teachers (public and nonpublic) ¹¹	No (public and nonpublic)
Nevada	No (public and nonpublic)	No (public and nonpublic)
New Jersey Abbott	Yes (public and nonpublic)	Yes (public and nonpublic)
New Jersey ECPA	Yes (public 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) ²⁰	No (public and nonpublic) ²⁰
North Carolina	Yes (public and nonpublic) ²⁰	No (public and nonpublic)
Ohio	No (public and nonpublic)	No (public and nonpublic)
Oklahoma	No (public and nonpublic)	No (public and nonpublic)
Oregon HdSt	Yes (public and nonpublic) ¹¹	Yes (public and nonpublic) ¹¹
Oregon Preschool Promise	No (public and nonpublic) ²¹	No (public and nonpublic) ²¹
Pennsylvania RTL	Yes, new teachers (public); No (nonpublic) ⁷	No (public and nonpublic)
Pennsylvania HSSAP	No (public and nonpublic)	No (public and nonpublic)
Pennsylvania K4 & SBPK	Yes, new teachers (public and nonpublic)	No (public and nonpublic)
Pennsylvania Pre-K Counts	Yes, some teachers (public and nonpublic) ¹⁵	No (public and nonpublic)
Rhode Island	Yes (public and nonpublic) ¹⁴	Yes (public and nonpublic) ¹⁴
South Carolina	Yes, some teachers (public and nonpublic) ¹⁷	No (public and nonpublic)
Tennessee	Yes, some teachers (public and nonpublic) ²⁰	Yes, some assistant teachers (public and nonpublic) ²⁰
Texas	Yes, some teachers (public and nonpublic) ¹²	No (public and nonpublic)
Vermont	No (public and nonpublic) ¹⁴	No (public and nonpublic)
Virginia	No (public and nonpublic)	No (public and nonpublic)
Washington	Yes (public and nonpublic) ²³	No (public and nonpublic) ²³
West Virginia	No (public and nonpublic)	No (public and nonpublic)
Wisconsin 4K	Yes (public); No (nonpublic) ²⁰	No (public and nonpublic)
Wisconsin HdSt	No (nonpublic) ⁷	No (nonpublic) ⁷
Guam	No (public) ⁵	No (public) ⁵

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

PERSONNEL

STATE	How often do teachers receive coaching or mentoring?	How many teachers are assigned to each coach or mentor?
Alabama	Monthly ²⁵	Full time up to 20 classrooms; Part-time coach up to 12 classrooms
Alaska	Biweekly ¹³	27 ¹³
Arizona	NA	NA
Arkansas	NA	NA
California SPP	NA	NA
California TK	NA	NA
Colorado	NA	NA
Connecticut CDCC	NA	NA
Connecticut SR	NA	NA
Connecticut Smart Start	NA	NA
Delaware	Determined locally	Determined locally
District of Columbia	Unknown	Unknown
Florida	Not reported	Not reported
Georgia	Varies based on need ²³	Varies based on need ²⁴
Hawaii	Varies based on need ¹⁶	Average of 4 to 6 lead teachers
Illinois	Not reported	Not reported
Indiana	As needed ²⁰	Determined locally
Iowa Shared Visions	Determined locally ²¹	Determined locally ²¹
Iowa SWVPP	Determined locally	Determined locally
Kansas Preschool	NA	NA
Kansas State Pre-K	Determined locally	Determined locally
Kentucky	Per Danielson Framework ²³	Varies ²³
Louisiana 8(g)	Determined locally	Determined locally
Louisiana LA 4	Determined locally	Determined locally
Louisiana NSECD	Determined locally	Determined locally
Maine	NA	NA
Maryland	NA	NA
Massachusetts IPLE	NA	NA
Massachusetts UPK	NA	NA
Michigan	At least monthly ¹⁷	Varies ¹⁸
Minnesota HdSt	Per federal Head Start Performance Standards ¹⁷	Per federal Head Start Performance Standards ¹⁷
Minnesota VPK	Varies ²¹	Determined locally ²¹
Mississippi	NA	NA
Missouri	Varies based on need and experience	Determined by vendor
Nebraska	Varies based on need (usually twice/month)	Unknown
Nevada	NA	NA
New Jersey Abbott	At least twice/month	20
New Jersey ECPA	At least twice/month	20
New Jersey ELLI	At least twice/month	20
New Mexico	Average 3 hours/month; more for new teachers	Average of 15 classrooms
New York	NA	NA
North Carolina	Varies based on need ²⁰	15 to 25 teachers, depending on the teachers' B-K licensure type
Ohio	NA	NA
Oklahoma	NA	NA
Oregon HdSt	Variable per program decision ¹¹	Variable per program decision ¹¹
Oregon Preschool Promise	NA	NA
Pennsylvania RTL	Determined locally (per induction plan)	Determined locally (per induction plan)
Pennsylvania HSSAP	NA	NA
Pennsylvania K4 & SBPK	Determined locally (per induction plan)	Determined locally (per induction plan)
Pennsylvania Pre-K Counts	Determined locally (per induction plan)	Determined locally (per induction plan)
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly	Every program has a TA provider to work with the Pre-K staff
South Carolina	Varies based on need	Varies based on need
Tennessee	Not reported	Not reported
Texas	15 hours per year ¹²	Unknown
Vermont	NA	NA
Virginia	NA	NA
Washington	Varies	Average 2.9 sites and 5.2 classrooms/lead teachers per coach ²⁴
West Virginia	NA	NA
Wisconsin 4K	Determined locally	Determined locally
Wisconsin HdSt	NA	NA
Guam	NA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

RESOURCES

STATE	Total 2016-2017 spending	How much of total spending came from...
Alabama	98,077,562.5	State: \$64,462,050; Federal: \$17,500,000; Required local: \$16,115,513 ²⁶
Alaska	2,000,000 ¹⁴	State: \$2,000,000
Arizona	18,972,738 ²⁶	State: \$18,972,738 ²⁶
Arkansas	156,104,760 ²²	State: \$103,500,000; Federal: \$11,204,760; Required local: \$41,400,000 ²²
California SPP	818,269,263	State: \$776,788,042; Federal: \$39,828,280; Required local: \$1,652,941
California TK	713,739,744	State: \$713,739,744
Colorado	88,539,955	State: \$59,948,508; Required local: \$28,591,447
Connecticut CDCC	34,599,851.13 ²²	State: \$18,891,519; Federal: \$15,708,332 ²²
Connecticut SR	109,892,882	State: \$93,035,775; Required local: \$16,557,107; Non-required local: \$300,000 ¹⁹
Connecticut Smart Start	3,587,451 ¹⁷	State: \$3,587,451
Delaware	6,149,300 ²¹	State: \$6,149,300 ²¹
District of Columbia	236,092,893	State: \$222,257,368; Federal: \$13,835,525
Florida	397,698,606	State: \$397,698,606
Georgia	348,959,814 ²⁵	State: \$348,959,814 ²⁵
Hawaii	2,500,000	State: \$2,500,000
Illinois	349,410,792	State: \$304,314,676; Non-required local: \$45,096,116 ¹⁶
Indiana	11,199,353	State: \$10,079,418; Required local: \$1,119,935
Iowa Shared Visions	9,988,645.59 ²²	State: \$7,411,239; Required local: \$1,482,248; Non-required local: \$1,095,159 ²²
Iowa SWVPP	76,380,493	State: \$76,380,493
Kansas Preschool	4,132,317	Federal: \$4,132,317
Kansas State Pre-K	13,451,184	State: \$13,451,184
Kentucky	157,095,052	State: \$91,637,785; Federal: \$56,421,230; Non-required local: \$9,036,037
Louisiana 8(g)	8,956,899	State: \$8,956,899
Louisiana LA 4	76,302,800	State: \$34,083,337; Federal: \$40,492,803; Required local: \$1,726,660
Louisiana NSECD	6,132,236	State: \$6,132,236
Maine	45,069,929	State: \$18,775,709; Federal: \$3,735,439; Required local: \$22,558,781
Maryland	238,401,431	State: \$108,517,098; Federal: \$14,250,000; Required local: \$115,634,333
Massachusetts IPLE	11,482,176 ²³	State: \$8,434,807; Federal: \$3,047,369 ²³
Massachusetts UPK	33,199,294	State: \$5,700,000; Federal: \$27,499,294 ¹⁹
Michigan	243,900,000 ¹⁹	State: \$243,900,000
Minnesota HdSt	11,682,528	State: \$11,682,528
Minnesota VPK	22,100,000 ²³	State: \$17,300,000; Required local: \$4,800,000 ²³
Mississippi	9,576,610	State: \$4,000,000; Required local: \$4,000,000; Non-required local: \$1,576,610
Missouri	9,703,786.45	State: \$9,703,786
Nebraska	66,605,771	State: \$25,054,777; Federal: \$41,550,994
Nevada	9,593,271	State: \$4,838,875; Federal: \$4,754,396
New Jersey Abbott	609,503,219	State: \$609,503,219
New Jersey ECPA	53,077,528	State: \$41,550,371; Federal: \$11,527,157
New Jersey ELLI	3,345,721	State: \$2,280,300; Federal: \$1,065,421
New Mexico	52,310,000	State: \$34,710,000; Federal: \$17,600,000
New York	816,700,144	State: \$791,700,144; Federal: \$25,000,000
North Carolina	209,343,856	State: \$124,654,408; Federal: \$66,889,100; Non-required local: \$17,800,348
Ohio	63,768,000	State: \$63,768,000
Oklahoma	306,511,932.8	State: \$144,470,607; Federal: \$36,154,692; Required local: \$125,492,482; Non-required local: \$394,151
Oregon HdSt	72,646,488	State: \$72,646,488
Oregon Preschool Promise	17,500,000	State: \$17,500,000
Pennsylvania RTL	6,010,765.55	State: \$6,010,766
Pennsylvania HSSAP	48,551,327	State: \$48,551,327
Pennsylvania K4 & SBPK	10,347,288.5	State: \$10,347,289
Pennsylvania Pre-K Counts	144,249,620	State: \$144,249,620
Rhode Island	9,890,982.19	State: \$5,149,554; Federal: \$4,741,428
South Carolina	78,446,825	State: \$71,513,051; Federal: \$6,933,774
Tennessee	112,187,848	State: \$86,200,000; Federal: \$2,461,848; Required local: \$23,526,000
Texas	874,235,287 ¹³	State: \$862,035,287; Federal: \$12,200,000
Vermont	64,473,629 ¹⁵	State: \$61,505,762; Federal: \$2,967,867 ¹⁵
Virginia	109,944,502	State: \$69,296,590; Federal: \$1,366,320; Required local: \$39,281,592
Washington	96,325,951	State: \$96,325,951 ²⁵
West Virginia	142,717,842.67	State: \$93,440,418; Federal: \$45,112,106; Non-required local: \$4,165,318
Wisconsin 4K	298,200,000	State: \$189,600,000; Required local: \$108,600,000
Wisconsin HdSt	6,264,098	State: \$6,264,098
Guam	357,700	State: \$357,700

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

RESOURCES

STATE	Dedicated revenue source for state funding of preschool
Alabama	Yes: The Education Trust Fund ²⁷
Alaska	Yes: \$2 million allocation from the legislature
Arizona	Yes: State tobacco revenue
Arkansas	Yes: General Revenue of \$103,500,000
California SPP	Yes: State general fund ²⁰
California TK	Yes: Local Control Funding Formula
Colorado	Yes: State Public School Fund (CF): State Education
Connecticut CDCC	Yes: CCDF
Connecticut SR	Yes: State School Readiness Funds (\$93,035,775); Parent fees (\$16,557,107); PDG state supplement (\$456,411)
Connecticut Smart Start	Yes: Tobacco Settlement Funds and State Bond Funds
Delaware	Yes: State appropriation of \$6,149,300
District of Columbia	Yes: Locally appropriated funds
Florida	Yes: General Revenue
Georgia	Yes: State Lottery Dollars
Hawaii	No
Illinois	Yes: Early Childhood Block Grant
Indiana	Yes: Legislated reverted state funds and a 10% match dollars for each grant awarded per county
Iowa Shared Visions	Yes: General funds
Iowa SWVPP	No
Kansas Preschool	No
Kansas State Pre-K	Yes
Kentucky	Yes: Kentucky General Assembly ²⁴
Louisiana 8(g)	Yes: Louisiana Quality Education Support Fund, referred to as 8(g) ¹⁵
Louisiana LA 4	Yes: State General Fund
Louisiana NSECD	Yes: State General Fund
Maine	Yes: Line in state's funding formula for 4-year-olds
Maryland	Yes: Pre-K Expansion Act of 2014: \$4.3 million
Massachusetts IPLE	No
Massachusetts UPK	No
Michigan	Yes: State School Aid Act (\$243,600,000 in School Aid Fund dollars and \$300,000 in General Fund dollars)
Minnesota HdSt	Yes: State legislative allocation
Minnesota VPK	Yes: State general education and specialty funding
Mississippi	Yes: State General Funds in the amount of \$4,000,000
Missouri	Yes: Early Childhood Development and Education and Care Fund - funding is through the tobacco settlement
Nebraska	Yes: General fund allocation and State aid
Nevada	Yes: \$3,338,875 in DSA awarded through competitive grants; approximately \$1,500,000 in matching PDG funds
New Jersey Abbott	Yes: State Aid
New Jersey ECPA	Yes: Preschool Education Aid
New Jersey ELLI	Yes: Preschool Education Aid
New Mexico	Yes: State legislature annual appropriations
New York	Yes: Annual New York state legislative appropriation
North Carolina	Yes: General Fund: \$46,402,298; Lottery: \$78,252,110
Ohio	Yes: \$73,760,000 in General Revenue Funds
Oklahoma	Yes: State general fund
Oregon HdSt	Yes: State General Fund: \$72,646,488
Oregon Preschool Promise	No
Pennsylvania RTL	Yes: Ready To Learn Block Grant
Pennsylvania HSSAP	Yes: Line item in state budget
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	Yes: Line item in state budget
Rhode Island	No
South Carolina	Yes: EIA funds; General Funds; Carry Forward
Tennessee	Yes
Texas	Yes: Foundation School Program (\$784,535,287)
Vermont	Yes: Local approval of school budgets
Virginia	Yes: Lottery funds
Washington	Yes: Opportunity Pathways account (lottery funds): \$40 million per year
West Virginia	Yes: K-12 state aid funding
Wisconsin 4K	Yes: State Equalization Aid
Wisconsin HdSt	Yes: WI Department of Public Instruction budget
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

RESOURCES

STATE	Federal funding sources and amounts
Alabama	IDEA: \$266,139; PDG: \$17,500,000; McKinney-Vento: \$500; Title I: \$10,331,145; USDA CACFP, Head Start, Title II: Amounts not reported
Alaska	Title I, Head Start, Title I C Migrant funds: Amounts not reported
Arizona	
Arkansas	TANF: \$7,500,000; PDG: \$3,704,760; USDA CACFP: Amount not reported
California SPP	CCDF: \$39,828,280; IDEA, USDA CACFP, Head Start: Amounts not reported
California TK	
Colorado	
Connecticut CDCC	CCDF: \$15,708,332 ²²
Connecticut SR	
Connecticut Smart Start	
Delaware	
District of Columbia	Head Start: \$13,835,525; TANF, CCDF: Amounts not reported
Florida	
Georgia	
Hawaii	
Illinois	IDEA, USDA, CACFP, McKinney-Vento, Title I, CCDF: Amounts not reported
Indiana	
Iowa Shared Visions	CCDF, IDEA, USDA CACFP, Title I, Head Start: Amounts not reported
Iowa SWVPP	
Kansas Preschool	TANF: \$4,132,317
Kansas State Pre-K	
Kentucky	IDEA: \$5,170,529; USDA CACFP: \$433,758; Title I: \$14,309,063; Head Start: \$35,575,283; Other federal sources (including Race to the Top Early Learning Challenge grant, Title II and IV): \$932,597
Louisiana 8(g)	
Louisiana LA 4	TANF: \$40,492,803
Louisiana NSECD	
Maine	PDG: \$3,735,439
Maryland	PDG: \$14,250,000
Massachusetts IPLE	IDEA: \$3,047,369; Head Start: Amount not reported ²⁴
Massachusetts UPK	TANF: \$27,499,294; CCDF: Amount not reported
Michigan	CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I, Head Start: Amounts not reported ²⁰
Minnesota HdSt	TANF, CCDF, IDEA, USDA CACFP, McKinney-Vento, Title I, Head Start, Title II, Social Services Block Grant: Amounts not specified ¹⁸
Minnesota VPK	USDA CACFP, McKinney-Vento, Title I, Title II, SPL: Amounts not specified
Mississippi	IDEA, Title I, Head Start, Title IV, US Department of Education grant: Amounts not reported
Missouri	
Nebraska	IDEA: \$33,340,505; Title I: \$8,210,489; Head Start: Amount not reported
Nevada	IDEA: \$1,254,396; PDG: \$3,500,000; Title I: Amount not reported ¹⁵
New Jersey Abbott	
New Jersey ECPA	PDG: \$11,527,157
New Jersey ELLI	PDG: \$1,065,421
New Mexico	TANF: \$17,600,000
New York	PDG: \$25,000,000; CCDF, USDA CACFP: Amounts not reported ²¹
North Carolina	TANF: \$18,764,790; CCDF: \$975,000; IDEA: \$10,373,731; USDA CACFP: \$3,805,705; Title I: \$14,534,515; Head Start: \$18,435,358
Ohio	
Oklahoma	
Oregon HdSt	CCDF, USDA CACFP, Title I, Head Start: Amounts not reported
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania Pre-K Counts	
Rhode Island	PDG: \$4,741,428; IDEA, USDA CACFP, McKinney-Vento: Amounts not reported
South Carolina	IDEA: \$6,933,774
Tennessee	PDG: \$2,461,848; Other federal funds: Amount not reported ²¹
Texas	CCDF: \$12,200,000 ¹⁴
Vermont	IDEA: \$507,745; PDG: \$2,370,553; Race to the top Early Learning Challenge: \$89,569
Virginia	PDG: \$1,366,320; IDEA, Title I: Amounts not reported ¹¹
Washington	
West Virginia	TANF/CCDF: \$4,566,958; IDEA: \$4,761,735; Title I: \$147,953; Head Start: \$35,635,460
Wisconsin 4K	TANF, CCDF, IDEA, USDA CACFP, Title I: Amounts not reported
Wisconsin HdSt	McKinney-Vento: Amount not reported
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

RESOURCES

STATE	School funding or state aid formula?	Agencies eligible to receive funding directly
Alabama	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Military Childcare, College/University, Community-based child care
Alaska	No	Public schools, Head Start
Arizona	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Tribally regulated programs
Arkansas	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Education Service Cooperatives, University Related Programs
California SPP	No	Public schools, Head Start, Private agencies, Faith-based centers
California TK	Yes ¹⁵	Public schools
Colorado	Yes ¹⁵	School districts ⁴
Connecticut CDCC	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Other
Connecticut SR	Yes ²⁰	Public schools, Head Start, Private agencies, Faith-based centers, Municipalities, Regional Education Service Centers, Human Service Agencies
Connecticut Smart Start	No	Public schools
Delaware	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
District of Columbia	Yes ¹⁷	Public schools, Head Start, Private agencies, Faith-based centers
Florida	Yes ¹⁵	Early Learning Coalitions ¹⁶
Georgia	No	Public schools, Head Start, Private agencies, Faith-based centers, University and Technical Schools, Military Bases, Charter Schools
Hawaii	No	Public schools
Illinois	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Higher Education Institutions, Regional Offices of Education
Indiana	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	No	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SWVPP	Yes ²²	Public schools ²³
Kansas Preschool	No	Public schools, Head Start, Private agencies, Faith-based centers
Kansas State Pre-K	No	Public schools
Kentucky	Yes ²⁵	Public schools ²⁶
Louisiana 8(g)	Yes ¹⁵	Public schools
Louisiana LA 4	Yes ¹⁸	Public schools, Independent LEA Charter Schools, Tribal Schools
Louisiana NSECD	No	Private agencies, Faith-based centers, BESE-Approved Nonpublic Schools
Maine	Yes ¹⁵	Public schools
Maryland	Yes ¹¹	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Massachusetts IPLE	No	Public schools, Head Start, Private agencies
Massachusetts UPK	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes,
Michigan	Yes ²⁰	Intermediate School Districts
Minnesota HdSt	Yes ¹⁹	Head Start
Minnesota VPK	Yes ²⁴	Public schools ²⁵
Mississippi	Yes ¹⁶	Public schools, Head Start, Private agencies, Faith-based centers
Missouri	No	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Yes ¹²	Public schools
Nevada	No	Public schools, Head Start, Private agencies, Faith-based centers
New Jersey Abbott	Yes ¹⁴	Public schools, Private agencies
New Jersey ECPA	Yes ¹³	Public schools, Head Start
New Jersey ELLI	Yes ¹⁴	Public schools
New Mexico	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Universities, Colleges, Cities, Tribal programs ¹⁹
New York	Yes ²²	Public schools, Non-profit organizations, Community-based organizations, Charter Schools, Libraries, Museums
North Carolina	No	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Community Action Agencies
Ohio	No ¹³	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Yes	Public schools
Oregon HdSt	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community college, Higher education institutions, Education service districts, Government agencies ¹²
Oregon Preschool Promise	No	Early Learning Hubs
Pennsylvania RTL	Yes	Public schools
Pennsylvania HSSAP	No	Head Start
Pennsylvania K4 & SBPK	No	Public schools
Pennsylvania Pre-K Counts	No	Public schools, Head Start, Private agencies, PDE licensed private nurseries
Rhode Island	Yes ¹⁵	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	Yes ¹⁸	Public schools, SC First Steps
Tennessee	Yes ²²	Public schools
Texas	Yes ¹⁵	Public schools, Charter schools
Vermont	Yes ¹⁵	Public schools, Head Start, Private agencies, Family child care homes, Parent-child centers
Virginia	Yes ¹²	Public schools, Other state and local government agencies
Washington	No	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, colleges/universities, tribes, educational service districts
West Virginia	Yes ¹⁹	Public schools
Wisconsin 4K	Yes ²¹	Public schools
Wisconsin HdSt	No	Head Start
Guam	No	Public schools

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

RESOURCES

STATE	Agencies with which subcontracting is permitted
Alabama	None
Alaska	Public schools, Head Start, Private agencies
Arizona	None
Arkansas	Public schools ²³
California SPP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
California TK	Public schools
Colorado	Public schools, Head Start, Private agencies, Public agencies such as city recreation centers, university and college lab school programs, charter schools
Connecticut CDCC	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, 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
Indiana	None
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SWVPP	Head Start, Private agencies, Faith-based centers, Family child care homes ²³
Kansas Preschool	Public schools, Private agencies, Faith-based centers
Kansas State Pre-K	Public schools
Kentucky	Public schools, Head Start, Private agencies, Faith-based centers
Louisiana 8(g)	None
Louisiana LA 4	Head Start, Private agencies, 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, Family child care homes
Massachusetts IPLE	Public schools, Head Start, Private agencies
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Michigan	Public schools, Head Start, Private agencies, Faith-based centers, For-profit public or private agencies
Minnesota HdSt	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Minnesota VPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Mississippi	Public schools, Head Start, Private agencies, Faith-based centers
Missouri	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools, Head Start, Private agencies
Nevada	None
New Jersey Abbott	Public schools, Head Start, Private agencies, Faith-based centers ¹⁵
New Jersey ECPA	Public schools, Head Start, Private agencies, Faith-based centers
New Jersey ELLI	Public schools, Head Start
New Mexico	None
New York	Head Start, Private agencies, Faith-based centers, Family child care homes, Libraries, Museums
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers ²¹
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools, Head Start
Oregon HdSt	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
Pennsylvania RTL	Public schools, Head Start, Private agencies
Pennsylvania HSSAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania K4 & SBPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Pennsylvania Pre-K Counts	Public schools, Head Start, Private agencies, Faith-based centers, PDE licensed private nurseries
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina	Head Start, Private agencies, Faith-based centers
Tennessee	Head Start, Private agencies, Faith-based centers, Institutions of higher learning
Texas	Head Start, Private agencies
Vermont	Head Start, Private agencies, Family child care homes
Virginia	Public schools, Head Start, Private agencies, Faith-based centers
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 ²⁰
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

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RESOURCES

STATE	Is there a required local match?
Alabama	Yes: 25% in-kind/cash match required per classroom
Alaska	No
Arizona	No
Arkansas	Yes: 40%
California SPP	No
California TK	No
Colorado	Yes ¹⁵
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii	No
Illinois	No
Indiana	Yes: A minimum of 10% and maximum of 50% county match
Iowa Shared Visions	Yes: 20% of awarded state dollars
Iowa SWVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No ¹⁸
Louisiana NSECD	No
Maine	Yes ¹⁶
Maryland	No
Massachusetts IPLE	No
Massachusetts UPK	No
Michigan	No
Minnesota HdSt	Yes: Per federal Head Start standards
Minnesota VPK	No
Mississippi	Yes: 1 to 1 dollar for dollar match ¹⁶
Missouri	No
Nebraska	Yes ¹³
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	Yes ¹⁴
New Mexico	No
New York	No
North Carolina	Yes: Not specified
Ohio	No
Oklahoma	No
Oregon HdSt	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina	No
Tennessee	Yes ²²
Texas	No
Vermont	No
Virginia	Yes: Based on the local composite index
Washington	No
West Virginia	No
Wisconsin 4K	Yes
Wisconsin HdSt	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Does state policy require structured observations of classroom quality?
Alabama	Yes, all classrooms are observed, more than one time per year ²⁸
Alaska	No
Arizona	Yes, in randomly selected classrooms, less than one time per year ²⁷
Arkansas	Yes, low-performing, new, and randomly selected classroom are observed, more than one time per year ²⁴
California SPP	Yes, all classrooms are observed, one time per year ²¹
California TK	Determined locally
Colorado	Yes, all classrooms are observed, more than one time per year ¹⁶
Connecticut CDCC	Yes, some classroom are observed, one time per year ²³
Connecticut SR	Yes, some classroom are observed, one time per year ²¹
Connecticut Smart Start	Yes, some classroom are observed, one time per year ¹⁸
Delaware	Yes, randomly selected classroom are observed, less than one time per year ²²
District of Columbia	Yes, all classrooms are observed, one time per year
Florida	No
Georgia	Yes, all classrooms are observed, less than one time per year ²⁶
Hawaii	Yes, all classrooms are observed, more than one time per year
Illinois	Yes, all classrooms are observed, less than one time per year ¹⁷
Indiana	Yes, in randomly selected classrooms, one time per year ²¹
Iowa Shared Visions	Yes, all classrooms are observed, more than one time per year ²³
Iowa SWVPP	Yes, all classrooms are observed, one time per year ²⁴
Kansas Preschool	Yes, low performing and randomly selected classroom are observed, one time per year
Kansas State Pre-K	Yes, all classroom are observer; frequency not reported
Kentucky	Yes, classrooms with certified lead teachers are observed, one time per year ²⁷
Louisiana 8(g)	Yes, all classrooms are observed, more than one time per year ¹⁶
Louisiana LA 4	Yes, all classrooms are observed, more than one time per year ¹⁹
Louisiana NSECD	Yes, all classrooms are observed, more than one time per year ¹⁷
Maine	Yes, all classrooms are observed, less than one time per year
Maryland	Yes, all classrooms are observed, more than one time per year
Massachusetts IPLE	No ²⁵
Massachusetts UPK	Yes, in all classrooms, one time per year ²⁰
Michigan	Yes, all classrooms are observed, more than one time per year
Minnesota HdSt	Determined locally ²⁰
Minnesota VPK	Yes, all classrooms are observed, one time per year ²⁶
Mississippi	Yes, all classrooms are observed, at least annually ¹⁷
Missouri	Yes, all classrooms are observed, one time per year ¹⁶
Nebraska	Yes, in new and a percentage of additional classrooms, less than once per year ¹⁴
Nevada	Yes, PDG-funded classroom are observed, one time per year ¹⁶
New Jersey Abbott	Yes, all classroom are observed, one time per year
New Jersey ECPA	Yes, PDG-funded classroom are observed, less than one time per year
New Jersey ELLI	Yes, PDG-funded classroom are observed, less than one time per year
New Mexico	Yes, all classrooms are observed, more than one time per year
New York	Two prekindergarten grant funding streams require annual visits; Other structured observations are determined locally
North Carolina	Yes, low-performing, new, and randomly selected classroom are observed, one time per year ²²
Ohio	Yes, all classrooms are observed, one time per year
Oklahoma	Yes, all classrooms are observed, more than one time per year
Oregon HdSt	Yes, all classrooms are observed; frequency not specified ¹³
Oregon Preschool Promise	Determined locally ²²
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Yes, low-performing, new, and randomly selected classroom are observed, one time per year ⁹
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Yes, in randomly selected classrooms ¹⁶
Rhode Island	Yes, all classrooms are observed, one time per year
South Carolina	Yes, low-performing, new, and randomly selected classroom are observed, one time per year ¹⁹
Tennessee	Yes, some classroom are observed, less than one time per year ²³
Texas	No
Vermont	Yes, all classrooms are observed, less than one time per year ¹⁶
Virginia	No
Washington	Yes, all classrooms are observed, less than one time per year ²⁶
West Virginia	Yes, all classrooms are observed, more than one time per year ²¹
Wisconsin 4K	Determined locally
Wisconsin HdSt	No
Guam	Yes, all classrooms are observed, more than one time per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Are programs, teachers, and/or classrooms required to receive on-going feedback based on structured observations of classroom quality?	Does the state receive results of structured observations of classroom quality?
Alabama	Yes ²⁹	Yes
Alaska	NA	NA
Arizona	Yes ²⁵	Yes
Arkansas	Yes	Yes
California SPP	Yes ²²	Yes
California TK	NA	NA
Colorado	No	No
Connecticut CDCC	No ²⁴	Yes
Connecticut SR	Yes ²¹	No
Connecticut Smart Start	No	Yes
Delaware	Yes	Yes
District of Columbia	No ¹⁸	Yes
Florida	NA	NA
Georgia	Yes ²⁶	Yes
Hawaii	Yes	No
Illinois	Yes	Yes
Indiana	No	Yes
Iowa Shared Visions	Yes ²³	No
Iowa SWVPP	No	No
Kansas Preschool	Yes	No
Kansas State Pre-K	Not reported	Not reported
Kentucky	Yes	Yes
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	No	Yes
Maryland	Yes	Yes
Massachusetts IPLE	NA	NA
Massachusetts UPK	No	Yes
Michigan	Yes	Yes
Minnesota HdSt	NA	NA
Minnesota VPK	Yes ²⁶	No
Mississippi	Yes ¹⁸	Yes
Missouri	Yes	Yes
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Abbott	Yes	Yes
New Jersey ECPA	No	Yes
New Jersey ELLI	No	Yes
New Mexico	Yes	Yes
New York	No	No
North Carolina	Yes ²³	Yes
Ohio	Yes ¹⁴	No
Oklahoma	Yes	Yes
Oregon HdSt	Yes	No
Oregon Preschool Promise	NA	NA
Pennsylvania RTL	NA	NA
Pennsylvania HSSAP	Yes	Yes
Pennsylvania K4 & SBPK	NA	NA
Pennsylvania Pre-K Counts	Yes	Yes
Rhode Island	Yes ¹⁶	Yes
South Carolina	Yes ¹⁹	Yes
Tennessee	Yes ²⁴	Yes
Texas	NA	NA
Vermont	Yes ¹⁷	Yes
Virginia	NA	NA
Washington	Yes ²⁷	Yes
West Virginia	Yes ²¹	No
Wisconsin 4K	NA	NA
Wisconsin HdSt	NA	NA
Guam	Yes	Yes

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ACCOUNTABILITY

STATE	Required classroom observation instruments
Alabama	ERS/ECERS, CLASS
Alaska	NA
Arizona	ERS/ECERS, CLASS, Quality First Points Scale ²⁸
Arkansas	ERS
California SPP	ERS/ECERS
California TK	NA
Colorado	The Colorado Quality Standards ¹⁶
Connecticut CDCC	ERS/ECERS ²³
Connecticut SR	ERS/ECERS ²²
Connecticut Smart Start	ERS/ECERS ¹⁸
Delaware	ERS/ECERS
District of Columbia	CLASS
Florida	NA
Georgia	ERS/ECERS, CLASS, The Teaching Practices Observation Tool (TPOT) ²⁶
Hawaii	CLASS
Illinois	ERS/ECERS
Indiana	CLASS, Paths to QUALITY
Iowa Shared Visions	Determined locally ²⁴
Iowa SWVPP	Other ²⁵
Kansas Preschool	Classroom Practices Survey
Kansas State Pre-K	Classroom Practices Survey
Kentucky	The Danielson Framework ²⁸
Louisiana 8(g)	CLASS
Louisiana LA 4	CLASS
Louisiana NSECD	CLASS
Maine	CLASS
Maryland	ERS/ECERS, CLASS, Locally developed tools ¹²
Massachusetts IPLE	NA
Massachusetts UPK	ERS/ECERS, CLASS, Program Administration Scale (PAS), Strengthening Families Program Self-Assessment, Arnett-Caregiver Interaction Scale
Michigan	Program Quality Assessment
Minnesota HdSt	NA
Minnesota VPK	CLASS, Danielson Framework, Marzano, Teaching Pyramid Observation Tool ²⁶
Mississippi	CLASS
Missouri	ERS/ECERS
Nebraska	ERS/ECERS, CLASS
Nevada	ERS/ECERS
New Jersey Abbott	ERS/ECERS
New Jersey ECPA	ERS/ECERS
New Jersey ELLI	ERS/ECERS
New Mexico	ERS/ECERS
New York	Determined locally ²³
North Carolina	ERS/ECERS, NC Professional Teaching Standards ²⁴
Ohio	Ohio Classroom Observation Tool
Oklahoma	Tulsa TLE Observation Evaluation System, Marzano Teacher Evaluation Model, and Marzano Focus Framework
Oregon HdSt	CLASS
Oregon Preschool Promise	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	ERS/ECERS, CLASS, Approved local tool
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	ERS/ECERS, Danielson, Marzano, other approved measures
Rhode Island	ERS/ECERS, CLASS ¹⁷
South Carolina	ELLCO
Tennessee	ERS/ECERS, ELLCO
Texas	NA
Vermont	ERS/ECERS, CLASS
Virginia	NA
Washington	ERS/ECERS, CLASS
West Virginia	Determined locally ²¹
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	Other ⁶

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	How does the state support reliability and validity of classroom quality observation data?
Alabama	Double coding and CLASS calibration
Alaska	NA
Arizona	The state requires specific standards of reliability ²⁹
Arkansas	ERS is conducted via an independent contractor with trained personnel
California SPP	Master Anchors (certified to at least 90% reliability) train Regional Anchors (reliability is re-tested periodically)
California TK	NA
Colorado	Not reported
Connecticut CDCC	State approved raters are trained by ERSI staff
Connecticut SR	State approved raters are trained by ERSI staff
Connecticut Smart Start	State approved raters are trained by ERSI staff
Delaware	Delaware Stars assessors are required to maintain their reliability through the QRIS contract with DDOE
District of Columbia	Each data collector holds a current CLASS Pre-K certificate through Teachstone; Monthly calibration; Random sample of 12% of classrooms are double coded for inter-rater reliability
Florida	NA
Georgia	Observers must demonstrate annual reliability for all instruments for which they conduct observations ²⁷
Hawaii	Observers must be certified and maintain certification on an annual basis
Illinois	Assessors have on-going reliability and validity checks
Indiana	Purdue University is responsible for the reliability of their staff; TCC Software Solutions is responsible for the reliability of Paths to QUALITY raters
Iowa Shared Visions	Reliability and validity of classroom observation data is supported and monitored at the local level
Iowa SWVPP	All who conduct classroom observations are trained verifiers for the Iowa Quality Preschool Program Standards and Criteria
Kansas Preschool	Not reported
Kansas State Pre-K	Staff must demonstrate reliability on any instruments used
Kentucky	See: http://education.ky.gov/teachers/PGES/TPGES/Documents/TPGES%20Guidance%20for%20Preschool.pdf
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	CLASS observers are certified by Teachstone
Maryland	Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Massachusetts IPLE	NA
Massachusetts UPK	EEC's Program Quality Specialists are trained on the Environment Rating Scales
Michigan	Annual inter-rater reliability certification by tool publisher, HighScope, indicating an 80% or higher is required for all Early Childhood Specialists; Certification is reported to SEA in order for PQA data to be accepted for the classroom
Minnesota HdSt	NA
Minnesota VPK	Training opportunities including reliability and validity testing for CLASS; PD funds can be used for training on the tools
Mississippi	Annual reliability training ¹⁹
Missouri	Inter-rater reliability approximately every tenth assessment with state anchor; All assessors are trained by and reliable with the authors of the instrument
Nebraska	ERS observers must be reliable at the 85% level with an anchor who is reliable with authors; CLASS observers must be reliable with a state anchor who is reliable with an authorized person from Teachstone ¹⁵
Nevada	All assessors must be reliable with the anchor assessor
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	Teachers, educational assistants, and administrators are trained on the tool; Coaches receive additional training to support classroom staff
New York	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions
North Carolina	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	An initial multi-day training for new administrators with a final exam; A one day re-certification training every 2 years
Oregon HdSt	Observers are trained and reliable
Oregon Preschool Promise	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	The State has a cohort of reliable ERS and CLASS observers who must demonstrate reliability on instruments used
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	The State provides a cadre of reliable assessors for ERS
Rhode Island	Reliably trained assessors who conduct assessments to fidelity; Assessors go through drift and re-reliability training ¹⁸
South Carolina	All monitors are required to receive ELLCO training in order to conduct monitoring visits
Tennessee	TEAM (teacher) evaluators are recertified yearly and test for reliability; Program evaluators attend regular trainings and submit all documentation; Consistent expectations for how information is documented
Texas	NA
Vermont	There is a state level technical support FTE devoted to this ensuring reliability and validity
Virginia	NA
Washington	ECEAP contracts with the University of Washington to conduct the ERS & CLASS, using observers who are certified reliable
West Virginia	Data collected through each county's continuous quality improvement process; Results reviewed by the state once every 3 years
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	Use of a standard evaluation among all teachers

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Information collected for monitoring purposes
Alabama	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Annually); Review of program records (More than once a year); Other information (More than once a year) ³⁰
Alaska	Documentation of children's learning and/or child outcomes (3 times per year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Review of program records (Quarterly)
Arizona	Review of facilities and safety requirements (More than once a year); Participation in a state quality rating system (More than once a year); Review of program records (More than once a year) ²⁷
Arkansas	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
California SPP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Annually); Parent survey (Annually); Program Self Evaluation (Ongoing)
California TK	Documentation of children's learning and/or child outcomes (Every 2 to 3 years); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (Every 2 to 3 years); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Every 2 to 3 years) ¹⁶
Colorado	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Every 2 to 3 years)
Connecticut CDCC	Review of facilities and safety requirements (Annually); Review of program records (More than once a year); Reports on children and families served (Monthly); Documentation of program-level outcomes including NAEYC accreditation and/or Head Start approval
Connecticut SR	Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Every 3 years); Review of program records (More than once a year); Health and safety inspection (Annually for licensed programs); Other information (More than once a year) ²³
Connecticut Smart Start	None
Delaware	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (3-5 years); Review of program records (Annually)
District of Columbia	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually for CBOs); Review of program records (Annually); Other information
Florida	Documentation of children's learning and/or child outcomes (Pre- and Post-Assessments); Review of program facilities and safety requirements (Three times per year); Review of program records (Annually); Documentation of program-level outcomes (Annually)
Georgia	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Annually)
Hawaii	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Review of program records (More than once a year)
Illinois	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Every 3 to 5 years) ¹⁸
Indiana	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Annually); Review of program records (Annually) ²²
Iowa Shared Visions	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (At least twice per year); Renewal application (Annually) ²⁵
Iowa SWVPP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Voluntary, Every 2 to 3 years); Review of program records (Every 3 to 5 years)
Kansas Preschool	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Family Protective Factors Survey (Annually)
Kansas State Pre-K	None
Kentucky	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Every 3 to 5 years); Results of classroom quality self-assessments (Every 3 to 5 years); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Every 3 to 5 years)
Louisiana 8(g)	Documentation of children's learning and/or child outcomes (More than once per year); Review of program records (Annually); Other information (Annually) ¹⁷
Louisiana LA 4	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Annually); Review of program records (More than once a year) ²⁰
Louisiana NSECD	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Annually); Review of program records (More than once a year) ¹⁸
Maine	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Every 3 to 5 years); Review of program records (Every 2 to 3 years)
Maryland	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
Massachusetts IPLE	Participation in a state quality rating system (More than once a year); Other information (More than once a year) ²⁶
Massachusetts UPK	Documentation of children's learning and/or child outcomes (Two times per year); Review of facilities and safety requirements (Every 3 to 5 years); Results of classroom quality self-assessments (Every 2 to 3 years); Participation in a state quality rating system (More than once a year); Review of program records (Every 3 to 5 years)
Michigan	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 2 to 3 years); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Annually)
Minnesota HdSt	Review of facilities and safety requirements; Participation in a state quality rating system (Every 2 to 3 years); Enrollment and waiting lists (More than once a year) ²¹
Minnesota VPK	None
Mississippi	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Review of program records (Annually)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Information collected for monitoring purposes
Missouri	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (Annually); Review of program records (Annually); Other information (More than once a year) ¹⁷
Nebraska	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Review of program records (Annually)
Nevada	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Review of program records (Annually)
New Jersey Abbott	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Review of program records (Annually); Other information (Annually) ¹⁶
New Jersey ECPA	Documentation of children's learning and/or child outcomes (More than once a year); Review of program records (Annually) ¹⁴
New Jersey ELLI	Documentation of children's learning and/or child outcomes (More than once a year); Review of program records (Annually) ¹⁵
New Mexico	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Annually); Review of program records (Annually)
New York	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (More than once a year); Review of program records (Annually)
North Carolina	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Participation in a state quality rating system (Every 3 years); Review of program records (Annually); Other information (Annually) ²⁴
Ohio	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (Every 2 to 3 years)
Oklahoma	None
Oregon HdSt	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Results of classroom quality self-assessments (More than once a year); Participation in a state quality rating system (More than once a year); Review of program records (More than once a year)
Oregon Preschool Promise	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (More than once a year); Participation in a state quality rating system (Annually); Review of program records (More than once a year) ²³
Pennsylvania RTL	Other information (Annually)
Pennsylvania HSSAP	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 3 to 5 years); Review of program records (Annually) ¹⁰
Pennsylvania K4 & SBPK	Other information (Annually)
Pennsylvania Pre-K Counts	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Review of program records (Annually)
Rhode Island	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records by state staff (More than once a year)
South Carolina	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 3 to 5 years); Results of classroom quality self-assessments (Annually); Review of program records (Annually)
Tennessee	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Every 3 to 5 years); Review of program records (Annually)
Texas	Documentation of children's learning and/or child outcomes (More than once a year) ¹⁶
Vermont	None
Virginia	Documentation of children's learning and/or child outcomes (More than once a year); Review of program records (More than once a year)
Washington	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Every 3 to 5 years); Results of classroom quality self-assessments (Annually); Participation in a state quality rating system (Every 2 to 3 years); Review of program records (More than once a year); Other information (Annually) ²⁸
West Virginia	Documentation of children's learning and/or child outcomes (More than once a year); Review of facilities and safety requirements (Annually); Results of classroom quality self-assessments (Annually); Review of program records (Every 2 to 3 years) ²²
Wisconsin 4K	None
Wisconsin HdSt	None ¹⁸
Guam	Documentation of children's learning and/or child outcomes (Annually); Review of facilities and safety requirements (Monthly); Results of classroom quality self-assessments (Annually); Review of program records (Annually)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	How is monitoring information collected by the state?
Alabama	Documentation of children's learning and/or child outcomes: Locally collected for program use, Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits; Other information: Site visits
Alaska	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Locally collected for program use; Results of classroom quality self-assessments: Locally collected for program use; Review of program records: Locally collected for program use, Locally collected and sent to the state, Site visits
Arizona	Review of facilities and safety requirements: Other method; Participation in a state quality rating system: Other method; Review of program records: Other method ²⁷
Arkansas	Documentation of children's learning and/or child outcomes: Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits
California SPP	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state, Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state, Site visits; Participation in a state quality rating system: Locally collected for program use; Review of program records: Locally collected for program use, Locally collected and sent to the state, Site visits
California TK	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Locally collected and sent to the state, Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state, Site visits; Participation in a state quality rating system: Locally collected and sent to the state, Site visits; Review of program records: Locally collected and sent to the state, Site visits ¹⁶
Colorado	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Participation in a state quality rating system: Locally collected and sent to the state; Review of program records: Site visits
Connecticut CDCC	Review of facilities and safety requirements: Locally collected and sent to the state; Review of program records: Locally collected and sent to the state; Reports on children and families served: Submission of reports; Documentation of program-level outcomes including NAEYC accreditation and/or Head Start approval: Other method
Connecticut SR	Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state; Review of program records: Locally collected and sent to the state; Other information: Locally collected and sent to the state, Site visits
Connecticut Smart Start	NA
Delaware	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use, Site visits; Results of classroom quality self-assessments: Locally collected for program use; Participation in a state quality rating system: Locally collected and sent to the state, Site visits; Review of program records: Locally collected for program use, Site visits
District of Columbia	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use; Results of classroom quality self-assessments: Locally collected for program use; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected for program use; Other information: Locally collected for program use
Florida	Site visits; Submission of information by program or local entity; DCF monitors all licensed programs at least three times per year and posts reports online
Georgia	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected for program use, Site visits; Participation in a state quality rating system: Site visits; Review of program records: Locally collected for program use, Site visits
Hawaii	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of program records: Locally collected and sent to the state
Illinois	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Locally collected for program use; Results of classroom quality self-assessments: Locally collected for program use; Participation in a state quality rating system: Site visits; Review of program records: Site visits ¹⁸
Indiana	Documentation of children's learning and/or child outcomes: Locally collected for program use, Other method; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state; Participation in a state quality rating system: Site visits; Review of program records: Site visits ²²
Iowa Shared Visions	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use, Site visits, Other method; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected and sent to the state, Site visits; Renewal application: Locally collected and sent to the state ²⁵
Iowa SWVPP	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected for program use, Locally collected and sent to the state
Kansas Preschool	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Locally collected for program use; Results of classroom quality self-assessments: Not reported; Family Protective Factors Survey: Locally collected for program use; Other method
Kansas State Pre-K	NA
Kentucky	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state, Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state, Site visits; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected for program use, Locally collected and sent to the state, Site visits
Louisiana 8(g)	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state, Site visits; Review of program records: Locally collected and sent to the state, Site visits; Other information: Locally collected and sent to the state, Site visits
Louisiana LA 4	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected and sent to the state, Site visits
Louisiana NSECD	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected and sent to the state, Site visits
Maine	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected and sent to the state, Site visits; Review of program records: Site visits
Maryland	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits
Massachusetts IPLE	Other method ²⁶

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	How is monitoring information collected by the state?
Massachusetts UPK	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state; Participation in a state quality rating system: Other method; Review of program records: Site visits
Michigan	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state; Participation in a state quality rating system: Locally collected and sent to the state, Site visits; Review of program records: Locally collected for program use, Locally collected and sent to the state
Minnesota HdSt	Review of facilities and safety requirements: Site visits; Participation in a state quality rating system: Locally collected and sent to the state; Enrollment and waiting lists: Locally collected and sent to the state
Minnesota VPK	NA
Mississippi	Documentation of children's learning and/or child outcomes: Locally collected for program use, Site visits; Review of facilities and safety requirements: Site visits; Review of program records: Site visits
Missouri	Documentation of children's learning and/or child outcomes: Locally collected for program use, Site visits; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Review of program records: Site visits; Other information: Site visits
Nebraska	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected for program use, Locally collected and sent to the state, Site visits
Nevada	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Review of program records: Site visits
New Jersey Abbott	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected for program use, Locally collected and sent to the state; Other information: Locally collected for program use, Locally collected and sent to the state, Site visits ¹⁶
New Jersey ECPA	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of program records: Locally collected for program use, Locally collected and sent to the state
New Jersey ELLI	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of program records: Locally collected for program use, Locally collected and sent to the state
New Mexico	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Locally collected for program use, Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state, Site visits; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of program records: Locally collected for program use, Locally collected and sent to the state, Site visits
New York	Documentation of children's learning and/or child outcomes: Locally collected for program use, Site visits; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state, Site visits; Results of classroom quality self-assessments: Locally collected for program use, Site visits; Review of program records: Locally collected for program use, Site visits
North Carolina	Documentation of children's learning and/or child outcomes: Locally collected for program use, Site visits; Review of facilities and safety requirements: Locally collected for program use, Site visits; Participation in a state quality rating system: Site visits; Review of program records: Locally collected for program use, Site visits; Other information: Locally collected for program use, Site visits ²⁴
Ohio	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Site visits
Oklahoma	NA
Oregon HdSt	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state, Site visits; Results of classroom quality self-assessments: Locally collected for program use, Locally collected and sent to the state, Site visits; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of program records: Locally collected for program use, Locally collected and sent to the state, Site visits
Oregon Preschool Promise	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of facilities and safety requirements: Locally collected for program use, Site visits, Other method; Participation in a state quality rating system: Locally collected for program use, Locally collected and sent to the state, Site visits; Review of program records: Locally collected for program use, Site visits ²³
Pennsylvania RTL	Other information: Locally collected and sent to the state
Pennsylvania HSSAP	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state, Site visits; Participation in a state quality rating system: Site visits; Review of program records: Locally collected and sent to the state ¹⁰
Pennsylvania K4 & SBPK	Other information: Locally collected and sent to the state
Pennsylvania Pre-K Counts	Documentation of children's learning and/or child outcomes: Locally collected for program use; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state; Review of program records: Locally collected and sent to the state
Rhode Island	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Site visits; Participation in a state quality rating system: Site visits; Review of program records: Reviewed directly by state staff
South Carolina	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected and sent to the state; Results of classroom quality self-assessments: Locally collected and sent to the state; Review of program records: Locally collected and sent to the state
Tennessee	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state; Review of program records: Site visits
Texas	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state ¹⁶
Vermont	NA
Virginia	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of program records: Locally collected for program use, Locally collected and sent to the state
Washington	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Site visits; Results of classroom quality self-assessments: Locally collected and sent to the state; Participation in a state quality rating system: Site visits; Review of program records: Site visits, Other method; Other information: Locally collected and sent to the state ²⁸
West Virginia	Documentation of children's learning and/or child outcomes: Locally collected for program use, Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected for program use, Locally collected and sent to the state; Results of classroom quality self-assessments: Locally collected for program use, Other method; Review of program records: Other method ²²
Wisconsin 4K	NA
Wisconsin HdSt	NA
Guam	Documentation of children's learning and/or child outcomes: Locally collected and sent to the state; Review of facilities and safety requirements: Locally collected and sent to the state; Results of classroom quality self-assessments: Site visits; Review of program records: Locally collected and sent to the state

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Is information collected during monitoring processes/activities used at the state and/or at the local level for program improvement?	To identify needs that will guide teacher training or professional development
Alabama	Yes	State and Local Level
Alaska	No	
Arizona	Yes	Local Level
Arkansas	Yes	State Level
California SPP	Yes	Local Level
California TK	Yes	State and Local Level
Colorado	Yes	State Level
Connecticut CDCC	Yes	State Level
Connecticut SR	Yes	State and Local Level
Connecticut Smart Start	Yes	State and Local Level
Delaware	Yes	State and Local Level
District of Columbia	Yes	Local Level
Florida	Yes	State Level
Georgia	Yes	State and Local Level
Hawaii	Yes	State Level
Illinois	Yes	State and Local Level
Indiana	Yes	State Level
Iowa Shared Visions	Yes	State and Local Level
Iowa SWVPP	Yes	State and Local Level
Kansas Preschool	Yes	Local Level
Kansas State Pre-K	Yes	Local Level
Kentucky	Yes	State and Local Level
Louisiana 8(g)	Yes	State and Local Level
Louisiana LA 4	Yes ²⁰	State Level
Louisiana NSECD	Yes ¹⁸	State Level
Maine	Yes	State Level
Maryland	Yes	State and Local Level
Massachusetts IPLE	Yes ²⁷	State Level
Massachusetts UPK	Yes	Local Level
Michigan	Yes	State and Local Level
Minnesota HdSt	Yes	
Minnesota VPK	Yes	State and Local Level
Mississippi	Yes	State and Local Level
Missouri	Yes	State and Local Level
Nebraska	Yes	Local Level
Nevada	Yes	State Level
New Jersey Abbott	Yes	Local Level
New Jersey ECPA	Yes	Local Level
New Jersey ELLI	Yes	Local Level
New Mexico	Yes	State and Local Level
New York	Yes	State and Local Level
North Carolina	Yes ²⁵	State and Local Level
Ohio	Yes	State and Local Level
Oklahoma	Yes	Local Level
Oregon HdSt	Yes	State and Local Level
Oregon Preschool Promise	No	
Pennsylvania RTL	No	
Pennsylvania HSSAP	Yes	State and Local Level
Pennsylvania K4 & SBPK	No	
Pennsylvania Pre-K Counts	Yes	State and Local Level
Rhode Island	Yes	State Level
South Carolina	Yes	State and Local Level
Tennessee	Yes	State and Local Level
Texas	Yes	
Vermont	No	
Virginia	Yes	State and Local Level
Washington	Yes	State Level
West Virginia	Yes	State and Local Level
Wisconsin 4K	Yes	Local Level
Wisconsin HdSt	No ¹⁹	
Guam	Yes	State Level

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	To create a program improvement plan	To identify programs for corrective action or sanctions
Alabama	State and Local Level	State and Local Level
Alaska		
Arizona	Local Level	State and Local Level
Arkansas	State Level	State Level
California SPP	Local Level	State Level
California TK	State and Local Level	State Level
Colorado	State and Local Level	State Level
Connecticut CDCC		State Level
Connecticut SR	Local Level	Local Level
Connecticut Smart Start	Local Level	State and Local Level
Delaware	State and Local Level	State and Local Level
District of Columbia	Local Level	Local Level
Florida	State Level	State Level
Georgia	State and Local Level	State Level
Hawaii	State Level	
Illinois	State and Local Level	State Level
Indiana	State Level	State Level
Iowa Shared Visions	State and Local Level	State Level
Iowa SWVPP	State and Local Level	State Level
Kansas Preschool	State Level	State Level
Kansas State Pre-K	State and Local Level	State Level
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	State and Local Level	State Level
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine	State and Local Level	State Level
Maryland	State and Local Level	State Level
Massachusetts IPLE	Local Level	State Level
Massachusetts UPK	Local Level	State Level
Michigan	Local Level	State and Local Level
Minnesota HdSt	State Level	
Minnesota VPK	Local Level	Local Level
Mississippi	State and Local Level	State Level
Missouri	State and Local Level	State and Local Level
Nebraska	State and Local Level	State Level
Nevada	Local Level	
New Jersey Abbott	Local Level	State Level
New Jersey ECPA	Local Level	State Level
New Jersey ELLI	Local Level	State Level
New Mexico	State and Local Level	State Level
New York	State and Local Level	State Level
North Carolina	State and Local Level	State Level
Ohio	State and Local Level	State Level
Oklahoma		
Oregon HdSt	State and Local Level	State and Local Level
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP	State and Local Level	State and Local Level
Pennsylvania K4 & SBPK		
Pennsylvania Pre-K Counts	State and Local Level	State Level
Rhode Island	State and Local Level	State Level
South Carolina	State and Local Level	State and Local Level
Tennessee	State and Local Level	State Level
Texas		
Vermont		
Virginia		State Level
Washington	Local Level	State and Local Level
West Virginia	State and Local Level	Local Level
Wisconsin 4K	Local Level	
Wisconsin HdSt		
Guam	State Level	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	To make funding decisions about programs or grantees	To make adjustments to curricula
Alabama	State Level	State and Local Level
Alaska		
Arizona	State Level	Local Level
Arkansas	State Level	
California SPP	State Level	Local Level
California TK	State and Local Level	State and Local Level
Colorado	State Level	Local Level
Connecticut CDCC	State Level	
Connecticut SR	State and Local Level	Local Level
Connecticut Smart Start	State and Local Level	Local Level
Delaware	Local Level	Local Level
District of Columbia	Local Level	Local Level
Florida		State Level
Georgia	State Level	State and Local Level
Hawaii	State Level	State Level
Illinois		Local Level
Indiana	State Level	Local Level
Iowa Shared Visions	State Level	Local Level
Iowa SWVPP	Local Level	Local Level
Kansas Preschool		Local Level
Kansas State Pre-K	State Level	Local Level
Kentucky		State and Local Level
Louisiana 8(g)	State Level	
Louisiana LA 4	State Level	Local Level
Louisiana NSECD	State Level	Local Level
Maine		State Level
Maryland	State Level	State and Local Level
Massachusetts IPLE	State Level	
Massachusetts UPK	State Level	
Michigan	Local Level	Local Level
Minnesota HdSt		
Minnesota VPK		State and Local Level
Mississippi	State and Local Level	State Level
Missouri	State and Local Level	Local Level
Nebraska		State and Local Level
Nevada		
New Jersey Abbott	State Level	Local Level
New Jersey ECPA	State Level	Local Level
New Jersey ELLI	State Level	Local Level
New Mexico	State Level	State and Local Level
New York	State Level	State and Local Level
North Carolina	Local Level	Local Level
Ohio	State Level	Local Level
Oklahoma		
Oregon HdSt	State and Local Level	State and Local Level
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP	State and Local Level	
Pennsylvania K4 & SBPK		
Pennsylvania Pre-K Counts	State Level	
Rhode Island	State Level	Local Level
South Carolina		State and Local Level
Tennessee	State Level	Local Level
Texas	State Level	
Vermont		
Virginia		State and Local Level
Washington	State Level	Local Level
West Virginia	Local Level	Local Level
Wisconsin 4K		Local Level
Wisconsin HdSt		
Guam		State Level

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	To provide program staff with technical assistance and/or mentoring	To make changes to state policies regarding the preschool program
Alabama	State Level	State Level
Alaska		
Arizona	Local Level	State Level
Arkansas	State Level	State Level
California SPP	State and Local Level	State Level
California TK	State and Local Level	Local Level
Colorado	State Level	State Level
Connecticut CDCC	State Level	State Level
Connecticut SR	State and Local Level	State Level
Connecticut Smart Start	State and Local Level	State Level
Delaware	State and Local Level	State Level
District of Columbia	State Level	State Level
Florida	State Level	State Level
Georgia	State and Local Level	State Level
Hawaii	State Level	State Level
Illinois	State and Local Level	State Level
Indiana	State Level	State Level
Iowa Shared Visions	State and Local Level	State Level
Iowa SWVPP	State and Local Level	
Kansas Preschool	State and Local Level	State Level
Kansas State Pre-K	Local Level	Local Level
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)	State Level	
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine	State Level	
Maryland	State and Local Level	State Level
Massachusetts IPLE	State Level	State Level
Massachusetts UPK	State Level	State Level
Michigan	State and Local Level	State Level
Minnesota HdSt		State Level
Minnesota VPK	State and Local Level	State Level
Mississippi	State and Local Level	State Level
Missouri	State Level	State Level
Nebraska	State and Local Level	State Level
Nevada	State Level	
New Jersey Abbott	State and Local Level	State Level
New Jersey ECPA	State and Local Level	State Level
New Jersey ELLI	State and Local Level	State Level
New Mexico	State and Local Level	State and Local Level
New York	State and Local Level	State Level
North Carolina	State and Local Level	State and Local Level
Ohio	State and Local Level	State and Local Level
Oklahoma		
Oregon HdSt	State and Local Level	State and Local Level
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP	State and Local Level	State and Local Level
Pennsylvania K4 & SBPK		
Pennsylvania Pre-K Counts	State Level	State Level
Rhode Island	State Level	State Level
South Carolina	State and Local Level	State Level
Tennessee	State and Local Level	State Level
Texas	State Level	State Level
Vermont		
Virginia	State and Local Level	
Washington	Local Level	State Level
West Virginia	State and Local Level	State Level
Wisconsin 4K	Local Level	
Wisconsin HdSt		
Guam	State Level	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	To target funding for quality improvement efforts	To measure program on a Quality Rating and Improvement System (QRIS)
Alabama	State Level	
Alaska		
Arizona	Local Level	State Level
Arkansas		State Level
California SPP	State and Local Level	State and Local Level
California TK	State and Local Level	Local Level
Colorado	Local Level	State and Local Level
Connecticut CDCC	State Level	
Connecticut SR	State Level	
Connecticut Smart Start		
Delaware	State Level	State Level
District of Columbia	State Level	State Level
Florida		
Georgia	State and Local Level	State Level
Hawaii	State Level	
Illinois	State and Local Level	State Level
Indiana	State Level	State Level
Iowa Shared Visions	State and Local Level	
Iowa SWVPP		
Kansas Preschool	State Level	
Kansas State Pre-K	Local Level	Local Level
Kentucky	State and Local Level	State and Local Level
Louisiana 8(g)		
Louisiana LA 4	State Level	State Level
Louisiana NSECD	State Level	State Level
Maine	State Level	
Maryland	State Level	State Level
Massachusetts IPLE		Local Level
Massachusetts UPK	State Level	State Level
Michigan	State and Local Level	State and Local Level
Minnesota HdSt		
Minnesota VPK	State and Local Level	
Mississippi		
Missouri	State Level	
Nebraska		
Nevada		
New Jersey Abbott		
New Jersey ECPA		
New Jersey ELLI		
New Mexico	State Level	State and Local Level
New York	State and Local Level	State and Local Level
North Carolina	State and Local Level	State and Local Level
Ohio	State and Local Level	State and Local Level
Oklahoma		
Oregon HdSt	State and Local Level	State and Local Level
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania Pre-K Counts		
Rhode Island	State Level	State and Local Level
South Carolina	State Level	State Level
Tennessee	State Level	Local Level
Texas	State Level	
Vermont		
Virginia		
Washington	State and Local Level	State Level
West Virginia	Local Level	
Wisconsin 4K		Local Level
Wisconsin HdSt		
Guam		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	To provide feedback to parents	Information is used in other ways
	Local Level	
Arizona	State Level	
Arkansas		
California SPP	Local Level	
California TK		
Colorado	Local Level	
Connecticut CDCC		
Connecticut SR		
Connecticut Smart Start		
Delaware	Local Level	
District of Columbia	Local Level	Local Level
Florida	State Level	State Level ¹⁷
Georgia	Local Level	
Hawaii	Local Level	
Illinois	Local Level	
Indiana		
Iowa Shared Visions	Local Level	
Iowa SWVPP	Local Level	
Kansas Preschool	Local Level	
Kansas State Pre-K	Local Level	
Kentucky	Local Level	
Louisiana 8(g)		
Louisiana LA 4	State Level	Local Level ²⁰
Louisiana NSECD	State Level	Local Level ¹⁸
Maine		
Maryland	Local Level	
Massachusetts IPLE		State and Local Level ²⁷
Massachusetts UPK	Local Level	
Michigan	State and Local Level	
Minnesota HdSt		
Minnesota VPK	Local Level	
Mississippi	Local Level	State Level ²⁰
Missouri	Local Level	
Nebraska	State and Local Level	
Nevada	Local Level	
New Jersey Abbott		
New Jersey ECPA		
New Jersey ELLI		
New Mexico	State and Local Level	State and Local Level (NM PreK Annual Report)
New York	Local Level	
North Carolina	State Level	
Ohio	State and Local Level	
Oklahoma		
Oregon HdSt	State and Local Level	
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania Pre-K Counts		
Rhode Island		
South Carolina	State Level	State Level ²⁰
Tennessee	Local Level	State Level ²⁵
Texas	State Level	
Vermont		
Virginia		State and Local Level
Washington		
West Virginia		State Level ²³
Wisconsin 4K	Local Level	State and Local Level ²²
Wisconsin HdSt		
Guam		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Was there a formal evaluation measuring program quality and/or effectiveness?	Year of the most recent formal evaluation
Alabama	Yes, measuring both process quality and program impact/child outcomes	2017
Alaska	In planning or piloting phase	Currently planning/piloting
Arizona	Yes, measuring process quality ³⁰	2017
Arkansas	Yes, measuring both process quality and program impact/child outcomes	ECERS: annually; Child outcomes: 2013
California SPP	No	NA
California TK	Yes, measuring both process quality and program impact ¹⁷	2017
Colorado	Yes, measuring both process quality and program impact/child outcomes ¹⁷	2016
Connecticut CDCC	No	NA
Connecticut SR	Yes, measuring impact/child outcomes ²²	2016
Connecticut Smart Start	No	NA
Delaware	Yes, measuring both process quality and program impact/child outcomes	2007
District of Columbia	Yes, measuring process quality	2016-2017
Florida	Yes, measuring impact and child outcomes ¹⁸	Ongoing, Annually
Georgia	Yes, measuring both process quality and program impact/child outcomes ²⁸	2017 ²⁹
Hawaii	No	NA
Illinois	Yes, measuring both process quality and program impact/child outcomes	2012
Indiana	Yes, measuring impact and child outcomes; In planning or piloting phase ²³	2016
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes; In planning or piloting phase ²⁶	2008 and 2017
Iowa SWVPP	Yes, measuring impact/child outcomes	2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017 (in process)
Kansas Preschool	Yes, measuring impact/child outcomes	2016
Kansas State Pre-K	In planning or piloting phase	Currently planning/piloting
Kentucky	Yes, measuring both process quality and program impact/child outcomes ²⁹	2016-2017
Louisiana 8(g)	Yes, measuring both process quality and program impact/child outcomes ¹⁸	2013
Louisiana LA 4	No ²¹	NA
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes	2015-2016
Maine	Yes, measuring process quality ¹⁷	In process ¹⁸
Maryland	In planning or piloting phase ¹³	Currently planning/piloting
Massachusetts IPLE	No	NA
Massachusetts UPK	Yes, measuring process quality	2012-2016 (QRIS validation study)
Michigan	Yes, measuring both process quality and program impact/child outcomes ²¹	Ongoing
Minnesota HdSt	Yes, measuring impact/child outcomes	2015-2016
Minnesota VPK	In planning or piloting phase ²⁷	Currently planning/piloting
Mississippi	Yes, measuring both process quality and program impact/child outcomes	2017
Missouri	Yes, measuring both process quality and program impact/child outcomes	2003
Nebraska	No	NA
Nevada	Yes, measuring process quality ¹⁶	2015
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes	2016
New Jersey ECPA	No	NA
New Jersey ELLI	No	NA
New Mexico	Yes, measuring both process quality and program impact/child outcomes	2010
New York	No	NA
North Carolina	Yes, measuring both process quality and program impact/child outcomes	2015-2016
Ohio	No ¹⁵	NA
Oklahoma	Yes, measuring impact/child outcomes	2015
Oregon HdSt	No	NA
Oregon Preschool Promise	In planning or piloting phase ²⁴	Currently planning/piloting
Pennsylvania RTL	No	NA
Pennsylvania HSSAP	No	NA
Pennsylvania K4 & SBPK	No	NA
Pennsylvania Pre-K Counts	In planning or piloting phase ¹⁷	Currently planning/piloting
Rhode Island	Yes, measuring both process quality and program impact/child outcomes; In planning or piloting phase ¹⁹	2011
South Carolina	Yes, measuring impact/child outcomes; In planning or piloting phase ²¹	2015
Tennessee	Yes, measuring both process quality and program impact/child outcomes	2015
Texas	No	NA
Vermont	In planning or piloting phase ¹⁸	Currently planning/piloting
Virginia	Yes, measuring both process quality and program impact/child outcomes	2011
Washington	Yes, measuring impact/child outcomes	2014
West Virginia	Yes, measuring both process quality and program impact/child outcomes ²⁴	In progress, began in 2015
Wisconsin 4K	Yes, measuring process quality	2003-2004
Wisconsin HdSt	No	NA
Guam	Yes, measuring impact/child outcomes; In planning or piloting phase ⁷	2017

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Documentation of formal evaluation
Alabama	http://children.alabama.gov/resources/research/
Alaska	NA
Arizona	Not yet available
Arkansas	https://arc.arkansas.gov/?page_id=285
California SPP	NA
California TK	http://tkstudy.airprojects.org/sites/default/files/_TK_Impact_Study_Final_Rpt_FINAL_.pdf
Colorado	http://www.cde.state.co.us/cpp/legreports.htm
Connecticut CDCC	NA
Connecticut SR	http://www.ct.gov/oec/lib/oec/ec-rd_study_briefing_-_09_13_16.pdf
Connecticut Smart Start	NA
Delaware	https://hrcr.umcn.edu/programs-and-program-evaluations/delaware
District of Columbia	Not yet available
Florida	http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2016-17%20OEL%20Annual%20Report_ADA.pdf
Georgia	http://www.dec.state.ga.gov/BftS/Research.aspx
Hawaii	NA
Illinois	https://www.isbe.net/Documents/overview-fact-sheet.pdf#search=Preschool%20for%20All%20Evaluation
Indiana	Not available online
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2014/10/shared-visions-preschool-07-evaluation
Iowa SWVPP	https://www.educateiowa.gov/sites/files/ed/documents/COE2016-rev%2007112017.pdf
Kansas Preschool	Available by request only
Kansas State Pre-K	NA
Kentucky	
Louisiana 8(g)	Not available online
Louisiana LA 4	NA
Louisiana NSECD	Annually since 2004-2005. 2015-2016 evaluation in process. Information is not available online.
Maine	NA
Maryland	NA
Massachusetts IPLE	NA
Massachusetts UPK	Not available online
Michigan	www.michigan.gov/gsrp and www.highscope.org
Minnesota HdSt	http://www.mnheadstart.org/outcomes.html
Minnesota VPK	NA
Mississippi	http://www.mde.k12.ms.us/docs/communications-library/2017-elc-peer-report---170705.pdf?sfvrsn=2
Missouri	https://dese.mo.gov/quality-schools/early-extended-learning/early-learning/missouri-preschool-project/hb-1519-early-childhood-project
Nebraska	NA
Nevada	http://www.doe.nv.gov/Early_Learning_Development/Reports_and_Summaries/
New Jersey Abbott	By request only
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	https://www.newmexicoprek.org/?s=public+pre-k%2C+evaluation
New York	NA
North Carolina	http://ncchildcare.nc.gov/PDF_forms/2015-16_NC_Pre-K_Eval_Report.pdf
Ohio	NA
Oklahoma	https://georgetown.app.box.com/s/xjobs18q1ejbu20etgr9vinkg98rjc2q ; https://georgetown.app.box.com/s/f0qfl91cc1u91bprm0g4n607b2gw9h ; http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2011.01648.x/full
Oregon HdSt	NA
Oregon Preschool Promise	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	
South Carolina	http://www.eoc.sc.gov/Reports%20%20Publications/CDEP%202016/CDEP%20Report%20-%20Final%2019-16.pdf
Tennessee	http://peabody.vanderbilt.edu/research/pri/VPKthrough3rd_final_withcover.pdf ; http://peabody.vanderbilt.edu/research/pri/
Texas	NA
Vermont	https://legislature.vermont.gov/assets/Legislative-Reports/edu-legislative-report-preliminary-evaluation-of-prek-programs-2017.pdf
Virginia	http://www.sciencedirect.com/science/article/pii/S088520061100024X
Washington	http://www.wsipp.wa.gov/ReportFile/1576/Wsipp_Outcome-Evaluation-of-Washington-States-Early-Childhood-Education-and-Assistance-Program_Report.pdf
West Virginia	Not available online
Wisconsin 4K	Not available online
Wisconsin HdSt	NA
Guam	Available by request only

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Was this evaluation done by an external evaluator?	Does state policy require programs to assess children's learning and development during the preschool year?
Alabama	Yes	Yes: University of Alabama at Birmingham School of Public Health, Public Affairs Research Council of Alabama, University of Alabama at Birmingham School of Education, ThinkDataSolutions
Alaska	No	No
Arizona	Yes	Yes: Child Trends
Arkansas	Yes	Yes: AR Research Center
California SPP	NA	NA
California TK	No	Yes: American Institutes for Research (AIR)
Colorado	Yes	No
Connecticut CDCC	NA	NA
Connecticut SR	Yes	Yes: Connecticut Academy of Science and Engineering
Connecticut Smart Start	NA	NA
Delaware	No	Yes: Human Capital Research Collaborative at the University of Minnesota
District of Columbia	Yes	Yes: School Readiness Consulting
Florida	Yes	No
Georgia	Yes	Yes: Frank Porter Graham Child Development Institute, University of North Carolina - Chapel Hill
Hawaii	NA	NA
Illinois	No	Yes: Erikson Institute
Indiana	Yes	Yes: Purdue University
Iowa Shared Visions	Yes	Yes: University of Northern Iowa and Iowa State University
Iowa SWVPP	Yes	Yes: AIR (2013); Bureau of Information and Analysis at the Iowa Department of Education (2014, 2015, 2016)
Kansas Preschool	Yes	No
Kansas State Pre-K	No	No
Kentucky	No	Yes: Office of Education Accountability (OEA)
Louisiana 8(g)	Yes	Yes: Cecil J. Picard Center for Child Development and Lifelong Learning and locally
Louisiana LA 4	NA	NA
Louisiana NSECD	No	No
Maine	Yes	No
Maryland	No	Yes: University of Maryland
Massachusetts IPLE	NA	NA
Massachusetts UPK	Yes	Yes: QRIS Validation Study - University of Massachusetts Donahue Institute and Wellesley Centers for Women
Michigan	Yes	Yes: HighScope
Minnesota HdSt	No	Yes: University of Tulsa
Minnesota VPK	Yes	No
Mississippi	Yes	Yes: The Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER)
Missouri	Yes	Yes: University of Missouri-Columbia, University of Missouri-Kansas City
Nebraska	NA	NA
Nevada	Yes	Yes: Pacific Research Associates
New Jersey Abbott	Yes	Yes: NIEER
New Jersey ECPA	NA	NA
New Jersey ELLI	NA	NA
New Mexico	Yes	Yes: NIEER
New York	NA	NA
North Carolina	Yes	Yes: University of North Carolina Chapel Hill Frank Porter Graham Child Development Institute
Ohio	NA	NA
Oklahoma	No	Yes: Georgetown University, Center for Research on Children in the U.S.
Oregon HdSt	NA	NA
Oregon Preschool Promise	No	No
Pennsylvania RTL	NA	NA
Pennsylvania HSSAP	NA	NA
Pennsylvania K4 & SBPK	NA	NA
Pennsylvania Pre-K Counts	No	Yes: To be determined
Rhode Island	No	Yes: National Institute for Early Education Research (completed); Child Trends (in progress)
South Carolina	Yes	Yes: South Carolina Education Oversight Committee
Tennessee	No	Yes: Vanderbilt Peabody Research Institute
Texas	NA	NA
Vermont	Yes	No
Virginia	No	Yes: The Curry School of Education at the University of Virginia
Washington	Yes	Yes: Washington State Institute for Public Policy
West Virginia	Yes	Yes: NIEER and Marshall University
Wisconsin 4K	No	Yes: Frank Porter Graham Child Development Institute
Wisconsin HdSt	NA	NA
Guam	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Does state policy require programs to assess children's learning and development during the preschool year?	Language/Literacy	Math
Alabama	Yes	Yes	Yes
Alaska	Yes	Yes	Yes
Arizona	Yes ³¹	No	No
Arkansas	Yes	Yes	Yes
California SPP	Yes	Yes	Yes
California TK	No ¹¹	NA	NA
Colorado	Yes	Yes	Yes
Connecticut CDCC	No	NA	NA
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	No	NA	NA
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Indiana	Yes	Yes	Yes
Iowa Shared Visions	Yes ²⁷	Yes	Yes
Iowa SWVPP	Yes ²⁶	Yes	Yes
Kansas Preschool	Yes	Yes	Yes
Kansas State Pre-K	Yes	Not reported	Not reported
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts IPLE	No ²⁸	NA	NA
Massachusetts UPK	Yes	Yes	Yes
Michigan	Yes ²²	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK	Yes ²⁸	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri	Yes	Yes	Yes
Nebraska	Yes	Yes	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	Yes	Yes
New York	Yes ²⁴	Yes	No
North Carolina	Yes ²⁶	Yes	Yes
Ohio	Yes ¹⁶	Yes	Yes
Oklahoma	No	NA	NA
Oregon HdSt	Yes	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	No	NA	NA
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	No	NA	NA
Pennsylvania Pre-K Counts	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	Yes	Yes	No
Tennessee	Yes	Yes	Yes
Texas	No	NA	NA
Vermont	Yes	Yes	Yes
Virginia	Yes ¹³	Yes ¹³	No
Washington	Yes	Yes ²⁹	Yes
West Virginia	Yes	Yes	Yes
Wisconsin 4K	Yes ²³	Yes ²³	No
Wisconsin HdSt	Yes	No	No
Guam	Yes	Yes	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Science	Social and Emotional Development	Approaches towards learning
Alabama	Yes	Yes	Yes
Alaska	No	Yes	Yes
Arizona	No	Yes	No
Arkansas	Yes	Yes	Yes
California SPP	Yes	Yes	Yes
California TK	NA	NA	NA
Colorado	No	Yes	Yes ¹⁸
Connecticut CDCC	NA	NA	NA
Connecticut SR	Yes	Yes	Yes
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida	Not reported	Not reported	Not reported
Georgia	Yes	Yes	Yes
Hawaii	No	Yes	Yes
Illinois	Yes	Yes	Yes
Indiana	Yes	Yes	Yes
Iowa Shared Visions	No	Yes	No
Iowa SWVPP	No	Yes	No
Kansas Preschool	Yes	Yes	Yes
Kansas State Pre-K	Not reported	Not reported	Not reported
Kentucky	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	Yes	Yes	Yes
Maryland	Yes	Yes	Yes
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	Yes	Yes	Yes
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK	Yes	Yes	Yes
Mississippi	No	No	No
Missouri	Yes	Yes	Yes
Nebraska	No	Yes	Yes
Nevada	No	No	No
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	No	Yes	No
North Carolina	Yes	Yes	Yes
Ohio	Yes	Yes	Yes
Oklahoma	NA	NA	NA
Oregon HdSt	No	Yes	Yes
Oregon Preschool Promise	Yes	Yes	Yes
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	Yes	Yes	Yes
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	Yes	Yes	Yes
Rhode Island	Yes	Yes	Yes
South Carolina	No	No	No
Tennessee	Yes	Yes	Yes
Texas	NA	NA	NA
Vermont	Yes	Yes	Yes
Virginia	No	No	No
Washington	No	Yes	No
West Virginia	Yes	Yes	Yes
Wisconsin 4K	No	No	No
Wisconsin HdSt	No	No	No
Guam	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Physical/Motor development	General cognitive development	Other domain(s)
Alabama	Yes	Yes	No
Alaska	Yes	Yes	No
Arizona	Yes	Yes ³¹	No
Arkansas	Yes	Yes	No
California SPP	Yes	Yes	No ²³
California TK	NA	NA	NA
Colorado	Yes	Yes	No
Connecticut CDCC	NA	NA	NA
Connecticut SR	Yes	Yes	No
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	Yes	No
District of Columbia	Yes	Yes	No
Florida	Not reported	Not reported	Yes
Georgia	Yes	Yes	No
Hawaii	Yes	Yes	No
Illinois	Yes	Yes	No
Indiana	Yes	Yes	Yes: English/Language Arts, Social Studies, Creative Arts
Iowa Shared Visions	Yes	Yes	No
Iowa SWVPP	Yes	Yes	No
Kansas Preschool	Yes	Yes	No
Kansas State Pre-K	Not reported	Not reported	Not reported
Kentucky	Yes	Yes	No
Louisiana 8(g)	Yes	Yes	Yes: Social Studies, The Arts, English Language Acquisition
Louisiana LA 4	Yes	Yes	Yes: Social Studies, The Arts, English Language Acquisition
Louisiana NSECD	Yes	Yes	Yes: Social Studies, The Arts, English Language Acquisition
Maine	Yes	Yes	Yes: Creative Arts
Maryland	Yes	Yes	No
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	Yes	Yes	No
Michigan	Yes	Yes	No
Minnesota HdSt	Yes	Yes	No
Minnesota VPK	Yes	Yes	Yes: Social Systems
Mississippi	No	No	No
Missouri	Yes	Yes	Yes: History-Social Science, Visual and Performing Arts
Nebraska	Yes	Yes	No
Nevada	No	No	No
New Jersey Abbott	Yes	Yes	No
New Jersey ECPA	Yes	Yes	No
New Jersey ELLI	Yes	Yes	No
New Mexico	Yes	Yes	No
New York	No	Yes	No ²⁴
North Carolina	Yes	Yes	No
Ohio	Yes	Yes	No
Oklahoma	NA	NA	NA
Oregon HdSt	Yes	Yes	No
Oregon Preschool Promise	No	Yes	No
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	Yes	Yes	No
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	Yes	Yes	No
Rhode Island	Yes	Yes	No
South Carolina	No	No	No
Tennessee	Yes	Yes	No
Texas	NA	NA	NA
Vermont	Yes	Yes	No
Virginia	No	No	No
Washington	Yes	Yes	No
West Virginia	Yes ²⁵	Yes	Yes: The Arts
Wisconsin 4K	No	No	Yes: Comprehensive approaches
Wisconsin HdSt	No	No	Yes: Per federal Head Start performance standards
Guam	Yes	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Required preschool assessments
Alabama	Teaching Strategies GOLD
Alaska	Teaching Strategies GOLD
Arizona	Determined locally ³²
Arkansas	Work Sampling System
California SPP	Desired Results Developmental Profile (DRDP) ²⁴
California TK	NA
Colorado	Teaching Strategies GOLD ¹⁹
Connecticut CDCC	NA
Connecticut SR	Any curriculum and assessment that is aligned with the CT Early Learning and Development Standards ²⁴
Connecticut Smart Start	NA
Delaware	Teaching Strategies GOLD ²³
District of Columbia	Teaching Strategies GOLD (DCPS); Determined locally (CBO and PCS) ²⁰
Florida	Teaching Strategies GOLD; Florida Kindergarten Readiness Screener; VPK Assessment ¹⁹
Georgia	Work Sampling System
Hawaii	Teaching Strategies GOLD
Illinois	Determined locally ¹⁹
Indiana	State developed assessment: Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness ²⁴
Iowa Shared Visions	Teaching Strategies GOLD
Iowa SWVPP	Teaching Strategies GOLD
Kansas Preschool	KELI-4, MyIGDIS
Kansas State Pre-K	Not reported
Kentucky	Teaching Strategies GOLD, Work Sampling System, HighScope COR, The AEPS, Carolina Curriculum ¹⁷
Louisiana 8(g)	Teaching Strategies GOLD, Portfolios, or locally determined tools
Louisiana LA 4	Teaching Strategies GOLD ²²
Louisiana NSECD	Teaching Strategies GOLD ¹⁹
Maine	Determined locally: Research-based and aligned with Maine's ELDS
Maryland	Teaching Strategies GOLD, State developed assessment ¹⁴
Massachusetts IPLE	NA ²⁸
Massachusetts UPK	Teaching Strategies GOLD, Work Sampling System, HighScope COR ²¹
Michigan	Teaching Strategies GOLD, Work Sampling System, HighScope COR ²²
Minnesota HdSt	Teaching Strategies GOLD, Work Sampling System, Desired Results Developmental Profile (DRDP), HighScope COR ²²
Minnesota VPK	Teaching Strategies GOLD, Work Sampling System, Desired Results Developmental Profile (DRDP), HighScope COR, Developmental Milestones ²⁹
Mississippi	Mississippi State Kindergarten Readiness Assessment ²¹
Missouri	Desired Results Developmental Profile (DRDP)
Nebraska	Teaching Strategies GOLD
Nevada	Brigance ¹⁷
New Jersey Abbott	Teaching Strategies GOLD, Work Sampling System, Early Learning Scale (ELS), HighScope COR
New Jersey ECPA	Teaching Strategies GOLD, Work Sampling System, Early Learning Scale (ELS), HighScope COR
New Jersey ELLI	Teaching Strategies GOLD, Work Sampling System, Early Learning Scale (ELS), HighScope COR
New Mexico	State developed assessment: New Mexico Preschool Observational Assessment
New York	Determined locally ²⁴
North Carolina	Determined locally ²⁶
Ohio	State developed assessment ¹⁶
Oklahoma	NA
Oregon HdSt	Teaching Strategies GOLD
Oregon Preschool Promise	Determined locally ¹⁶
Pennsylvania RTL	NA
Pennsylvania HSSAP	Determined locally ¹¹
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Teaching Strategies GOLD, Work Sampling System, Early Learning Scale (ELS), HighScope COR, ATI: Galileo
Rhode Island	Teaching Strategies GOLD
South Carolina	Teaching Strategies GOLD, Work Sampling System, Phonological Awareness Literacy Screening (PALS), Creative Curriculum Developmental Continuum, HighScope COR, Montessori assessment ²²
Tennessee	Other assessment(s) ²⁶
Texas	NA
Vermont	Teaching Strategies GOLD
Virginia	Phonological Awareness Literacy Screening (PALS) ¹³
Washington	Teaching Strategies GOLD ²⁹
West Virginia	Early Learning Scale (ELS) ²⁵
Wisconsin 4K	Determined locally ²³
Wisconsin HdSt	As per federal Head Start performance standards
Guam	Preschool Brigance Assessment

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Frequency of preschool assessments
Alabama	Continually throughout the year
Alaska	Multiple times during the year
Arizona	Continually throughout the year
Arkansas	Multiple times during the year
California SPP	Multiple times during the year ²⁵
California TK	NA
Colorado	Three times per year
Connecticut CDCC	NA
Connecticut SR	Determined locally
Connecticut Smart Start	NA
Delaware	Three times per year
District of Columbia	Multiple times during the year
Florida	At the beginning and end of the year
Georgia	Continually throughout the year
Hawaii	Multiple times during the year
Illinois	Continually throughout the year
Indiana	Within 6 weeks of beginning and ending the program ²⁴
Iowa Shared Visions	Continually throughout the year ²⁸
Iowa SWVPP	Multiple times during the year
Kansas Preschool	Multiple times during the year ⁴
Kansas State Pre-K	Annually, or more if determined locally
Kentucky	Twice per year ³⁰
Louisiana 8(g)	Multiple times during the year
Louisiana LA 4	Continually throughout the year ²²
Louisiana NSECD	Continually throughout the year ¹⁹
Maine	Continually throughout the year
Maryland	Multiple times during the year
Massachusetts IPLE	NA ²⁸
Massachusetts UPK	Continually throughout the year
Michigan	Continually throughout the year
Minnesota HdSt	Continually throughout the year
Minnesota VPK	At the beginning and end of the year ³⁰
Mississippi	Multiple times during the year ²¹
Missouri	Within the first 60 days of attendance and six months later
Nebraska	Multiple times during the year ¹⁶
Nevada	At the beginning and end of the year
New Jersey Abbott	Multiple times during the year
New Jersey ECPA	Multiple times during the year
New Jersey ELLI	Multiple times during the year
New Mexico	Varies by program type ²⁰
New York	Multiple times during the year
North Carolina	Continually throughout the year ²⁶
Ohio	Multiple times during the year
Oklahoma	NA
Oregon HdSt	Multiple times during the year
Oregon Preschool Promise	At least three times per year
Pennsylvania RTL	NA
Pennsylvania HSSAP	Assessment is ongoing; Outcomes are reported twice per year
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	For formative use: Determined by the assessment tool; For outcomes reporting: Twice annually
Rhode Island	Continually throughout the year
South Carolina	At the beginning and end of the year ²²
Tennessee	Multiple times during the year ²⁶
Texas	NA
Vermont	At the beginning and end of the year
Virginia	At the beginning and end of the year
Washington	Multiple times during the year ³⁰
West Virginia	Multiple times during the year
Wisconsin 4K	Frequency varies by assessment type and/or assessment results
Wisconsin HdSt	As per federal Head Start performance standards
Guam	At the beginning and end of the year

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ACCOUNTABILITY

STATE	To guide teacher training, professional development, or technical assistance	To make decisions regarding a child's enrollment in kindergarten	To identify programs for corrective action or sanctions
Alabama	Yes	No	Yes
Alaska	Yes	Yes	Yes
Arizona	Yes	No	No
Arkansas	Yes	No	Yes
California SPP	Yes	No	Yes
California TK	NA	NA	NA
Colorado	Yes	No	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	No	No	No
Connecticut Smart Start	NA	NA	NA
Delaware	Yes	No	No
District of Columbia	Yes	No	No
Florida	Yes	No	No
Georgia	Yes	No	Yes
Hawaii	Yes	No	No
Illinois	Yes	No	No
Indiana	No	No	No
Iowa Shared Visions	Yes	No	Yes
Iowa SWVPP	Yes	No	Yes
Kansas Preschool	No	No	No
Kansas State Pre-K	Not reported	Not reported	Not reported
Kentucky	Yes	No	No
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	No	No
Louisiana NSECD	Yes	No	No
Maine	No	No	No
Maryland	Yes	No	No
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	Yes	No	No
Michigan	No	No	No
Minnesota HdSt	Yes	No	No
Minnesota VPK	Yes	No	No
Mississippi	Yes	No	Yes
Missouri	No	No	No
Nebraska	Yes	No	No
Nevada	Yes	No	No
New Jersey Abbott	Yes	No	No
New Jersey ECPA	Yes	No	No
New Jersey ELLI	Yes	No	No
New Mexico	Yes	No	Yes
New York	No	No	No
North Carolina	Yes	No	No
Ohio	Yes	No	No
Oklahoma	NA	NA	NA
Oregon HdSt	Yes	No	No
Oregon Preschool Promise	No	No	No
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	Yes	No	No
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	Yes	No	No
Rhode Island	Yes	No	Yes
South Carolina	Yes	No	No
Tennessee	Yes	No	No
Texas	NA	NA	NA
Vermont	Yes	No	No
Virginia	Yes	No	No
Washington	Yes	No	No
West Virginia	Yes	Yes	No
Wisconsin 4K	No	No	No
Wisconsin HdSt	No	No	No
Guam	No	Yes	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	To make funding decisions about programs or grantees	To make adjustments to curricula	To track child and program level outcomes over time
Alabama	Yes	Yes	Yes
Alaska	Yes	Yes	Yes
Arizona	No	Yes ³³	No
Arkansas	Yes	Yes	Yes
California SPP	No ²⁶	Yes	Yes
California TK	NA	NA	NA
Colorado	No	No	Yes
Connecticut CDCC	NA	NA	NA
Connecticut SR	No	No	No
Connecticut Smart Start	NA	NA	NA
Delaware	No	Yes	Yes
District of Columbia	No	No	Yes
Florida	No	Yes	Yes
Georgia	No	Yes	Yes
Hawaii	No	Yes	Yes
Illinois	No	Yes	No
Indiana	No	Yes	Yes
Iowa Shared Visions	No	No	Yes
Iowa SWVPP	No	No	Yes
Kansas Preschool	No	Yes	Yes
Kansas State Pre-K	Not reported	Not reported	Not reported
Kentucky	No	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	No	No	Yes
Louisiana NSECD	No	No	Yes
Maine	No	No	No
Maryland	No	Yes	Yes
Massachusetts IPLE	NA	NA	NA
Massachusetts UPK	No	No	No
Michigan	No	No	No
Minnesota HdSt	No	Yes	Yes
Minnesota VPK	No	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri	No	No	No
Nebraska	No	Yes	Yes
Nevada	No	No	Yes
New Jersey Abbott	No	Yes	Yes
New Jersey ECPA	No	Yes	Yes
New Jersey ELLI	No	Yes	Yes
New Mexico	Yes	Yes	Yes
New York	No	No	No
North Carolina	No	Yes ²⁶	No
Ohio	No	Yes	Yes
Oklahoma	NA	NA	NA
Oregon HdSt	No	Yes	Yes
Oregon Preschool Promise	No	Yes	Yes
Pennsylvania RTL	NA	NA	NA
Pennsylvania HSSAP	No	No	Yes
Pennsylvania K4 & SBPK	NA	NA	NA
Pennsylvania Pre-K Counts	No	No	Yes
Rhode Island	No	Yes	No
South Carolina	No	Yes	Yes
Tennessee	Yes	No	Yes
Texas	NA	NA	NA
Vermont	No	No	Yes
Virginia	No	Yes	Yes
Washington	No	Yes	Yes
West Virginia	No	No	Yes
Wisconsin 4K	No	No	No
Wisconsin HdSt	No	No	No
Guam	No	No	No

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ACCOUNTABILITY

STATE	To make changes to state policies regarding the preschool program	To evaluate teacher performance	To provide a measure of kindergarten readiness	Other uses
Alabama	Yes	Yes	Yes	No
Alaska	Yes	Yes	Yes	No
Arizona	No	No	No	No ³³
Arkansas	Yes	No	Yes	No
California SPP	No	No	Yes	Yes ²⁶
California TK	NA	NA	NA	NA
Colorado	Yes	No	Yes	No
Connecticut CDCC	NA	NA	NA	NA
Connecticut SR	No	No	No	No ²⁵
Connecticut Smart Start	NA	NA	NA	NA
Delaware	Yes	No	Yes	No
District of Columbia	No	No	No	No
Florida	No	No	No	Yes ²⁰
Georgia	Yes	No	Yes	No
Hawaii	No	No	Yes	No
Illinois	Yes	No	No	No
Indiana	Yes	No	Yes	No
Iowa Shared Visions	Yes	No	No	No
Iowa SWVPP	Yes	No	No	No
Kansas Preschool	No	No	Yes	No
Kansas State Pre-K	Not reported	Not reported	Not reported	Not reported
Kentucky	Yes	No	Yes	Yes ³¹
Louisiana 8(g)	No	No	Yes	No
Louisiana LA 4	No	No	No	No
Louisiana NSECD	No	No	No	No
Maine	No	No	No	No
Maryland	No	No	Yes	No
Massachusetts IPLE	NA	NA	NA	NA
Massachusetts UPK	No	No	Yes	Yes ²²
Michigan	No	No	No	No ²³
Minnesota HdSt	Yes	No	Yes	No ²²
Minnesota VPK	No	No	No	Yes ³¹
Mississippi	Yes	No	Yes	No ²²
Missouri	No	No	No	No
Nebraska	Yes	No	No	No
Nevada	Yes	No	Yes	No
New Jersey Abbott	Yes	No	Yes	No
New Jersey ECPA	Yes	Yes	Yes	No
New Jersey ELLI	Yes	No	Yes	No
New Mexico	Yes	No	No	No
New York	No	No	No	No ²⁵
North Carolina	No	Yes	No	No
Ohio	Yes	No	No	No
Oklahoma	NA	NA	NA	NA
Oregon HdSt	Yes	No	Yes	No
Oregon Preschool Promise	Yes	No	Yes	Yes ²⁵
Pennsylvania RTL	NA	NA	NA	NA
Pennsylvania HSSAP	Yes	No	No	No
Pennsylvania K4 & SBPK	NA	NA	NA	NA
Pennsylvania Pre-K Counts	Yes	No	No	No
Rhode Island	Yes	No	Yes	No
South Carolina	No	No	Yes	No
Tennessee	Yes	Yes	Yes	No
Texas	NA	NA	NA	NA
Vermont	No	No	No	No
Virginia	No	No	Yes	No
Washington	No	No	Yes	Yes ³¹
West Virginia	Yes	No	Yes	No
Wisconsin 4K	No	No	No	Yes ²⁴
Wisconsin HdSt	No	No	No	No ⁷
Guam	No	No	Yes	No

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ACCOUNTABILITY

STATE	Does state policy require kindergarten programs to assess children's learning and development?
Alabama	Yes, to assess children's learning and development during kindergarten
Alaska	Yes, at kindergarten entry
Arizona	No ³⁴
Arkansas	Yes, at kindergarten entry and to assess children's learning and development during kindergarten
California SPP	Determined locally ²⁷
California TK	Determined locally ¹⁸
Colorado	Yes, at kindergarten entry and ongoing assessments ²⁰
Connecticut CDCC	Yes, at kindergarten entry
Connecticut SR	Yes, at kindergarten entry
Connecticut Smart Start	Yes, at kindergarten entry
Delaware	Yes, at kindergarten entry ²⁴
District of Columbia	No
Florida	Yes, at kindergarten entry
Georgia	Yes, at kindergarten entry and to assess children's learning and development during kindergarten
Hawaii	No
Illinois	Yes, at kindergarten entry ²⁰
Indiana	No
Iowa Shared Visions	Yes, at kindergarten entry and to assess children's learning and development during kindergarten ²⁹
Iowa SWVPP	Yes, at kindergarten entry and to assess children's learning and development during kindergarten ²⁷
Kansas Preschool	Yes, to assess children's learning and development during kindergarten
Kansas State Pre-K	Yes, to assess children's learning and development during kindergarten
Kentucky	Yes, at kindergarten entry and to assess children's learning and development during kindergarten ³²
Louisiana 8(g)	Yes, at kindergarten entry
Louisiana LA 4	Yes, at kindergarten entry
Louisiana NSECD	Yes, at kindergarten entry
Maine	Determined locally
Maryland	Yes, at kindergarten entry
Massachusetts IPLE	No ²⁹
Massachusetts UPK	No ²³
Michigan	Yes, to assess children's learning and development during kindergarten ²⁴
Minnesota HdSt	Determined locally ²³
Minnesota VPK	Determined locally ³²
Mississippi	Yes, at kindergarten entry
Missouri	No
Nebraska	No
Nevada	Yes, at kindergarten entry
New Jersey Abbott	No ¹⁷
New Jersey ECPA	No ¹⁵
New Jersey ELLI	No ¹⁶
New Mexico	Yes, at kindergarten entry and to assess children's learning and development during kindergarten ²¹
New York	Yes, at kindergarten entry
North Carolina	Yes, at kindergarten entry
Ohio	Yes, at kindergarten entry
Oklahoma	Yes, literacy assessment at the beginning and end of the year
Oregon HdSt	Yes, at kindergarten entry
Oregon Preschool Promise	Yes, at kindergarten entry and to assess children's learning and development during kindergarten
Pennsylvania RTL	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania HSSAP	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania K4 & SBPK	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania Pre-K Counts	Focus and priority schools are required to implement the PA KEI at K entry
Rhode Island	No ²⁰
South Carolina	Yes, at kindergarten entry and to assess children's learning and development during kindergarten
Tennessee	Yes, in PDG classrooms only ²⁷
Texas	Yes, to assess children's learning and development during kindergarten ¹⁷
Vermont	Yes, at kindergarten entry
Virginia	Yes, to assess children's learning and development during kindergarten ¹⁴
Washington	Yes, at kindergarten entry
West Virginia	Yes, at kindergarten entry and to assess children's learning and development during kindergarten ²⁶
Wisconsin 4K	Yes, literacy screening ²³
Wisconsin HdSt	Yes, literacy screening ²⁰
Guam	Yes, at kindergarten entry

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Required kindergarten assessments
Alabama	Any formative assessment ³¹
Alaska	State developed assessment: Alaska Developmental Profile
Arizona	NA
Arkansas	Determined locally ²⁵
California SPP	Determined locally ²⁷
California TK	Determined locally ¹⁸
Colorado	Determined locally ²⁰
Connecticut CDCC	State developed assessment: Connecticut Kindergarten Entrance Inventory ²⁵
Connecticut SR	State developed assessment: Connecticut Kindergarten Entrance Inventory ²⁶
Connecticut Smart Start	State developed assessment: Connecticut Kindergarten Entrance Inventory ¹⁹
Delaware	Teaching Strategies GOLD; Other assessments are determined locally
District of Columbia	NA
Florida	Florida Kindergarten Readiness Screener ¹⁸
Georgia	State developed assessment: Georgia Kindergarten Inventory of Developing Skills; Other locally determined assessments
Hawaii	NA
Illinois	Kindergarten Individual Development Survey (KIDS) ²⁰
Indiana	NA
Iowa Shared Visions	Formative Assessment System for Teachers ³⁰
Iowa SWVPP	Formative Assessment System for Teachers ²⁸
Kansas Preschool	Determined locally
Kansas State Pre-K	Determined locally
Kentucky	BRIGANCE K; Other assessments are determined locally ³²
Louisiana 8(g)	Developing Skills Checklist ¹⁹
Louisiana LA 4	Developing Skills Checklist ²³
Louisiana NSECD	Developing Skills Checklist
Maine	Determined locally
Maryland	State developed assessment: Maryland Kindergarten Readiness Assessment
Massachusetts IPLE	NA ²⁹
Massachusetts UPK	NA ²³
Michigan	Teaching Strategies GOLD ²⁴
Minnesota HdSt	Teaching Strategies GOLD, Work Sampling System, Formative Assessment System for Teachers, Desired Results Developmental Profile ²⁴
Minnesota VPK	Teaching Strategies GOLD, Work Sampling System, Formative Assessment System for Teachers, Desired Results Developmental Profile ³³
Mississippi	Mississippi State Kindergarten Readiness Assessment (administered twice per year)
Missouri	NA
Nebraska	NA
Nevada	BRIGANCE K
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	State developed assessment: Kindergarten Observation Tool ²¹
New York	Determined locally
North Carolina	Other assessments ²⁷
Ohio	State developed assessment: Kindergarten Readiness Assessment (KRA) ¹⁶
Oklahoma	Other assessments ¹⁵
Oregon HdSt	State developed assessment: State Kindergarten Entry Assessment
Oregon Preschool Promise	State developed assessment: State Kindergarten Entry Assessment ²⁶
Pennsylvania RTL	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania HSSAP	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania K4 & SBPK	Focus and priority schools are required to implement the PA KEI at K entry
Pennsylvania Pre-K Counts	Focus and priority schools are required to implement the PA KEI at K entry
Rhode Island	NA ²⁰
South Carolina	DRA2 (Diagnostic Reading Assessment) ²³
Tennessee	State developed assessment ²⁷
Texas	Determined locally ¹⁷
Vermont	Teaching Strategies GOLD; Ready for Kindergarten! Survey
Virginia	Phonological Awareness Literacy Screening; Other assessments are determined locally ¹⁵
Washington	Teaching Strategies GOLD ³²
West Virginia	State developed assessment: West Virginia Early Learning Reporting System: Kindergarten (ELRS:K)
Wisconsin 4K	Determined locally ²³
Wisconsin HdSt	Determined locally ²³
Guam	BRIGANCE K

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

ACCOUNTABILITY

STATE	Are state-funded preschool programs required to participate in the state's QRIS?	Are programs in this state-funded preschool program required to achieve a certain quality rating level?
Alabama	No ³²	NA
Alaska	No ¹⁶	NA
Arizona	Yes, all programs	Yes: All programs must achieve a 3, 4, or 5 star rating
Arkansas	Yes, all programs	Yes: Target is Level 3 but programs may start at Level 1
California SPP	No ²⁸	NA
California TK	Yes, some programs ¹⁹	No ¹⁹
Colorado	Yes, all programs	No ²¹
Connecticut CDCC	No	NA
Connecticut SR	No	NA
Connecticut Smart Start	No	NA
Delaware	Yes, all programs	Yes: ECAPs must be a Star level 4 or 5
District of Columbia	Yes, some programs ²¹	No
Florida	Not reported	Not reported
Georgia	No	NA
Hawaii	No ¹⁷	NA
Illinois	Yes, some programs ²¹	No
Indiana	Yes, some programs ²⁵	Yes: Level 3 or 4
Iowa Shared Visions	No	NA
Iowa SWVPP	No	NA
Kansas Preschool	No	NA
Kansas State Pre-K	No	NA
Kentucky	Yes, all programs	Yes: Kentucky All STARS level 3 rating
Louisiana 8(g)	Not reported	Not reported
Louisiana LA 4	Yes, all programs	No
Louisiana NSECD	Yes, all programs	No
Maine	No	NA
Maryland	Yes, some programs ¹⁵	Yes: PDG programs must be at a Level 5 (highest level)
Massachusetts IPLE	Yes, all programs	Yes: Level 1 or higher
Massachusetts UPK	Yes, all programs	Yes: Level 3 in the QRIS system
Michigan	Yes, all programs	Yes: Minimum 3-Star Level
Minnesota HdSt	Yes, some programs ²⁵	Yes: 4 Star Parent Aware rating ²⁶
Minnesota VPK	No ³⁵	NA ³⁴
Mississippi	No	NA
Missouri	No	NA
Nebraska	No	NA
Nevada	Yes, some programs ¹⁸	Not reported ¹⁸
New Jersey Abbott	No	NA
New Jersey ECPA	Yes, some programs ¹⁶	No
New Jersey ELLI	Yes, some programs ¹⁷	No
New Mexico	Yes, all programs	No
New York	No	NA
North Carolina	Yes, all programs	Yes: A minimum 5.0 rating is required of all NC Pre-K classrooms
Ohio	Yes, all programs	Yes: 3 star or above
Oklahoma	No	NA
Oregon HdSt	Yes, all programs	No
Oregon Preschool Promise	Yes, all programs	Yes: Top two tiers (4 or 5 Star) ²⁷
Pennsylvania RTL	No	NA
Pennsylvania HSSAP	Yes, some programs ¹⁰	No
Pennsylvania K4 & SBPK	No	NA
Pennsylvania Pre-K Counts	Yes, some programs ¹⁸	Yes: Child care locations must be STAR 3 or 4
Rhode Island	Yes, all programs	No ²¹
South Carolina	Yes, some programs ²⁴	No
Tennessee	No	NA
Texas	No	NA
Vermont	Yes, all programs	Yes: At least 3 stars with a plan to be at least 4 stars within 3 years
Virginia	No	NA
Washington	Yes, all programs	Yes: Level 4 or 5 on the 5-level scale
West Virginia	No	NA
Wisconsin 4K	Yes, some programs ²⁵	No
Wisconsin HdSt	Yes, all programs	Not reported
Guam	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '16-'17 school year, except Florida where most data are for the '13-'14 school year.

APPENDIX A: STATE SURVEY DATA 2016-2017

ALABAMA - First Class Pre-K: the Alabama Voluntary Pre-Kindergarten (FCVPK)

- ¹ First Class: the Alabama Voluntary Pre-Kindergarten (FCVPK) is a competitive grant program administered by the Alabama Department of Early Childhood Education (ADECE) that provides funding for preschool education for four-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.
- ² 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 locally match 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 awarded on a three-year 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.
- ³ Alabama blends state, local and PDG funds. Year 1 PDG sites moved to state funding in Year 2 of PDG as part of the sustainability plan. However, there are still PDG funds going into those classrooms. This was made possible through strong leadership from Governor Kay Ivey, bi-partisan legislative support for FCVPK, and additional state funding.
- ⁴ A total of 492 children had an existing IEP/IFSP prior to entering pre-K. An additional 601 children were referred during pre-K, resulting in an IEP.
- ⁵ 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 (PD) for staff. Extended-day services (beyond 6.5 hours per day) are locally determined and not required or provided by the Office of School Readiness (ORS). Extended-day 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.
- ⁶ Children must be four years of age on or before September 1, 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.
- ⁷ For FCVPK, a child must be 4 years old and a resident of the state of Alabama; other locally determined school system boundaries may be applicable.
- ⁸ 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. For full PDG awards, fees may not be charged. 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.
- ⁹ 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.
- ¹⁰ Classrooms must provide at least one mealtime per day. Additional snacks and/or meals are optional but suggested.
- ¹¹ 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.
- ¹² 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.
- ¹³ OSR supports diversity in FCVPK classrooms. OSR funds, however, cannot be used to create special education pre-K classrooms that are serving above the state or national proportionality. It is strongly recommended that OSR classrooms carefully consider and plan for children with disabilities to ensure that resources are in place in the FCVPK classrooms. Programs are encouraged to consult with their local education agency (LEA) special education staff for resources available through the federal Office of Special Education Programs (OSEP).
- ¹⁴ 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. ADECE 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 as part of their PD plan on DLLs to better support teachers who have DLL children in their classrooms.
- ¹⁵ In public school settings only, state policy requires monitoring specifically focused on the quality of bilingual instruction.
- ¹⁶ The state uses Teaching Strategies GOLD for preschool assessments, which has been aligned with the Alabama Developmental Standards for Preschool Children. Additional information can be found at <http://children.alabama.gov/firstclass/directoresources/gold-directors/>.
- ¹⁷ 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.
- ¹⁸ FCVPK classrooms will implement the Alabama First Class Framework, which consists of the Alabama Developmental Standards for Preschool Children, First Class Program Guidelines, First Class Classroom Guidelines, the ASQ-3 Developmental Screener and the Teaching Strategies GOLD Assessment. Classroom guidance and support will be provided by First Class Coaches.
- ¹⁹ Monitors work with program administrators to ensure that FCVPK grants are properly administered, provide appropriate leadership to teaching staff in concert with coaches to improve instruction, and support the development of leadership skills necessary for effective program management and improvement.
- ²⁰ The state does not endorse any one particular curriculum, but a curriculum must promote appropriate instructional practice and enhance learning and development while being consistent with the intent of the OSR First Class Framework. It should also align with the state required assessment tool, Teaching Strategies GOLD. The Alabama First Class Pre-K framework is an effective model based on the latest research on how to support young children as they develop and learn. Curriculum content is comprehensively presented and reinforced with intentional teaching strategies for pre-K teachers. Implementation of the curriculum is embedded into the Alabama Reflective Coaching (ARC) model that includes effective teaching practices, curriculum content based on early learning standards, and PD. ADECE does review curricula to provide guidance on which early learning childhood curricula are most aligned to the Alabama First Class Pre-K Framework and Alabama Developmental Standards for Pre-K. It is important to note that FCVPK teachers and administrators work closely with OSR coaches and/or program monitors to choose a curriculum that will help a teacher be successful.
- ²¹ Pre-K teachers are required to have a bachelor 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.
- ²² A total of 453 assistant teachers have at least 9 hours of coursework in early childhood or child development; 126 have an AA in child development or early childhood; 21 have a BA in child development; 82 have a BA in early childhood education; 126 have a CDA; 5 have an MA in early childhood or child development.
- ²³ 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.
- ²⁴ Individual PD plans are required of lead and assistant teachers. This requirement is written into the ARC model. FCVPK uses a tiered model of coaching so the teacher is continuously setting goals and self-reflecting throughout the year.

- ²⁵ The ARC model is used for all pre-K teachers. The majority of teachers are visited at least once per month. A tiered model is used.
- ²⁶ The ADECE only directly receives PDG funds. However, programs report “other federal funds” that are used within the classroom, including IDEA, TITLE I and McKinney-Veto. These funds are included in the local amount.
- ²⁷ The ETF is the largest operating fund of the state. Ten tax sources are allocated to the ETF, the largest of which are the individual and corporate income tax, sales tax, utility tax, and use tax. There are three types of grants: Excellence (\$45,000), Tiered (range from \$80,100-\$92,700), and Plus (new grants for start-up funds, \$120,000-\$150,000). The Tiered grants and the Plus grants require the use of the sliding scale based on family income and percentage of poverty and cannot charge fees that exceed the amount allowed in the sliding scale. Classrooms that receive Excellence grants may charge parents the normal cost of child care that is common in the local community, unless they receive federal funds. If they receive federal funds, there is a formula to determine a certain percentage of children who can be charged and those who can not. This is based on the federal poverty rate of 200%.
- ²⁸ The data collected from CLASS observations is used for a variety of purposes, including PD, monitoring and evaluation, and research. In addition, during the first 30 days the DECA-P Reflective Checklist is completed by a coach for each classroom. This is a Reflective Checklist, which refers to Daily Routines, Environment, Caring Connections, Activities, and Partnerships with Parents. This checklist is to ensure that universal strategies are in place to benefit all children.
- ²⁹ After the coach and teacher work together to identify goals for improvement of teacher and classroom practices, focused observations allow the coach to anchor their feedback and coaching support in the teacher’s current level of practice. Focused observations should be driven by the shared goals and action plan the coach and teacher previously developed.
- ³⁰ The following information is collected throughout the year: enrollment, budgets, DHR status, accreditation, student demographics, Home Language Surveys, teacher credentials, background checks, status of health screening, family engagement hours, PD hours completed, Teaching Strategies GOLD interrater reliability, IEP data, family information forms, family engagement hours, and budget receipts and purchases.
- ³¹ Programs are required to use any formative assessment. This is locally determined. Examples include Global Scholar, Star Early Literacy and DIBELS. Some Kindergarten programs (232 teachers) have volunteered to use Teaching Strategies GOLD.
- ³² Currently, programs are participating in the QRIS on a voluntary basis. One public school is doing a QRIS pilot.

ALASKA - Alaska Pre-Elementary

- ¹ Districts can use funds to support teachers in Head Start classrooms or to support Head Start partnerships. Each district approaches this partnership in a unique way. Not all districts have partnerships with Head Start programs. Some programs have formed partnerships with Head Start. Those programs have multiple types of partnerships. Some districts support teachers in Head Start classrooms and some districts provide wrap-around support for Head Start. It depends on the unique needs of the district.
- ² The state does not have a minimum hour 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 of our 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 more than five hours a day.
- ³ Exceptions to age requirements may be made for children with IEPs. If parents and members of the IEP team determine that pre-K is the least restrictive environment for the child, the child could receive services through pre-K even if he or she did not meet the age requirements.
- ⁴ Eligibility is based on local need and the needs assessments developed by districts.
- ⁵ Some district programs charge a sliding fee scale based on the program and district.
- ⁶ Staff to child ratios may vary depending on the type of program. At times 4-year-old students in remote villages attend elementary programs and staff-child ratios may vary in these situations.
- ⁷ Preschool programs are not required to perform screenings. It is, however, a recommended practice.
- ⁸ 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.
- ⁹ The state requires the use of Teaching Strategies GOLD for all pre-elementary grant-funded programs and Head Start programs.
- ¹⁰ The Alaska Department of Education works collaboratively to provide training on curriculum and assessment for district leaders. District leaders consult with the department when selecting curriculum for classrooms. The state incorporates Teaching Strategies GOLD into all preschool programs. This assessment has been aligned with the state ELDS.
- ¹¹ The state has provided additional funding support for Head Start and pre-elementary grantees when looking for curriculum resources materials. The state also provides training to district leaders both in group and individual settings to support curriculum alignment.
- ¹² All teachers are required to have a minimum of a BA as well as training in early childhood education or a related field, including state certification in ECE or a related field. Assistant teachers must have a current CDA, 12 ECE credits, an AA in ECE, or specialized training in Early Education or a related field. Teacher shortages in Alaska are significant, and districts that cannot find certificated staff can utilize staff who have higher degrees in early childhood education but do not meet the certification requirements.
- ¹³ Coaching and mentoring services are being piloted to some lead and assistant teachers on a voluntary basis. Alaska uses the My Teaching Partner Coaching System and currently has 27 teachers enrolled.
- ¹⁴ In addition, Alaska contributes \$6.8 million dollars of state funding to support Head Start programs in the state. Alaska also contributes \$800,000 to support home visiting and literacy support for young children.
- ¹⁵ Alaska is working with REL Northwest to develop a preschool evaluation tool. The evaluation tool is expected to be complete by Fall 2017.
- ¹⁶ Alaska is in the process of implementing a QRIS system called Learn & Grow. This system will be aligned between preschool, Head Start and Child Care. Alaska plans on rolling out Learn & Grow in the Spring of 2018.

ARIZONA - Quality First Scholarships

- ¹ The state funds the Quality First Scholarship program. However, the state contracts out for the implementation and the administration of the program.
- ² 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. More information about the Regional Partnership Councils can be found here: <https://www.firstthingsfirst.org/serve-az-community/>
- ³ In addition to serving 5,285 preschool children in center-based care, 161 preschool children were served in regulated family child care homes. A total of 2,379 children under 3 were also served in center-based care, and an additional 167 children under 3 were served in regulated family child care homes. There was a decrease in the number of preschool aged children that were served in the pre-K program due in part to an increase in the number of ECE programs at higher quality levels which increased the reimbursement level.
- ⁴ Head Start programs are able to participate in Quality First Scholarships only to extend a part day to a full day or increase slots in their program above and beyond the federally funded slots. It is also possible that children enrolled part-time in Head Start may also have a part-time Quality First scholarship at another program - this data is not currently collected.
- ⁵ While information on free and/or reduced lunch (FRPL) status is not collected, information about family income is collected. These numbers do not match the enrollment number due to 46 children who changed FRPL designation during the fiscal year.
- ⁶ Children may be counted in both the public schools and other private settings counts if they change settings during the year.
- ⁷ 48 hours per month is the minimum schedule.
- ⁸ State preschool program funding can be blended with other funding (i.e. Head Start, CCDF Subsidy) to support a full-day or extended-day, or to increase the number of slots at a program to support additional children who are on a wait list and unable to be served with the program’s current funding.

- ⁹ The state does not dictate the annual operating schedule. A program must operate enough months to meet the annual full-day or part-day hour requirements.
- ¹⁰ Quality First Scholarships supports children birth through age 5, not yet in kindergarten.
- ¹¹ Some early care and education programs charge a co-payment to the family in addition to the funding that the state provides, but this is a decision made by the early care and education program where the child is attending.
- ¹² Eligibility is re-determined each fiscal year based on child's age and family's income. Children who are deemed ineligible are dis-enrolled from the program.
- ¹³ 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 the Quality First rating process.
- ¹⁴ Programs are required to be regulated to participate in Quality First Scholarships. 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.
- ¹⁵ 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.
- ¹⁶ In some of the regions, Inclusion of Children with Special Needs Coaching is available to support teachers in implementing inclusive practices. Additionally, all programs participating in Quality First Scholarships are assessed every 24 - 27 months on their lesson plans. Classrooms who have children enrolled with special needs are required to include modifications/individualization for children with special needs on their lesson plans.
- ¹⁷ Prop 203 (passed in 2000) requires that all public school classes be taught in English with the exception of students who are classified as "English Learners" who are educated through temporary sheltered English Immersion programs (some exceptions apply). The preschool programs participating in Quality First Scholarships encompass the entire mixed service delivery system of child care; therefore, those operating in public schools must comply with the law, other programs outside of the public school system are not required to adhere. The Family Application for Quality First Scholarships is available in English and Spanish.
- ¹⁸ The Arizona Early Learning Standards are being reviewed in State Fiscal Year 2018 for revisions and updates to the content.
- ¹⁹ Quality First Participants with a three, four, or five-star rating who are participating in Quality First Scholarships are assessed every 24-27 months on specific criteria, including whether assessments used are aligned with the Arizona Early Learning Standards and Infant Toddler Developmental Guidelines. This assessment is used as part of the calculation of the star rating.
- ²⁰ 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.
- ²¹ 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 - 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.
- ²² The minimum requirement is that 25% of lead teachers and administrators must have 12 college credit hours in early childhood or related fields or a Certificate of Completion in ECE or Child Development, or a CDA. However, all programs must have a minimum star rating to participate in the state-funded preschool.
- ²³ 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.
- ²⁴ Quality First Scholarships requirements for ongoing professional development are aligned with the State Licensing standards.
- ²⁵ 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 receiving the coaching is not dictated by the state.
- ²⁶ In addition to the \$18,972,783 to support preschool-age children in center-based programs, \$594,437 was expended to support children participating in Quality First Scholarships at family child care homes and \$14,531,137 was expended to support Quality First Scholarships for Infants and Toddlers.
- ²⁷ All programs participating in Quality First Scholarships must also participate in Quality First, Arizona's Quality Improvement and Rating System. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms at the site using the ERS (ITERS, ECERS, FCCERS), the CLASS (Toddler, Pre-K), and the Quality First Points Scale that includes reviewing curriculum, child assessment, ratios and group sizes, staff qualifications, staff turnover, and policies for kindergarten transition and screening/referral. The assessments are used to determine if the program is eligible to participate in the state-funded preschool program, Quality First Scholarships, and to support the program in improving or maintaining quality.
- ²⁸ All programs are also 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.
- ²⁹ All assessors must meet the minimum required reliability as determined by the authors of the tool. In addition, the state requires that all assessors have ongoing reliability checks every 10th assessment on each tool to ensure continued reliability.
- ³⁰ The completed Phase I of the Quality First Validation study consisted of reviewing the theoretical framework, the data system, and the validity of the rating scale. Phase II, started in January 2018, includes review of the components (coaching, assessment, quality improvement plan, financial incentives, etc.). Phase III will include evaluating child outcomes.
- ³¹ The general cognitive development domain is inclusive of language and literacy, math, and science. All domains listed are included in the Arizona Early Learning Standards, which are a required component of curriculum plans that are assessed every 24 - 27 months for early care and education programs participating in Quality First Scholarships.
- ³² No specific child assessment tools are required nor are they required to be aligned with the ELDS. However, the tools used by a program must include the domains of social development, emotional development, cognitive development, and physical development. In addition, the evidence required for the assessment must include a variety of methods such as anecdotal record, photograph, family input, and work samples.
- ³³ It is expected that child assessments are used by the teaching staff to understand the developmental progress of children, identify modifications to curriculum implementation to support children, and identify where children might need additional support.
- ³⁴ The state of Arizona was piloting a Kindergarten Developmental Inventory and Formative Assessment to be implemented in SFY 2018. This is a voluntary system designed for kindergarten to implement.

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

- ¹ State funding is provided through the Arkansas Department of Education (ADE). The ADE has an agreement with the Division of Child Care and Early Childhood Education (DCCECE) to have the administrative oversight of the ABC Programs to ensure compliance with the state law and regulations. The ADE Board of Education must be informed of and/or approve grant awards, program standards/regulations and the impact of these services as they relate to school readiness.
- ² All 238 School Districts have access to the Arkansas State Funded Preschool Program - Arkansas Better Chance.
- ³ School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to establish an ABC/ABCSS pre-K program. Funding goes to either the school district or a community provider in the identified locations.
- ⁴ All 45 five-year-olds are enrolled only through a waiver process, which may be due to a disability or a development delay or because children 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 2016-2017 program year. Children who are dually served in center-based care and home visiting are included in the enrollment total.
- ⁵ A prerequisite for using PDG was to build upon and/or expand the state-funded preschool network. Therefore, all PDG-funded children are served where the state-funded preschool program existed.

- ⁶ Some Head Start programs have Arkansas Better Chance funding, but children are not dually counted.
- ⁷ These numbers reflect the number of agencies with ABC programs.
- ⁸ 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.
- ⁹ Programs may apply for Child Care Development Funds (CCDF) to assist with before- and after-school care, provided the children meet the requirements of eligibility for CCDF. When available, CCDF may also fund ABC summer school to provide an extended year for those programs interested in providing these services. Funding for before- and after-school care and the summer program has continued to be reduced due to limited funding.
- ¹⁰ The supportive documentation must indicate a need to maintain the child in the preschool setting.
- ¹¹ 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 \$101 Million (Arkansas Better Chance for School Success) uses income eligibility and targets children ages 3- and 4-years-old or those children who are not eligible for kindergarten without an approved waiver. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200 percent FPL and be age-eligible. A sliding fee scale applies to families with incomes between 200 and 250 percent FPL.
- ¹² 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 local population to accommodate families.
- ¹³ The current ELDS are in alignment with the State K-3 Standards and also link to the kindergarten entry assessment (KEA).
- ¹⁴ 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 EC Providers.
- ¹⁵ Funding is provided to programs that may be used for TA to support curriculum implementation. The use of the TA funding is a decision made at the local level. Professional Development is available via state support that will support enhancements to any curriculum.
- ¹⁶ There are state-developed curricula, Adventures in Learning Curriculum and Adventures for Toddlers, that correlate with the State Framework.
- ¹⁷ There are specific standards that address the areas of mathematics and technology and programs are expected to implement learning opportunities for children in these areas. There is also specific professional development geared to train teachers in providing math opportunities to children.
- ¹⁸ The lead teacher in a public school shall hold a standard Arkansas teacher license with P-4 certification. The lead teacher in a nonpublic school-based program must have a minimum of a BA in Early Childhood Education or Child Development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an AA in Early Childhood Education or Early Childhood Development. State policy does allow programs to hire staff under an approved staff qualifications plan while completing coursework to obtain minimum credentialing. The regulations are being changed to reflect that the P-4 no longer exists, and to offer greater flexibility to draft individuals into preK with hours in early childhood education.
- ¹⁹ The Birth to Pre K Credential, AA Degree in ECE/CD, and Technical Certificate in ECE/CD are also options for the state-funded preschool program.
- ²⁰ The professional development requirements were changed in 2015 to require no less than six days of professional development per year. Beginning with the 2015-2016 school year, educators are required to obtain a minimum of 30 hours per year of professional development for licensure renewal and contractual agreement.
- ²¹ 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 any teacher or paraprofessional must attend or complete to be in good standing, and which are early childhood specific in all areas of the ELDS.
- ²² All programs must provide a 40% local match based on the amount provided by the state. The local match may be in-kind and not necessarily currency.
- ²³ Several of the Education Service Cooperatives write the grant for state funds on behalf of the LEA, set up the services and oversee the operations also on behalf of the LEA.
- ²⁴ Classrooms are also observed when there are areas of noncompliance and program improvement does not occur, or the program struggles with self-correction. The ABC Unit within DCCCE works cooperatively with the Licensing Unit that regulates all child care programs to also use sample questions to ensure that the ABC programs are adhering to the teacher-child ratios and other visible areas of review for the ABC Program.
- ²⁵ QUALLS Early Learning Inventory is the State Kindergarten Entry Assessment for "K." Each LEA can choose a tool for the ongoing assessment of children's learning and development. This is changing in the 2017-2018 school year.

CALIFORNIA - California State Preschool Program (CSPP)

- ¹ Enrollment is from one point in time in October 2016. Cumulative enrollment during the 2016-2017 program year was 184,534.
- ² Enrollment breakdowns are from a different point in time than the total enrollment by age, and therefore may not add up to the number of 3- and 4-year-olds reported previously.
- ³ Part-day programs are funded to operate at least three hours and less than 4 hours per day for a minimum of 175 days per year, unless the contract specifies a lower minimum of days of operation. Full-day 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 minimum days of operation and are reported as "extended-day." The total number of children exceeds the enrollment total for the program due to 158 children who were enrolled in both full-day and part-day CSPP.
- ⁴ California regulation allows Head Start to layer funding. Partnerships with Head Start are determined locally.
- ⁵ California State Preschool Program age eligibility is defined as: three-year-old children have their third birthday on or before September 1 of the fiscal year they are being served; four-year-old children have their fourth birthday on or before September 1 of the fiscal year they are being served; and children whose fifth birthday is between September 2 and December 2 of the fiscal year they are also eligible for transitional kindergarten.
- ⁶ Family eligibility is established by one of the following: current aid recipient, income eligible, homeless, children who are recipients of protective services, or children at risk of being abused, neglected, or exploited. A family is income-eligible when the family adjusted monthly income is at or below 70% of the state median income, adjusted for family size. For part-day services children whose family income is no more than 15% above the income eligibility threshold may be enrolled only after all eligible children are enrolled. No more than 10% of the children enrolled may be filled with families that are above this income eligibility threshold for part-day services. Full-day services are provided based on family employment, vocational training, homelessness, and parental incapacitation.
- ⁷ CalWORKs cash-aided (TANF) families are excluded from paying the family fee. Children in Child Protective Services and those children at risk of being abused, neglected, or exploited may be excluded from family fee payment for up to 12 months.
- ⁸ Part-day CSPP services only require families to establish eligibility at time of enrollment. Once a family is determined to be eligible, they may receive part-day services for the program year. A family that enrolls in full-day services must continue to meet the need for service to remain in the full-day program. However, if a family no longer meets the need criteria for full-day services they may remain in part-day services for the remainder of the program year.
- ⁹ Although there is no limit to class size, programs typically enroll 24 children in a class.
- ¹⁰ 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.
- ¹¹ A 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.
- ¹² The Desired Results Developmental Profile (DRDP) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and

skills. The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs). In addition, the California Preschool Program Guidelines - 5 address the inclusion of children with disabilities or other special needs. The California Preschool Curriculum Framework, Volumes 1-3, provides guidance on ensuring that activities support the learning needs and abilities of all children.

- ¹³ CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain.
- ¹⁴ Other supports for the ELDS include: California Preschool Instructional Network (CPIN) Family Child Care at its Best: online overview module Program for Infant Toddler Care (PITC).
- ¹⁵ California does not recommend specific curricula or keep a list of recommended curricula. However, the three volumes of the California Preschool Curriculum Framework give guidance on best practices to implement the curriculum a program selects, including subject specific curricula in the areas of Social-Emotional Development, Language & Literacy, English Language Learners, Mathematics, Visual and Performing Arts, Physical Development, Health, History-Social Science, and Science.
- ¹⁶ The California Child Development Associate Teacher Permit is the minimum requirement for a teacher in a California State Preschool Program (CSPP) classroom and exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience, or a Master Teacher permit. 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.
- ¹⁷ 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.
- ¹⁸ Lead and assistant teachers are required to complete 105 hours of professional growth per 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.
- ¹⁹ CSPP classrooms have contractors that develop and implement a staff development program that includes: identification of training needs; written job descriptions; an orientation plan for new employees; an annual written performance evaluation procedure unless a different frequency is specified in a collective bargaining unit agreement; staff development opportunities that include topics related to each employee's job; and an internal communication system that provides the information necessary to carry out assigned duties.
- ²⁰ State fund appropriations dedicated to CSPP contracts for FY 2016-2017 included a total of \$834,773,000, of which \$776,788,042 was expended. These general fund expenditures consist of both state education Prop 98 funds (\$712,950,286) and Non-Prop 98 funding (63,837,756). LEA's contracted to provide CSPP services are funded through Prop 98 funding for both full-day and part-day services. Non-LEA's contracted to provide part-day services are funded through Prop 98 funding, while those providing full-day services are funded through a combination of Prop 98 and Non-Prop 98 funding.
- ²¹ Each contractor is required to develop and implement an annual plan for its program self-evaluation process. The Environmental Rating Scales (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 ERS are required instruments for yearly program self-evaluation and used for the reviews conducted CDE/EESD program staff.
- ²² The information collected through the observations is included in the annual Program Self Evaluation to make continual program improvements.
- ²³ Optional domains include Visual and performing arts (VPA), History, and Social Science.
- ²⁴ DRDP is the only required tool but locally many programs use several other assessments in addition to DRDP.
- ²⁵ The first DRDP assessment must be completed within 60 calendar days of the child's first day of enrollment in the program and every six months thereafter.
- ²⁶ Although the General CSPP funding is not determined by the DRDP results, those programs who are participating in the CSPP QRIS block grants may receive additional points when they are rated and this may lead to additional funding at the local level.
- ²⁷ The California Preschool Transfer Act of 2001 (Assembly Bill 1539, Chapter 629, Statutes of 2001) requires state-funded preschools to provide to the parent/guardian(s) developmental and any other information deemed beneficial to the child and public school teacher (see EC sections 56435, 56449, and 58930) to support a child's transition to kindergarten. If parents/guardians authorize it, preschools may provide this information directly to the schools.
- ²⁸ A total of \$50 million in state education funds is provided annually for CSPPs to participate in CA -QRIS. Those with ratings of tier 4 or 5 receive a local block grant. Those programs who were not yet at tier 4 are provided with Quality Improvement supports (e.g. coaching).

CALIFORNIA - California Transitional Kindergarten (TK)

- ¹ TK programs operated by a district must be of equal length to any kindergarten programs operated by the same school site and/or district, unless there is an approved State Board of Education waiver on file.
- ² Pursuant to EC 48000 (c), it is locally determined whether students who turn 5-years-old after December 2 and during the same school year may be admitted to TK at the beginning of the school year or at another point during the same school year.
- ³ LEAs are required to make available, free or at a reduced price, one nutritionally adequate meal to each needy student who qualifies according to specified family size and income standards every school day. California public LEAs are enrolled in the National School Lunch Program which assists schools and other agencies in providing nutritious lunches to children at reasonable prices.
- ⁴ The California Department of Health Care Services regulations allow for the health examination to be completed up to 18 months prior to entry into first grade or within 90 days thereafter. The screenings indicated are based on the first grade requirement, with the exception of the immunizations which are required before TK entry. The first grade screening also includes a nutritional assessment; blood, urine, and blood lead tests.
- ⁵ LEAs are required to provide TK English learners a Structured English Immersion language acquisition program that includes designated and integrated English language development instruction. In addition, LEAs may provide other language acquisition programs, including, but not limited to, dual language, transitional, and developmental programs. Parents of TK English learners may choose a language acquisition program that best suits their child's needs.
- ⁶ Lead teachers who provide instruction in a Structured English Immersion program to TK English learners are required to have an English learner authorization. Lead teachers who provide instruction in a bilingual program to TK English learners are required to have a bilingual credential in the target language and an English learner authorization.
- ⁷ LEAs use the California English Language Development Standards to provide language development instruction to TK English learners. The English Language Arts/English Language Development Framework provides guidance to LEAs for instruction of TK English learners. CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature the domain of English Language Development.
- ⁸ Each Preschool Learning Foundations (PLF) publication (volumes 1, 2, & 3) has a companion Preschool Curriculum Framework (PCF) publication (volumes 1, 2, & 3).
- ⁹ 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.
- ¹⁰ CA provides the following resource and training: TK Implementation Guide: <http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf#search=Tk%20implementation%20guide&view=FitH&pagemode=none>
- ¹¹ The California Preschool Curriculum Framework and the TK Implementation Guide are used as guides for the California Learning Foundations. It is the intent that TK curricula are aligned with the California Preschool Learning Foundations. Curricula are locally determined.
- ¹² A school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following: (1) At least 24 units in early childhood education, or childhood development, or both; (2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or (3) A child development teacher permit issued by the Commission on Teacher Credentialing. Teachers hired prior to July 1, 2015 are required to have a teaching credential.
- ¹³ 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.

- ¹⁴ 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.
- ¹⁵ TK is funded through the Local Control Funding Formula (LCFF) based on Average Daily Attendance (ADA) in the TK/K-3 grade span. The ADA in this grade span does not distinguish between ADA in grades TK/Kindergarten, 1, 2 or 3. Furthermore, the funds apportioned on the basis of ADA in the TK/K-3 grade span are not “dedicated” to serving TK students; they are general purpose funds apportioned to LEAs as part of their LCFF entitlement. LEAs can blend and braid federal sources to support TK.
- ¹⁶ The California Basic Educational Data System (CBEDS) is an annual data collection administered in October and reported through an Online Reporting Application to collect data about schools and districts, as well as some aggregate data on students and staff. LEAs may be selected for an on-site or online monitoring every two years. Several factors, including compliance history, academic achievement, program size, and fiscal analysis are considered in identifying LEAs for reviews. Using these established selection criteria, approximately 120 LEAs are selected each school year for on-site or online monitoring.
- ¹⁷ According to the June 2017 AIR report, students who attend California’s TK programs enter kindergarten with stronger mathematics and literacy skills and are more engaged in their learning than students who did not attend TK. TK provides advantages for all students, with particular benefits for English learners and low-income students, regardless of variations in instructional practices or classroom structure. Classroom quality characteristics, which are generally associated with improved child outcomes in other early childhood education studies, did not result in an impact on TK in this AIR study.
- ¹⁸ State policy does not require kindergarten programs to assess children’s learning and development but the use of the Desired Results Developmental Profile (DRDP) is encouraged by the CDE.
- ¹⁹ TK’s participation in the state’s QRIS is locally determined.

COLORADO - The Colorado Preschool Program (CPP)

- ¹ School districts can contract with community preschool sites in their district, as well as provide services in district classrooms. Colorado has 178 traditional school districts and 1 Charter School Institute, making a total of 179 school districts in the state. The four districts not participating have very small numbers of preschool children and partner with neighboring districts to provide preschool.
- ² District advisory councils are encouraged to blend Colorado Preschool Program (CPP) funding with other sources, such as Head Start, so that children can participate in full-day programs.
- ³ Enrollment by race does not equal the total enrollment because there is some overlap between the Biracial and Hispanic/Latino numbers.
- ⁴ 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.
- ⁵ The program is funded for five days per week, although the statute requires children attend four days per week or the equivalent, with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of ten hours per week. These opportunities are determined locally and based on the needs of children and families. While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs, enrollment by 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.
- ⁶ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. In 2016-2017, 418 children under age 3 participated in CPP. Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. There is no designated cut-off date for the maximum age a child could be served in preschool; this is locally determined. However, there is a state policy limiting children to two years of participation. A kindergarten-eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten.
- ⁷ Income eligibility may be the sole factor or may be one of several eligibility factors. In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200-225% of FPL. Locally determined risk factors that have been selected by the district advisory councils include: parent is incarcerated, a parent is on active military duty, and developmental delay that raises concerns for school readiness but does not require special education services. Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.
- ⁸ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than four hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.
- ⁹ Although not required, of the 175 districts serving CPP, 165 have hearing and vision screenings during their enrollment process.
- ¹⁰ Children must be served in licensed programs by educators who meet the child care licensing teacher requirements. Special Educators must have education licensure for the age group/discipline for which they provide services. For CPP, children who receive special education services may attend state preschool classrooms but are not counted in state preschool enrollment.
- ¹¹ English-only immersion programs are also permitted.
- ¹² The Professional Development Information System (PDIS) is the statewide web-based system supporting professional development for Colorado’s early childhood workforce. There is a training course on the Early Learning and Development Guidelines in PDIS.
- ¹³ Lead teachers are required to be Early Childhood Teacher (ECT) qualified by Child Care Licensing under the Colorado Department of Human Services. It is recommended that lead teachers possess an Educator License endorsed in ECE.
- ¹⁴ There is no specific category for assistant teacher, but staff aides must meet the Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).
- ¹⁵ In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE and provides for both a local and state share. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share varies widely by school district.
- ¹⁶ District Advisory Councils visit all settings providing CPP enrollment and use Colorado Quality Standards two times per year to identify strengths and areas for growth. Although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS.
- ¹⁷ Each year, participating programs submit an annual report that is reviewed in depth by state staff. Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on child performance in statewide assessment in grades K-12, graduation rates, retention rates, and placement in special education in grades K-12. Programs are required to conduct self-assessments through Colorado Quality Standards or NAEYC Accreditation, but the state does not collect this data. Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Under Results Matter, the process for evaluating program effectiveness is ongoing and based on performance-based assessments, parent surveys, K-12 assessment data and retention rates, and program quality ratings. State policy required the use of an approved assessment system to measure child outcomes.
- ¹⁸ Approaches Toward Learning is assessed through objectives embedded in other developmental domains in state-approved assessment tools.
- ¹⁹ Tools are reviewed periodically and must meet certain requirements including online infrastructure, assessment of whole-child domains of learning and development, automated federal reporting, and well-defined objective progressions of development. HighScope COR was approved for use during the next school year.
- ²⁰ One state law requires school readiness assessment at kindergarten entry only. Another law requires ongoing assessment of literacy skills for children identified with a significant reading deficiency. State policy requires the use of an approved assessment tool to measure school readiness at kindergarten entry. Approved kindergarten school readiness assessments include: GOLD® by Teaching Strategies, Riverside Early Assessment of Learning (REAL), and Desired Results Developmental Profile for Kindergarten (DRDP-K). In addition, state policy requires interim assessment for all kindergarteners in the area of literacy. Approved interim reading assessments include: Aimsweb; i-Ready; DIBELS Next; IDEL; FAST; ISIP ER Istation (English and Spanish); PALS (English and Spanish); and STAR. Approved diagnostic assessments include i-Ready, PALS Marketplace Phonological Awareness (English and Spanish), STAR Early Literacy Assessment, NWEA-CPAA, PPVT, TVIP, VRMT-III, DIBELS Deep, Amplify

Burst Reading Assessments, and Woodcock-Munoz LS. Approved optional summative assessments include i-Ready, NWEA-MPG, and Terra Nova.

²¹ In 2016-2017, 37% of early childhood care and education programs funded by CPP had achieved a high-quality rating (Levels 3-5). A total of 42% of the children funded by CPP were served in these highly-rated programs. All licensed programs are automatically a Level 1 in the state QRIS; it is the local program's decision whether to fully engage to achieve a higher level.

CONNECTICUT - Connecticut Child Day Care Contracts (CDCC)

- ¹ 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.
- ² Funds are secured by purchase of service contracts. Sites are funded under two year contracts.
- ³ There are 3,897 children served through Child Day Care Contracts, which includes 2,252 preschool-aged children.
- ⁴ There are a total of 730 Preschool Development Grant spaces in Connecticut including 439 expansion spaces which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 291 enhanced spaces, with 256 included in the School Readiness enrollment total and 35 included in the CDCC enrollment total.
- ⁵ All CDCC enrollment is in nonpublic schools, which may be Head Start, publicly operated programs, or private programs.
- ⁶ CDCC programs are required to be in operation for 10 hours per day; however, children do not necessarily attend for the full amount of time. For those enrolled in part-day and wrap-around services, the total hours per day provided through both programs must total 10 hours.
- ⁷ Programs generally operate for 52 weeks a year; however, they are allowed up to 22 days of closure per year. Funding for this program is a combination of state and federal (SSBG) funds, with differing income thresholds for the two funding sources; therefore, it is not possible to break down how many hours per year were funded with state funds.
- ⁸ Children may enroll in preschool spaces funded by CDCC at any point of the year, however a preschooler must be at least 3 years by January 1 as required by licensing to begin preschool in the fall.
- ⁹ All children enrolled in the Child Day Care program must be below 75% of the state median income. Children funded by the federal SSBG funds supporting this program must be equal to or less than 200% of the federal poverty level.
- ¹⁰ Eligibility is re-assessed annually based on family income (75% SMI for state funds and 200% FPL for federal 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.
- ¹¹ The legislative requirements regarding DLLs begin at kindergarten.
- ¹² Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework has been completed and will be available in 2018.
- ¹³ The State is in the process of field-testing the CT Documentation and Observation for Teaching System (CT DOTS), a framework for documenting children's progress on the skills abilities and behaviors in the CT ELDS.
- ¹⁴ 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. CT is currently field testing a new assessment based on the CT ELDS.
- ¹⁵ Currently, CDCC programs are required to meet NAEYC Accreditation or Head Start standards related to curricular practices. CT has developed a curriculum self-assessment tool that guides programs to make decisions about curriculum that are based on research, available supports, and the children and families served. On-going technical assistance is provided on a limited basis.
- ¹⁶ CT has developed a curriculum self-assessment tool to support programs to adopt and implement curriculum practices that are based on research about how young children learn and ensure that the curriculum is implemented in an intentional, responsive and reflective manner. CT is piloting a QRIS that includes criteria related to curriculum.
- ¹⁷ CT's ELDS guidance documents include research-based strategies related to the environment, materials, scheduling and adult interactions. CT does not provide a list of approved curricula but instead provides guidance that helps programs to make decisions about curriculum based on available research, program philosophy, adult supports and the children and families served. Programs may opt to adopt program specific curricula.
- ¹⁸ Requirements in place until June 30, 2018 are as follows: A lead teacher must have a current CDA credential plus 12 early childhood credits; or 50% or more of the designated Qualified Staff Members (QSMs) must have one of the following: (1) A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution, (2) a current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement, (3) A Bachelor degree specific to an early childhood concentration from the OEC Approved College Listing and a B level Early Childhood Teacher Credential (ECTC), (4), A Bachelor degree in any other field and 12 credits or more in early childhood or child development from any college not listed on the approved list and successful completion of the ECTC Individual Review Route, or (5) is a Grandfathered QSM. The remaining designated QSMs must have, from a regionally accredited higher education institution: an AA in early childhood, an AA in any field and 12 early childhood credits, or a higher degree not identified above.
- ¹⁹ A second program staff person who works under supervision of the head teacher shall be at least 18 years old and have at least one of the following: (1) a high school diploma, (2) an equivalency certificate, or (3) at least 540 hours of documented experience in working with unrelated children of the same age(s) to be served in this child day care center or group day care home. Assistant teachers in public and nonpublic settings must meet either NAEYC or Head Start requirements within 3 years.
- ²⁰ CDCC programs are required to be licensed, which requires professional development (PD) for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, early childhood education and child development, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. 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.
- ²¹ Teachers who do not meet qualifications requirements for 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 professional development 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.
- ²² Funding amounts are allocations, not actual expenditures. Federal Preschool Development Grant funding is not included in the total program costs.
- ²³ Programs that are not yet accredited by NAEYC or Head Start approved are required to have an ECERS rating by a reliable rater. State approved raters are trained by ERSI staff.
- ²⁴ The State conducts monitoring visits and provides written feedback and referrals for technical assistance.
- ²⁵ The Connecticut Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

CONNECTICUT - Connecticut School Readiness

- ¹ Of the 67 communities, 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.
- ² There are a total of 730 Preschool Development Grant spaces in Connecticut including 439 expansion spaces which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 291 enhanced spaces, with 256 included in the School Readiness enrollment total and 35 included in the CDCC enrollment total.
- ³ 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.

- ⁴ As defined by legislation, communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5 percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child will not enter kindergarten.
- ⁵ All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities. However, 60% of the children enrolled in each municipality must meet the income requirement of being at or below 75% of state median income.
- ⁶ 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.
- ⁷ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in school for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
- ⁸ Programs are not required to conduct screenings, but they are required to refer children who may need to be screened. This includes: vision, hearing, height/weight/BMI, blood pressure, immunizations, psychosocial/behavioral, dental, developmental, full physical exam.
- ⁹ The legislative requirements regarding DLLs begin at kindergarten.
- ¹⁰ Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework has been completed and will be available in 2018.
- ¹¹ The State is in the process of field-testing the CT Documentation and Observation for Teaching System (CT DOTS), a framework for documenting children's progress on the skills abilities and behaviors in the CT ELDS.
- ¹² 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. CT is currently field testing a new assessment based on the CT ELDS.
- ¹³ CT has developed a curriculum self-assessment tool that guides programs to make decision about curriculum that are based on research, available supports and the children and families served. Ongoing technical assistance is provided on a limited basis.
- ¹⁴ CT has developed a curriculum self-assessment tool to support programs to adopt and implement curriculum practices that are based on research about how young children learn and ensure that the curriculum is implemented in an intentional, responsive and reflective manner. CT is piloting a QRIS that includes criteria related to curriculum.
- ¹⁵ CT's ELDS guidance documents include research-based strategies related to the environment, materials, scheduling and adult interactions. CT does not provide a list of approved curricula but instead provides guidance that helps programs to make decisions about curriculum based on available research, program philosophy, adult supports and the children and families served. Programs may opt to adopt program specific curricula.
- ¹⁶ Requirements in place until June 30, 2018 are as follows: A lead teacher must have a current CDA credential plus 12 early childhood credits; or 50% or more of the designated Qualified Staff Members (QSMs) must have one of the following: (1) A Bachelor degree or higher specific to an early childhood concentration from any regionally accredited higher education institution, (2) a current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement, (3) A Bachelor degree specific to an early childhood concentration from the OEC Approved College Listing and a B level Early Childhood Teacher Credential (ECTC), (4), A Bachelor degree in any other field and 12 credits or more in early childhood or child development from any college not listed on the approved list and successful completion of the ECTC Individual Review Route, or (5) is a Grandfathered QSM. The remaining designated QSMs must have, from a regionally accredited higher education institution: an AA in early childhood, an AA in any field and 12 early childhood credits, or a higher degree not identified above.
- ¹⁷ Programs must meet either NAEYC or Head Start requirements for assistant teachers within three years. For licensed programs (non-public schools) a second program staff person who works under supervision of the head teacher shall be at least 18 years old and have at least one of the following: (A) a high school diploma, or (B) an equivalency certificate, or (C) at least five hundred and forty (540) hours documented experience in working with unrelated children of the same age(s) to be served in this child day care center or group day care home.
- ¹⁸ If a non-public school teacher has not achieved QSM status, they are required to have a written PD plan. If they seek scholarship funds from the state, a formal plan of study is required from the institute of higher education.
- ¹⁹ Federal Preschool Development Grant funding is not included in the total program costs.
- ²⁰ The funding level is based on previous year's space capacity and local requests for proposals addressing ability to increase capacity.
- ²¹ 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.
- ²² Only programs that are not NAEYC Accredited or Head Start approved are required to have an ECERS by a state approved, reliable ECERS rater. State approved raters are trained by ERSI staff.
- ²³ School Readiness programs are also required to be observed quarterly by the School Readiness Liaison. Programs are required to submit monthly reports regarding utilization revenue, income, health and special education services.
- ²⁴ 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 preK assessment data is used. Communities have been known to use this data to guide teacher training and professional development, make decisions about kindergarten enrollment, to adjust curricula and track child and program outcomes over time.
- ²⁵ Child-level assessment information is not collected or used by the state; Assessment information may be used in these ways at the local level.
- ²⁶ The Connecticut Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

CONNECTICUT - Connecticut Smart Start

- ¹ Only local or regional boards of education are eligible to apply for Smart Start program funds.
- ² There are a total of 730 Preschool Development Grant spaces in Connecticut including 439 expansion spaces which are not included in enrollment totals for any of the three state-funded preschool programs in this report, and 291 enhanced spaces, with 256 included in the School Readiness enrollment total and 35 included in the CDCC enrollment total.
- ³ Smart Start programs must operate the same number of days as the rest of the school system, which is a minimum of 180 days/year.
- ⁴ Regarding the minimum age for preschool eligibility, children age 2 years and 9 months may attend, but it is locally determined if they can start prior to their 3rd birthday.
- ⁵ Districts may prioritize enrollment based on local need.
- ⁶ 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.
- ⁷ Smart Start does not require comprehensive services, but local School Districts provide a variety of services unique to their communities.
- ⁸ The legislative requirements regarding DLLs begin at kindergarten.
- ⁹ Crosswalks were completed to document the alignment of the CT ELDS to the Next Generation Science Standards and CT's new Social Studies Framework. A crosswalk to document alignment with the Head Start Early Learning Outcomes Framework has been completed and will be available in 2018.
- ¹⁰ The State is in the process of field-testing the CT Documentation and Observation for Teaching System (CT DOTS), a framework for documenting children's progress on the skills abilities and behaviors in the CT ELDS.
- ¹¹ 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. CT is currently field testing a new assessment based on the CT ELDS.

- ¹² CT has developed a curriculum self-assessment tool that guides programs to make decision about curriculum that are based on research, available supports and the children and families served. Ongoing technical assistance is provided on a limited basis.
- ¹³ CT has developed a curriculum self-assessment tool to support programs to adopt and implement curriculum practices that are based on research about how young children learn and ensure that the curriculum is implemented in an intentional, responsive and reflective manner. CT is piloting a QRIS that includes criteria related to curriculum.
- ¹⁴ CT's ELDS guidance documents include research-based strategies related to the environment, materials, scheduling and adult interactions. CT does not provide a list of approved curricula but instead provides guidance that helps programs to make decisions about curriculum based on available research, program philosophy, adult supports and the children and families served. Programs may opt to adopt program specific curricula.
- ¹⁵ The State Department of Education certification, which must include pre-K or early childhood specialization, is required for all Smart Start teachers.
- ¹⁶ Professional development is locally determined. Lead Teachers are certified by the State Department of Education (SDE) and must meet SDE professional learning requirements and professional learning plans.
- ¹⁷ The Smart Start Operations program was funded through \$2,444,046 in Tobacco Settlement Funds; and the Smart Start Capital Improvements program was funded through \$1,143,405 in Bond Funds during the 2017 State Fiscal Year (July 1, 2016 - June 30, 2017).
- ¹⁸ Programs that are not yet accredited by NAEYC or Head Start approved are required to have an annual ECERS rating by a reliable rater. State approved raters are trained by ERSI staff.
- ¹⁹ The Connecticut Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development.

DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

- ¹ In the 2016-2017 program year, 843 seats were awarded to program partners. However, one program was forced to give back 12 seats due to space limitations. These 12 seats were not opened up for competitive bid within the program year.
- ² ECAPs can apply for a waiver to meet the 10% enrollment of children with disabilities requirement per the federal Head Start Program Performance Standards. This number is an approximate count for the program year based on quarterly reporting.
- ³ Head Start programs in Delaware also have ECAP-funded children enrolled, but the State does not track the braiding or blending of funding.
- ⁴ 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. During the 2016-2017 program year, ECAPs followed the HSPPS prior to the 2016 revisions. 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 9 months but do not necessarily follow school district calendars. The program year for state-funded ECAPs extends from July 1st through June 30th of the following year; programs determine operating schedules within this program year.
- ⁵ There is no state policy on exceptions to the age requirement for kindergarten entry; this is a local school district decision.
- ⁶ ECAP children must meet the federal Head Start Program Performance Standards (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.
- ⁷ As per the federal Head Start Program Performance Standards, each program establishes selection criteria annually based on community needs identified in its community needs assessment.
- ⁸ At least one meal is required; which meal is offered depends on the duration of the day and the start and end time.
- ⁹ 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.
- ¹⁰ ECAP follows Head Start Program Performance Standards which require comprehensive services.
- ¹¹ Delaware has an "Expanding Inclusive Opportunities" committee that has created publications regarding best practices in inclusion classrooms and will be completing the ECTA self-assessment on inclusionary practices.
- ¹² ECAPs provide support services for DLLs and also follow federal Head Start Program Performance Standards.
- ¹³ The Delaware Early Learning Foundations requires planned differentiation for English Learners. However, there is not an approved written plan requirement.
- ¹⁴ Required per Head Start Program Performance Standard 1302.90(d)(2): If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.
- ¹⁵ ECAPs follow the federal Head Start Program Performance Standards for serving DLL children. Some of the ECAP sites are participating in the WIDA projects for DLL.
- ¹⁶ 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.
- ¹⁷ All ECAP programs participate in the state QRIS. The state QRIS has technical assistants who work with programs to ensure curriculum is implemented with fidelity.
- ¹⁸ For a nonpublic school lead teacher, 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.
- ¹⁹ 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. Assistant teachers in public schools are most likely paraprofessionals, which requires an associate degree, high school diploma or equivalent, or a qualifying score on the Para Pro assessment.
- ²⁰ New teachers employed by public schools are a part of a statewide mentoring program. Nonpublic school teachers were not subject to the 2016 Head Start Program Performance Standards revisions that require coaching in the 2017-2018 program year.
- ²¹ ECAPs can braid and blend other funding to support their entire program. ECAP funding supports "seats" for children within existing programs.
- ²² ECAPs participate in the state's QRIS system and structured observations of classroom quality are done in accordance with the QRIS. ECAP monitoring focuses vary annually.
- ²³ For additional information, see: <http://www.delawarestars.udel.edu/curriculum-child-assessment/>
- ²⁴ Delaware uses a reduced number of Teaching Strategies GOLD objectives within the domains of social-emotional, physical, cognition, math, language and literacy for its KEA. This is called the Delaware Early Learner Survey; teachers have 30 days from the start of the school year to observe all of their students and an additional 15 days for data input online.

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

- ¹ The District of Columbia Public Schools (DCPS) provides publicly-funded pre-K and 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. DCPS additionally 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. Public charter schools (PCS) provide publicly-funded pre-K programming and are open to all DC residents. While PCSs receive funding at the UPSFF level from the DC government, they operate independently of the traditional public school system. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB). Through a partnership with the United Planning Organization, select PCSs also receive Head Start funding to support pre-K programming. Community-based organizations that achieve and maintain a high-quality designation under the Pre-K Enhancement and Expansion Act provide publicly-funded pre-K and are open to all DC residents. These organizations receive an allocation of funding to supplement funds received through the District's subsidized child care program and the federal Head Start program up to the UPSFF level for

- each student served.
- ² An additional 22 pre-K programs are run out of community-based organizations (CBO).
 - ³ Most elementary schools in DCPS and DC PCSs offer pre-K for age-eligible students. Additionally, the pre-K grant is available to highly qualified community-based organizations. DC PCSs that are approved by their charters to provide pre-K may offer it to all age-eligible students who are DC residents.
 - ⁴ All DCPS Title I-eligible pre-K classrooms incorporate Head Start services through a “blended” classroom model, where federal Head Start and local pre-K funding is combined to offer a more comprehensive education for at-risk children. Similarly, the state partners with community-based Head Start programs to extend the day by layering local and federal funds.
 - ¹ A small number of LEAs may use later cutoff dates.
 - ⁶ Ratios and group size requirements are only applicable to DCPS and CBOs. Ratios and group size requirements are based on the age of the youngest child in the classroom.
 - ⁷ The DC Healthy Tots Act requires all DC Public Pre-K programs to follow Child and Adult Care Food Program dietary guidelines as identified by the USDA.
 - ⁸ All students enrolled in DCPS, PCSs 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. All students identified with a potential delay are required to be referred to DC’s Early Stages program.
 - ⁹ CBOs and DCPS provide the comprehensive services outlined above. PCSs are required to demonstrate family involvement through their chartering application, however these services do not include education services or job training, health services for parents, or information about nutrition.
 - ¹⁰ Common program models in DC that are permitted are: Two-Way/Dual-Language Bilingual Programs; Inclusion/Collaborative Teaching; Content-Based EL programs; Newcomer Oral Language and Literacy Programs; and Sheltered Content Program. DCPS requires preschool programs have an approved written plan for supporting children who are DLLs. State policy also permits English-only immersion programs.
 - ¹¹ DC’s Common Core Early Learning Standards are from Birth-Kindergarten.
 - ¹² Other curricula that are approved by the Office of the State Superintendent for Education (OSSE) and are both research-based and nationally recognized can be used. Additionally, the Every Child Ready Curriculum was developed by Apple Tree, one of DC’s PCSs and is used by number of pre-K PCSs.
 - ¹³ D.C. provides pre-K programming through three sectors: DCPS, PCSs, 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. DCPS lead teachers are not required to have a specialized degree in ECE. PCSs: The District gives PCSs 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. One exception is that person(s) may have an Associate’s in child development, early childhood education, or child and family studies provided that the person is enrolled, at the time of employment by the CBO, in a Bachelor’s degree program and on track to earn their degree by December 2017. 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.
 - ¹⁴ In DCPS, assistant teachers must have a CDA. The state gives PCSs the authority to establish their own requirements for teacher education and credentials. In CBOs, assistant teachers must hold at least a CDA and be enrolled in an Associate’s degree (AA) program and on track to receive the degree by December 2017. Alternately, they must hold an AA in a field other than child development, early childhood education, or child and family studies and have nine (9) credits in early childhood education. All future CBO hires will be required to have completed the AA. Although the AA is the minimum requirement for assistant teachers in nonpublic schools, the current required degree specializations for assistant teachers in nonpublic schools remains the CDA.
 - ¹⁵ While there are health and safety training requirements for CBOs that participate in the Pre-K Enhancement Program, they are not in terms of credit or clock hours.
 - ¹⁶ DCPS requires teachers to attend an 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. PCSs determine the type of training teachers receive.
 - ¹⁷ DC’s UPSFF links program funding to student enrollment. Each year, the District sets a “foundation level” of funding for each student. Various adjusted amounts are added to the foundation for students at certain grade levels, or with certain characteristics.
 - ¹⁸ Each CBO and school receives individualized classroom and program level reports identifying areas of strength and areas needing improvements. Additionally, DC convenes program administrators and education leaders for data engagement meetings annually to review and use their own CLASS data to inform decisions such as professional development training, classroom instruction, and other program improvements.
 - ¹⁹ The District requires that children enrolled in a CBO pre-K program be assessed using a curriculum-aligned tool at least three times during the program year and that this information (the assessment results for each child) are submitted to OSSE. Pre-K programs from all three sectors (DCPS, PCSs and CBOs) are assessed on an annual basis using the CLASS Pre-K tool. Only CBO programs receive site visits from child care licensing specialists and monitors to comply with D.C.’s child care subsidy program.
 - ²⁰ DCPS classrooms are required to use Teaching Strategies GOLD. PCSs have the authority to select their own child assessment. In pre-K CBOs, child assessment tools are required to be aligned with the curriculum selected by pre-K programs. The curriculum must also be aligned with the Common Core Early Learning Standards.
 - ²¹ CBOs participating in subsidized child care or providing public pre-K are required to be part of the QRIS system. DCPS and PCSs are required to be part of an accountability system that is aligned with the state’s QRIS.

FLORIDA - Florida Voluntary Prekindergarten Program

- ¹ All school districts are required to offer the 300-hour VPK program during the summer.
- ² Beginning in 2016-2017, parents of young 4-year-olds could choose to delay entry into VPK for a year. A total of 406 children took advantage of this option this year.
- ³ Provider types include: Licensed Private Centers: 74%; Public Schools: 19%; License-Exempt Centers: 3%; Large Family Child Care Homes: 1%; Licensed Family Child Care Homes: 1%; Private Schools: 1%; Specialized Instructional Service Providers: 1%
- ⁴ Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school-year or summer VPK programs and is used in lieu of attending a traditional VPK program. The school-year program cannot start earlier than two weeks before Labor Day, or before the first day of school according to the local school district calendar, and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- ⁵ 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.
- ⁶ State policy permits exceptions to the age requirement for kindergarten only. A student who transfers from an out-of-state nonpublic school, and does not meet regular age requirements for admission to Florida public school, may be admitted if he or she meets the age requirements for the public schools in the state from which he/she is transferring. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to kindergarten or first grade when certain data are presented, based on each district’s pupil progression plan.
- ⁷ Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times children are in care. Meals and snacks are required for extended-day programs.
- ⁸ All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required.
- ⁹ Services for children with disabilities must be delivered according to professionally accepted standards. VPK Specialized Instructional Services allows parents of VPK-age children to choose additional therapies in line with the child’s IEP in lieu of attending a traditional VPK classroom.
- ¹⁰ The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which may

- include children with disabilities and English language learners. To be eligible for a Good Cause Exemption, the provider must demonstrate learning gains, adherence to an improvement plan, and high health and safety standards.
- ¹¹ The ELDS are aligned with the kindergarten Florida Standards.
 - ¹² These curricula are approved for VPK programs on probation.
 - ¹³ Lead teachers in the summer program must have a Bachelor's degree or higher in: Early Childhood Education, prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area. Lead teachers in the school-year program are required to have a CDA or equivalent, plus specified training about performance standards and emergent literacy training. VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Training in specified performance standards and emergent literacy is also required for school year teachers. Lead teachers in the summer program must have a Bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.
 - ¹⁴ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course 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.
 - ¹⁵ Funding is appropriated using estimated population counts and the base student allocations.
 - ¹⁶ Subcontracts are permitted with other community programs to help implement the parent outreach component of VPK and with approved licensed or certified professionals to provide specialized instructional services for children with disabilities.
 - ¹⁷ Information is also used to assist teachers with understanding individual children's strengths and areas where additional support may be needed. Early Learning Coalitions monitor staff credentials and provide guidance to coalitions on elements for program monitoring. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each Early Learning Coalition is responsible for the onsite monitoring of VPK providers and for monthly attendance record reviews. The Coalition monitors a sample of VPK providers on an annual basis.
 - ¹⁸ The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHOS assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process using the Florida Voluntary Prekindergarten Assessment.
 - ¹⁹ Each VPK program is required to implement an evidence-based, valid, reliable, and developmentally appropriate assessment at the beginning and end of the program.
 - ²⁰ Child assessment data are used to identify programs that will be placed on probation.

GEORGIA - Georgia's Pre-K Program

- ¹ Georgia has a separate state agency governing services for children birth to age five and their families. Bright from the Start: Georgia Department of Early Care and Learning (DECAL) administers Georgia's Pre-K Program.
- ² DECAL offers a Summer Transition Program which is offered through a competitive grant process. The grant funds a six-week program which supports children's early literacy skills. The program is targeted for low-income families. The program has two program models: Rising Pre-K (RPK) and Rising K. To be eligible for Rising K, children must be age eligible for kindergarten and have not attended either Georgia's Pre-K program or Head Start during the prior school year. To be eligible for RPK, children must be age eligible to attend pre-K in the fall and their home language must be Spanish. RPK is a bilingual program utilizing teachers who speak both English and Spanish. During the 2016-2017 summer, DECAL served 2,320 students in 145 Rising K classrooms. The staff-to-child ratio for the Rising K program is 1:8. In Rising Pre-K, DECAL served 910 students in 65 classrooms with a staff to child ratio of 1:7. This is a significant increase for both program models.
- ³ Children must be 4-years-old by September 1st of the school year they are attending Georgia's Pre-K program. Five-year-olds can participate in the program if they did not previously attend Georgia's Pre-K program or if specific approval is given. The exact number of 5-year-olds is unknown; however, eligible 5-year-olds served are included in the enrollment total.
- ⁴ DECAL partners with child care centers, elementary schools and Head Start programs to offer before- and after-care services. State lottery funds supplement Georgia's federally funded child care subsidy program to provide extended-day services to children whose families meet the eligibility requirements. Pre-K students are an identified priority group for CAPS funding.
- ⁵ Children who are age eligible for kindergarten and attended pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.
- ⁶ The maximum class size and teacher-to-student ratio were changed as of the 2011-2012 school year, as a result of budget constraints, and will continue at least until the 2017-2018 school year. However, roster data reports that the average class size is 20 students with a 1:10 ratio.
- ⁷ All programs are required to serve lunch, but if a program participates in the Child and Adult Care Food Program (CACFP), the program is required to also serve a snack during the pre-K day.
- ⁸ 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.
- ⁹ Additional comprehensive services are offered in the Summer Transition Program (STP). Each STP site is funded for a Transition Coach to work with families.
- ¹⁰ During the 2016-2017 school year, there were 158 fully inclusive classrooms with an approved model and full-day special education teacher. In addition, there were a total of 2,863 children with an IEP served in Georgia's Pre-K.
- ¹¹ DECAL offers an RPK STP which is targeted to low-income families whose children must be age eligible for Georgia's Pre-K Program in the upcoming school year. The RPK program is focused on children whose home language is Spanish. The instruction in these classrooms is taught in both English and Spanish. Classrooms are staffed with bilingual staff. During the 2016-2017 summer, DECAL served 770 children in 55 classrooms. The staff-to-child ratio for the RPK is 1:7.
- ¹² 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). The WIDA E-ELD Standards are designed to be used in conjunction with the GELDS to help practitioners concretely connect the linguistic variations and needs of DLLs across all content areas of standards-based curricula and assessments.
- ¹³ Programs are required to report children whose home language is not English on the student roster.
- ¹⁴ 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.
- ¹⁵ DECAL provides a website (www.gelds.dec.al.ga.gov) which includes resources for families, teachers, and providers on the ELD. All pre-K teachers are provided with a GELDS manual and toolbox. PEACH is a newly developed interactive website (www.peach.dec.al.ga.gov) that provides ELD-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online and print lesson plans.
- ¹⁶ DECAL completes a full curriculum review approximately every 5 years to identify curriculum models that best support Georgia's Pre-K Program. DECAL's approved curriculum list also includes: Alpha Skills Pre-K, Beyond Centers and Circle Time, Big Day for Pre-K, CORE Knowledge, DIG, Frog Street, Galileo, Investigator Club, We Can, and Wings. This curricula list is provided on the DECAL website with guidance regarding selection of a curricula.
- ¹⁷ Individual programs can request approval to implement a subject-specific curriculum. Last year, programs were eligible to apply for funding to implement the social emotional curricula, Second Step.
- ¹⁸ Lead teachers must have a minimum of a Bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). Twenty-six percent of lead teachers have an advanced ECE degree beyond a BA; 939 lead teachers have a Master's degree, 117 have a Specialist degree, and 3 teachers have a Doctorate. In addition, 68% 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.

- ¹⁹ A CDA is the minimum requirement for assistant teachers in Georgia's Pre-K Program. However, the majority of assistant teachers hold a state paraprofessional license issued by the Georgia Professional Standards Commission (1,534). Additionally, many assistant teachers have a higher ECE credential: 274 have a Technical College Diploma, 350 have a Technical College Certificate, 354 have an Associate's degree, 148 have a BA, and 16 have an advanced degree.
- ²⁰ 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 3 hours of appropriate training.
- ²¹ Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. A Professional Development Plan is used as a tool to help plan a career, guide development and assess progress toward career goals. 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 training attended), timelines for completion, hours accrued, and reviews of progress toward goals.
- ²² 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.
- ²³ The amount of support or coaching visits is differentiated based on teacher and program needs. New teachers receive additional visits while veteran teachers may only be visited 2 or 3 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 41 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.
- ²⁴ The number of teachers assigned to a coach depends on the type of services and teacher need. For MMCI, each Specialist supports 10 classrooms. On average, each pre-K specialist is assigned 100 classrooms; however, the support is differentiated based on need. There are also nine regional Inclusion Specialists. Programs are required to have both system and site level personnel to support pre-K classrooms, and DECAL provides training and resources to those personnel.
- ²⁵ An additional \$2.78 million in CCDF funding was used to support the STP.
- ²⁶ Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are 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 MMCI PD. 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 Specialists.
- ²⁷ 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.
- ²⁸ The current evaluation is ongoing. A representative sample of children from pre-K through third grade is being evaluated. In September 2017, results from the first grade year were published. The evaluation includes child outcomes and quality measures for each year.

HAWAII - Hawaii's Executive Office on Early Learning Public Pre-Kindergarten Program

- ¹ Although the Hawaii Department of Education does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the Hawaii Department of Education (DOE).
- ² There are seven full-time equivalencies including: one Educational Specialist responsible for administration of the program and six Resource Teacher positions that provide support to each of the schools.
- ³ 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.
- ⁴ Priority is given to families meeting the income requirement and those who fall into certain at-risk categories. However, if a school offering an EOEL Pre-Kindergarten is unable to fill all spaces, the income requirement may be waived and the spaces can be offered to families who do not meet the income requirements.
- ⁵ Breakfast is offered before the start of the school day for a fee (unless the student qualifies for free or reduced-price meals).
- ⁶ 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 screening, height/weight, blood pressure, required immunizations, and a TB test.
- ⁷ 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.
- ⁸ Statute specifies that English language learners are one of the EOEL Public Pre-Kindergarten Program's enrollment priorities.
- ⁹ Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- ¹⁰ Although it's not currently mandated, the Hawaii ELDS are aligned with the assessments used in the EOEL Pre-Kindergarten Program.
- ¹¹ There is on-going training and feedback provided to teachers with respect to curriculum and instruction.
- ¹² EOEL has worked with the Hawaii Teacher Standards Board to change licensure requirements relating to early childhood education. Starting January 1, 2019, 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.
- ¹³ Although there were 21 classrooms, one classroom was staffed by a long-term substitute teacher instead of a regular teacher, and was not taken into consideration on this item.
- ¹⁴ 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 Hawaii Department of Education. The 48 semester credits can be from various program or academic areas, but 3 must be for math and 3 for English courses. Hawaii is in the process of working on the implementation of a requirement for all Assistant Teachers in the EOEL Public Pre-K Program to have at least 9 credits of coursework (comparable to a CDA) in Early Childhood or Child Development.
- ¹⁵ 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 Early Childhood Education are offered to teachers per year in addition to the required 21 hours.
- ¹⁶ Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the skill of the individual teacher and assistant teacher based on self-reporting as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring 1-2 times a month while those needing more support may receive coaching/mentoring 1-2 times per week.
- ¹⁷ Hawaii does not have a QRIS system in place at this time.

ILLINOIS - Illinois Preschool for All (PFA)

- ¹ Children from all counties participate. However, funding does not allow for services to be provided to all children whose parents want them to attend.
- ² Enrollment by other home languages includes the following: Mandarin: 124 children (60 3-year-olds; 63 4-year-olds; 1 5-year-old); Tagalog: 188 children (71 3-year-olds; 117 4-year-olds); Vietnamese: 172 children (57 3-year-olds; 115 4-year-olds); French: 197 children (89 3-year-olds; 108 4-year-olds); German: 10 children (4 3-year-olds;

- 6 4-year-olds); Arabic: 1,186 children (489 3-year-olds; 697 4-year-olds); Polish: 626 children (251 3-year-olds; 375 4-year-olds); Urdu: 450 children (193 3-year-olds; 257 4-year-olds); Other home languages: 2,969 children (1,326 3-year-olds; 1,642 4-year-olds; 1 5-year-old).
- 3 There is not a formal partnership but child care centers are eligible recipients of Preschool for All (PFA) funding and provide wraparound services for the children in PFA who are also in their centers.
 - 4 A child must be 3 years old to enroll in preschool. If a child turns 3 after September 1, he/she may enroll in PFA after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.
 - 5 Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community determined by those exhibiting the most at-risk factors.
 - 6 Vision and hearing screenings must be conducted annually for preschool-age children by technicians or nurses trained and certified by the Illinois Department of Public Health. Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations but there is no state requirement to report on dental examinations until kindergarten.
 - 7 Resources for supporting English Learners can be found here: https://www.isbe.net/Documents/preschool_faq.pdf and <https://www.isbe.net/Pages/Preschool-English-Language-Learners.aspx>.
 - 8 For additional information, please see: https://www.isbe.net/Documents/preschool_faq.pdf.
 - 9 Supports for families of DLLs are suggested, but not required.
 - 10 ExceleRate Illinois, the Quality Recognition and Improvement System, provides additional information about child assessment and a list of assessments that are aligned with the Illinois Early Learning and Development Standards (IELDS). Additional information can be found at: <http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=51>. The Illinois Early Learning Project provides resources, tip sheets, benchmark videos, etc.: (<http://www.illinoisearlylearning.org/>).
 - 11 Ninety-six percent of the PFA programs are using Creative Curriculum. ExceleRate Illinois provides additional information about curriculum and a list of curricula that are aligned with the IELDS (<http://www.excelerateillinoisproviders.com/resources/resources-by-standard?id=48%20>).
 - 12 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) An AA 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).
 - 13 Assistant teachers must work under the direct supervision of a licensed teacher.
 - 14 Each program must have staff development assessment procedures and ongoing professional development activities that demonstrate how the results of the assessment were used to inform the program's staff development.
 - 15 Coaching is provided to teachers in PFA classrooms based on the monitoring report for that PFA program. However, coaching is not required by state policy.
 - 16 The non-required local sources are self-reported by programs who contribute local/other funding to supplement Preschool programs.
 - 17 Classrooms quality observations are conducted on a three or four-year cycle. Classrooms are also monitored for compliance.
 - 18 Additional monitoring includes annual health, life, and safety inspection of school buildings. Child care centers must meet licensing requirements. All PFA programs are required to participate in ExceleRate Illinois. All programs have a rating that is renewed after each monitoring visit. In addition to the ECERS or CLASS, assessors use a compliance checklist. Compliance reviews examine teacher certification, use of a research-based screening tool, research-based curriculum, kindergarten transition planning, community collaboration planning, and meeting requirements for serving homeless children and ELL students.
 - 19 Sixty-five percent of PFA programs use Teaching Strategies GOLD and 25 percent 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.
 - 20 Kindergarten Individual Development Survey (KIDS) was adapted from the DRDP-SR. It has been piloted, field-tested, and calibrated. Fourteen measures have been identified for state reports. For the 2017-2018 school year, all schools must evaluate each Kindergarten student based on the fourteen measures, and report this information to the state.
 - 21 All PFA programs located in child care centers do not receive their ExceleRate rating from ISBE. They receive a rating as part of the larger center in which they are housed through the child care ExceleRate path.

INDIANA - On My Way Pre-K

- 1 Statute requires Indiana Department of Education involvement in the administration of On My Way Pre-K. Additionally, prior to implementation, the State Board of Education must review and comment on the provision of the program.
- 2 Indiana code limited the program to include eligible providers in not more than five counties. Allen, Jackson, Lake, Marion and Vanderburgh counties were selected out of a total of 18 who completed an assessment based on county readiness and need.
- 3 There are children enrolled with On My Way Pre-K funding who receive services with an IEP/IFSP but this data is not collected.
- 4 Some licensed Head Start programs participate as approved On My Way Pre-K providers and 135 children were enrolled in these Head Start programs and funded by the state preschool program. On My Way Pre-K grants at these programs funded additional slots that were not already funded through Head Start, to support the needs of individual families, with total reimbursement not to exceed the cost of providing such services.
- 5 Now that Head Start programs are moving to full-time programs, children are not dually enrolled in Head Start and On My Way Pre-K, as most Head Start programs previously extended from half-day to full-day with this additional funding stream.
- 6 The sum of enrollment by race exceeds the total number of children enrolled because some reported more than one race.
- 7 The number of children in Head Start represents children enrolled in licensed Head Start programs with grants for On My Way Pre-K.
- 8 Families have a choice of full-day or part-day, as well as calendar-year or school-year. Programs can set their schedules individually and may choose to operate on either a school- or calendar-year schedule, as long as the total operating hours and days reaches the minimum required amount. On My Way Pre-K does not have a minimum number of hours per day requirement; however, the program requires a minimum number of program hours per year (450) and a minimum number of days per year (114) in order to determine program reimbursement. For a program to meet the minimum requirements for both hours and days per year, the program would need to run at least four hours per day. Programs are reimbursed based on the total hours of pre-K services offered. Children may be counted multiple times in the enrollment by operating schedule numbers if they attend a provider whose schedule is of varying hours of length throughout the week.
- 9 A formal partnership is not in place; however, many programs in public schools, CCDF, and Head Start are layering funding to provide full-day, full-year services as appropriate, with total reimbursement not to exceed the cost of providing such services.
- 10 Indiana Code limits an eligible child to an individual who is at least 4 years of age and less than 5 years of age on August 1 of the state fiscal year for which a grant is sought. A child that does not meet the August 1 deadline and will attend kindergarten the following year may be allowed to enroll in pre-K if signed documentation on school letterhead is received stating that the child will be allowed to enroll in kindergarten the following year. This is sometimes allowed for children whose birthday falls within the first week of August.
- 11 Age-eligible children must reside in one of the approved pilot counties to be eligible to receive a grant and be a member of a household with an annual income that does not exceed 127% FPL. Eligibility was also determined by a randomized, computerized lottery as family applications exceeded the funds made available for grants.
- 12 Programs must provide nutritious meals and snacks at appropriate times. Part-day programs are required to provide a snack. Full-day programs provide meals according to licensing requirements.
- 13 Programs are required to have immunization records and current physicals on file for all children. However, no screenings are required.
- 14 In order to meet the language needs of DLLs, Indiana has adopted the WIDA Early English Language Development Standards (E-ELD). By utilizing these standards

alongside the Indiana Foundations, a quality program honors the children's home languages, embraces dual language development, promotes family and community engagement, and builds partnerships to support young, Dual Language Learners.

- ¹⁵ Indiana's Early Learning Guidelines are in alignment with the K-12 standards. The required assessment for On My Way Pre-K, Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR), is aligned with the ELDS. ISTAR-KR is aligned to the Indiana Standards for kindergarten in the areas of English/Language Arts and Mathematics and includes three functional areas: physical, personal care, and social-emotional skills. Programs receive technical support and coaching from the QRIS coaches to support ELDS. State infant and toddler standards are included in ELDS.
- ¹⁶ Participating On My Way Pre-K programs agree to administer the Indiana DOE kindergarten readiness assessment, ISTAR-KR, for children enrolled as On My Way Pre-K students, at least twice during the program year. ISTAR-KR is aligned with the Indiana Foundations (ELDS), but programs are cautioned that the foundations are not a curriculum. The first assessment must be completed within six weeks of the child's start date and the last must be completed and entered prior to June 30th of the program year. Additional assessments through the program year are recommended in order to facilitate individualized student instruction.
- ¹⁷ Educational requirements are based on requirements of the QRIS - Paths to QUALITY. Program eligibility is Level 3 or 4. Requirements for Level 3 are that 50 percent of staff has a CDA, equivalent, or higher. Level 4 requires accreditation and programs must meet the education or degree requirements of an approved accrediting body. QRIS standards may be found at <http://childcareindiana.org>.
- ¹⁸ There is not a requirement for a specific number of hours in health and safety for 2016-2017 but hours should be continuing education approved by the division and related to the age appropriate educational development, care, and safety of children. Also, to meet the requirements of the federal Child Care and Development Block Grant Act of 2014, health and safety pre-service or orientation training for lead teachers and assistant teachers in this state-funded preschool program is required.
- ¹⁹ The Indiana Core Knowledge and Competencies (CKC), second edition, was adopted by the Indiana Professional Development Network on April 6, 2016. The Indiana CKC identifies what professionals need to know and be able to do when working with infants, children, youth, and their families. It includes a professional development planning tool to help assess knowledge and skills and includes a planning tool for individualized professional development plans to be created.
- ²⁰ Coaches are available to all enrolled Paths to QUALITY programs on an as-needed basis. State Licensing Consultants are also available to programs to provide assistance. Programs, not individual teachers, are assigned to coaches, and there are not state requirements as to the number of programs assigned a coach. Coaches are employees of entities under contract with the state, and caseloads are addressed within that scope of work.
- ²¹ Purdue University conducts classroom observations in classrooms with longitudinal study children enrolled.
- ²² Purdue University evaluates classroom quality and improvement of school readiness and academic outcomes through 3rd grade of children receiving a grant. Structured observations are also completed by the state's Paths to QUALITY raters yearly.
- ²³ Program evaluation is ongoing. Programs must be highly rated on Paths to QUALITY. The Office of Early Childhood and Out of School Learning (OECOSL) of the Indiana Family and Social Services Administration contracted with Purdue University to conduct an evaluation of Indiana's On My Way Pre-K. This evaluation is designed to inform stakeholders on program quality and growth of children's skills, as well as address the effectiveness of the pre-K program in improving children's school readiness, children's early school performance, and parents' school engagement. Evaluators will also examine the impact of part-day vs. full-day and part-year vs. full-year programming on children's learning outcomes.
- ²⁴ The purpose of Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR) is to measure skills in children from infancy to kindergarten. This web-based instrument is rated by teachers based on their ongoing observations of children engaged in typical daily routines and activities. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine which skills a child has mastered and to identify the skills a student needs to learn next. This assessment is required to be administered within 6 weeks of beginning and ending the program, but encouraged as needed throughout the year to inform practice.
- ²⁵ Private schools can meet eligibility by being accredited by one of IDOE's regionally or nationally approved accrediting bodies, or one of FSSA/OECOSL's nationally accrediting bodies.

IOWA - Iowa Shared Visions

- ¹ There are 32 grants held within these 22 school districts. Additionally, there are 16 other organizations (including Head Start programs and licensed non-profit child care centers) which provide services through an additional 35 grants (at 34 locations). Shared Visions Preschool programs are located within 37 of the 99 counties across the state.
- ² Children may attend both Shared Visions and Statewide Voluntary Preschool Program (SWVPP) for different portions of the day or different days of the week, allowing for a full- or extended-day. Participation in a program may not be funded by both sources at the same time as supplanting of funds is not allowed. A count of how many children were enrolled in both preschool programs is not available.
- ³ The number of children receiving special education services in Shared Visions is not an unduplicated count. A total of 205 children (cumulative number) received Early Childhood Special Education (ECSE) services through an IEP who were enrolled in the Shared Visions program. Of these, 127 (52 three-year-olds, 69 four-year-olds, 6 five-year-olds) already had an IEP when they enrolled in Shared Visions and 78 (32 three-year-olds, 42 four-year-olds, and 4 five-year-olds) began receiving services through an IEP after enrollment.
- ⁴ There were 500 children enrolled in a Shared Visions program where the awarded grantee was a Head Start program. It is unknown how many additional children were enrolled in a Shared Visions program and also spent a portion of the day in a Head Start program. Additional children enrolled in Shared Visions were also enrolled in Head Start but the number is unknown. Program designs include dual enrollment with blended funds, part-day of each program, and state preschool with Head Start as wrap-around.
- ⁵ These numbers represent those children enrolled in a Shared Visions Preschool that is operated by a Head Start grantee. This does not include children who are enrolled in a Shared Visions Preschool operated by another type of organization who also attend a Head Start program not associated with the grantee. That data is not collected.
- ⁶ All program operating schedules are determined locally and are to be based on community need in the application process. There is no minimum number of hours per day or days per week required for the Shared Visions program.
- ⁷ Although there is no formal partnership at the state level, the grant application requests information related to collaboration. In the 2016-2017 school year, some Shared Visions programs blended with the SWVPP and/or Head Start programs to increase hours in order to meet the needs of children and families. SWVPP funds may be used to provide school- or extended-day services to children if the program meets NAEYC standards and adds at least 10 hours of instruction per week by an early childhood endorsed teacher. The daily and annual operating schedules are described as part of the competitive grant application process and address identified needs within the community.
- ⁸ Kindergarten-age eligible children who meet these other criteria may only enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors.
- ⁹ A minimum of 80% of funded slots must be filled by children whose families are at or below 130% FPL. No more than 20% of funded slots may be filled by children who are over income but meet certain other risk factors. There must be at least one risk factor present for eligibility. Children who are not eligible based on income may enroll provided they are served on a sliding-fee schedule determined at the local level and are eligible according to one or more of the other eligibility criteria. Additional locally determined risk factors also considered include: parent is incarcerated, parent is illiterate, parent is chronically mentally ill, and other special circumstances which may be interpreted by the local program. Teen parent is defined as under the age of 18.
- ¹⁰ In accordance with NAEYC Standards and Accreditation Criteria, mixed-age classrooms with 3- and 4-year-olds must not exceed a maximum group size of 18.
- ¹¹ The specific meals offered depend on the hours of operation but programs are required to follow NAEYC criteria. Programs must serve a meal and ensure a second meal is served if children are still in attendance at least two hours later. Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered.
- ¹² 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. Full physical exams include routine screenings as outlined by AAP.
- ¹³ In general education classrooms, teachers must have an appropriate endorsement that includes early childhood special education. Alternatively, a properly licensed and endorsed teacher must be identified as responsible for special education services in that classroom, and collaborate with the general education teacher.

- ¹⁴ 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 languages. Programs are required to screen and assess all children in their home language.
- ¹⁵ Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer Teaching Strategies GOLD.
- ¹⁶ During 2016-2017, materials were made available, including at the preschool grade-level, to support instruction at the universal tier level. Additionally, a state-sponsored training was conducted in 2016-2017 and information/professional development sessions were offered on curriculum. Other training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies - AEAs - in Iowa), and/or vendors. Existing funds may be used to support professional development of Shared Visions staff in the area of curriculum; additional funding is not provided specifically for this purpose. The exception in 2016-2017 would be that a stipend for grantee staff attending the state-sponsored professional development opportunity was offered.
- ¹⁷ The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research or evidence-based and must align with the Iowa Early Learning Standards. Programs may use grant funds to support curriculum implementation or training.
- ¹⁸ All teachers employed by nonpublic schools must have a minimum of an AA or equivalent, and at least 75% of teachers must also have a minimum of a BA in ECE, CD, Elementary Education, or Early Childhood Special Education, and this training must include the development and learning of children birth through kindergarten. Lead teachers in nonpublic settings follow NAEYC standards, which increased in 2015 to require a minimum of an AA in ECE or CD. If there is only one classroom, the lead teacher must have a minimum of an AA and be working towards a BA. When there is more than one classroom, some teachers will be required to have a BA and some may have an AA. Lead teachers in Shared Visions classrooms that are blended with SWVPP are required to have an early childhood endorsement as part of their teaching license and meet the SWVPP requirements which requires a license in Pre-K, Pre-K - K, Pre-K - 3rd Grade, Birth - K, or Birth - 3rd Grade.
- ¹⁹ At least 50% of assistant teachers must have a CDA or equivalent and 100% of those without the CDA or equivalent must have a high school diploma and be working toward the CDA or equivalent. An equivalent to the CDA is defined as a minimum of 12 college credits (semester hours) in ECE, CD, Elementary Education, or Early Childhood Special Education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development.
- ²⁰ Per program standards, initial orientation and training of staff members must include health, safety and emergency procedures. All program staff must receive professional development (PD) in curriculum, assessment, working with diverse families, child development, and working with children with special needs. 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 licensed by the Department of Human Services and require 6 clock hours of PD annually.
- ²¹ Program standards state that mentoring, coaching, and professional development must be included in a program's professional development plan, but it is locally developed.
- ²² The non-required local sources may be more than what is reported as many grantees choose to only report the amount necessary to show the required 20% match. Additionally, special education dollars support ECSE services in these classrooms but it is not reported separately or collected. Many grantees are Head Start organizations, and the amount of federal dollars used to support the classrooms is not collected outside of asking to show a 20% match.
- ²³ Program standards, which are required to be implemented by state law, require teaching staff to receive ongoing reflection and feedback from their supervisors. Additionally, programs receive visits at least annually, but as needed, by Area Education Agency (AEA) staff.
- ²⁴ Classroom assessment instruments are selected at the local level. Many programs report use of ECERS and CLASS.
- ²⁵ Review of facilities and safety requirements are done locally and required by program standards. Additionally, DHS licensing visits occur annually and review facilities/safety requirements. Participation in the state quality rating system (QRIS) is voluntary. Review of program records occur a minimum of 2 times per year through an annual (end-of-year) report and a mid-year budget report. Additionally, state consultants may conduct site visits as deemed necessary. An annual renewal application must be submitted and reviewed/approved by state consultants to verify Iowa law and program requirements will be met through implementation of the submitted service plan.
- ²⁶ The state contracted with the University of Iowa to conduct a program evaluation which was completed by the end of June 2017. The final report is not yet available. The purpose of the planned evaluation was to collect baseline data for years 1 and 2 of the grant cycle (2015-2016 and some of 2016-2017). This data will be used for program improvement in years 3-5 of the grant cycle. Additionally, information was collected on the support and professional development needs of teaching staff, and on utilization of the required state assessment. A staff survey was conducted and data from various sources were utilized (annual reports, applications, assessment data, etc.).
- ²⁷ Teaching Strategies GOLD is required and Individual Growth and Developmental Indicators (IGDIs) is optional. Documentation for science and technology, social studies, and the arts objectives in TS GOLD is not required based on guidance in Iowa GOLD Procedures.
- ²⁸ There are three checkpoints identified for Teaching Strategies GOLD: in the fall, winter and spring. However, the assessment is administered on an ongoing basis over the course of the year.
- ²⁹ Kindergarten assessment requirements in Iowa are related to Early Literacy Implementation law (Iowa Code 279.68) and Iowa Code 279.60. State law requires all kindergarten through third grade students to be assessed at the beginning of the school year and intermittently throughout the year using a Department-approved, universal screening assessment. This is so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. Most districts use FAST (Formative Assessment System for Teachers); however, districts may use any screener that is state approved for this grade level. Additionally, districts must provide periodic assessments of students who are persistently at risk in reading, and students who are at risk in reading, for the purpose of progress monitoring using a Department-approved progress monitoring assessment.
- ³⁰ State law requires an approved literacy screening assessment for kindergartners so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. The state supports and offers without cost, the use of FAST. Therefore, most districts use FAST; however, districts may use any screener that is Department-approved for this grade level.

IOWA - Iowa Statewide Voluntary Preschool Program (SWVPP)

- ¹ School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners.
- ² The total enrollment is an unduplicated count for the children enrolled in the Statewide Voluntary Preschool Program (SWVPP). Not all of these children receive the 0.5 funding for SWVPP as some children are supported with state special education funds or other sources of funding. Children may attend both Shared Visions and SWVPP for different portions of the day or different days of the week, allowing for a full- or extended-day. Participation in a program may not be funded by both sources at the same time as supplanting of funds is not allowed. A count of how many children were enrolled in both preschool programs is not available.
- ³ These counts include children who received instructional IEPs or support-only IEPs (OT, PT, and/or Speech-language therapy). A total of 280 children were on support-only IEPs (270 four-year-olds, 8 three-year-olds, and 2 five-year-olds) and 962 children were on instructional IEPs.
- ⁴ Children in the SWVPP may participate in both state-funded preschool and Head Start (dually enrolled); however, information about the ages and numbers of children dually enrolled is not collected systematically. The information provided was collected from Head Start directors of Iowa grantees and it should be considered an estimate based on interview.
- ⁵ Enrollment by home language does not add up to the total enrollment due to missing data. In addition, there are 962 preschool students with IEPs for which home language information is available, of whom 917 had a home language of English, 36 had a home language of Spanish, and a language other than English or Spanish was reported for 9 students. Based on comparison with total enrollment reported above, home language information is not available for 151 preschool students.
- ⁶ Additionally, there were 962 preschool students with IEPs for which information about eligibility for Free and/or Reduced Price Lunch is available. Of these students, 361 students were eligible for free lunch and 43 were eligible for reduced price lunch.
- ⁷ All programs are under the auspices of the school district. Community partners such as Head Start, state-accredited nonpublic schools, licensed child care/preschools, and community-based preschool/child care also serve children. The number of children enrolled by location is based on preliminary data from Fall 2016 and should be considered an estimate, particularly for Head Start locations.
- ⁸ Programs operate a minimum of 10 hours per week; the average is about 14 hours per week. Almost all programs operate at least 3 days per week; with most operating 4 days per week. Although there is not a formal state partnership to provide extended-day services, partnerships with Head Start may exist at the local level to provide

school-day programming.

- ⁹ State funding is not provided based on a minimum number of hours annually. State funding is provided based on meeting SWVPP assurances which include providing a minimum of 10 instructional hours weekly. An estimate is provided for minimum number of hours per year that may be offered based on a 180-day calendar year, accounting for five days to complete required home visits. Many programs offer more than the minimum required weekly hours.
- ¹⁰ During 2016-2017, children who were age-eligible for kindergarten could enroll in the pre-K program if space and funding were available. Pre-k funding could not be used to support participation of children who were age-eligible for kindergarten. 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 Core in the pre-K classrooms. Older and younger children were eligible to participate if space and funding were available.
- ¹¹ All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence.
- ¹² Programs are only required to offer a snack, although it is recommended that they serve a meal. If the program operates more than 15 hours per week, a meal is served. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.
- ¹³ Record of physical exam within six weeks of enrollment is required based on program standards and criteria. The Iowa Department of Public Health Administrative Code requires that immunizations be current prior to enrollment. 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. Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.
- ¹⁴ In general education classrooms, teachers must have an appropriate endorsement that includes early childhood special education. Alternatively, a properly licensed and endorsed teacher must be identified as responsible for special education services in that classroom, and collaborate with the general education teacher.
- ¹⁵ 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 languages. Programs are required to screen and assess all children in their home language.
- ¹⁶ Iowa Code 279.60 requires district-sponsored programs to administer Teaching Strategies GOLD.
- ¹⁷ The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined but must be research or evidence-based and must align with the Iowa Early Learning Standards. Programs may use grant funds to support curriculum implementation or training. 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--in Iowa), and/or vendors. Existing funds may be used to support professional development of SWVPP staff in the area of curriculum; additional funds are not provided specifically for this purpose.
- ¹⁸ 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. A teacher who holds only an early childhood special education license is not appropriately licensed/endorsed.
- ¹⁹ Requirements depend on the overseeing agency. Some classrooms follow Iowa program standards, others NAEYC, and others Head Start. For Iowa 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. A paraeducator certificate is required in Title I schools. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA. NAEYC defines an equivalent to the CDA as 12 college credits in ECE fields.
- ²⁰ State policy requires professional development (PD) but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance does not specify a number of hours of PD annually required for teacher assistants but does require that teacher assistants receive appropriate PD in early childhood education. Each staff member should have an individualized PD plan that is used to inform continuous PD.
- ²¹ 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 implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in early childhood education.
- ²² Total state funding was \$76,380,493 plus additional special education funding. Pre-K students who are 4 years old by September 15 are funded at 50% of the K-12 student aid. The preschool budget enrollment is equal to 50% of the actual enrollment of eligible students participating in the program. Preschool foundation aid is calculated by multiplying the district cost per pupil for the base year times the district's preschool budget enrollment.
- ²³ 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.
- ²⁴ Classrooms in districts (and their community partners) that are newly implementing the SWVPP are visited in their second year of implementation. In addition, districts or community partners that are newly implementing the Iowa Quality Preschool Program Standards receive site visits in their second year of implementation. Programs also receive visits at least each year by AEA staff.
- ²⁵ 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, and Head Start Program Performance Standards. Review of facilities and safety requirements are included in onsite monitoring and AEA visits. Facilities that are DHS licensed are also monitored by DHS licensing consultants. QRIS levels are currently reviewed every 2 years but QRIS participation is voluntary. For those programs receiving onsite visits, review of program records is included. All who conduct classroom observations are trained verifiers for the Iowa Quality Preschool Program Standards and Criteria. All districts are required to report compliance information which the Department of Education cross checks with student reporting and teacher licensure.
- ²⁶ Teaching Strategies GOLD is required and Individual Growth and Developmental Indicators (IGDIs) are optional. Documentation for science and technology, social studies, and the arts objectives in TS GOLD is not required based on guidance in Iowa GOLD Procedures.
- ²⁷ Kindergarten assessment requirements in Iowa are related to Early Literacy Implementation law (Iowa Code 279.68) and Iowa Code 279.60.
- ²⁸ State law requires an approved literacy screening assessment by October 1 for kindergartners so districts may address additional supports needed to help children be proficient in literacy by the end of third grade. Most districts use FAST (Formative Assessment System for Teachers); however, districts may use any screener that is Department-approved for this grade level.

KANSAS - Kansas Preschool Program

- ¹ Programs must provide 465 hours per year of education. The actual schedule is determined at the local level, with most programs operating approximately three hours per day, five days per week, but some programs operate four days per week.
- ² At least 50% of children enrolled must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English-speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, and social rehabilitation services referral. Eligibility for the other 50% of children is based on the discretion of the local program.
- ³ Other screenings may be conducted, but these are locally determined.
- ⁴ Selection of curriculum is a local decision, but the State Education Agency (SEA) does provide support for aligning curriculum according to the standards.
- ⁵ A CDA or AA in Early Childhood Education (or related field) is strongly recommended.
- ⁶ KELI-4 is administered two times per year. MyIGDI is administered three times per year.

KANSAS - Kansas State Pre-Kindergarten Program

- ¹ A total of 181 districts were selected to participate in this program. The districts remained the same for the 2016-2017 school year.
- ² Three-year-olds are enrolled in Pre-K, but they cannot be disaggregated as part of State Pre-Kindergarten Program (At-Risk Pre-K) versus other types of Pre-K programs.
- ³ For classes with 21 to 25 students, a third teacher must be added. This additional teacher can be an assistant teacher.
- ⁴ The Early Childhood Special Education program has a curriculum list, and many Pre-K programs are blended and use the same tools.

⁵ A CDA is encouraged.

KENTUCKY - Kentucky Preschool Program (KPP)

- ¹ Children with disabilities are eligible for preschool services on or after their 3rd birthday.
- ² 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.
- ³ Spanish is the most frequently spoken home language other than English, followed by Arabic, Russian, Burmese and Nepali.
- ⁴ All at-risk four-year-old students qualify for free and reduced lunch (8,879). The income eligibility criteria is limited to four-year-old children at the rate of 160% of the federal poverty level.
- ⁵ Race and ethnicity enrollment breakdowns do not match the total enrollment because the data were extracted from the system at different times. In addition, when there are fewer than 10 children in a grouping, those numbers are not reported to protect the privacy of those children.
- ⁶ Kentucky's database system does not specify if classrooms are physically located in a public school building or Head Start facility. In 2016-2017, there were 66 school districts partially or fully blended with Head Start.
- ⁷ 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 2016-2017, there were 74 full-day programs, 79 half-day programs, 18 programs offering a full-day and half-day schedule, and two programs delegating services to Head Start. Statewide, through these programs, there were 973 half-day sessions and 624 full-day sessions offered.
- ⁸ 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.
- ⁹ The preschool program is required to follow the school year. 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.
- ¹⁰ 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.
- ¹¹ 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. Eligibility based on homelessness and foster care applies to 4-year-olds. Homeless children are categorically eligible as free-lunch eligible.
- ¹² 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.
- ¹³ The school districts are required to serve breakfast or lunch for a half-day program. Full-day programs serve both breakfast and lunch.
- ¹⁴ 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.
- ¹⁵ 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.
- ¹⁶ The preschool program does not have direct access to Title III funds and English Language services begin in kindergarten. However, schools may have access to the Title III coordinator or staff in the district for support and resources. According to the preschool regulation, there must be staff and program resources reflecting the racial and ethnic population of the children in the program and child assessments used are expected to consider the cultural background of the children.
- ¹⁷ 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) Assessment, Evaluation and Programming System (AEPS); (2) Carolina Curriculum for Infants/Toddlers/Preschoolers with Special Needs; (3) Teaching Strategies GOLD; (4) COR Advantage; and, (5) Work Sampling System. Most programs have selected and implemented TS GOLD.
- ¹⁸ Kentucky uses Race to the Top Early Learning Challenge (RTT-ELC) grant funding to support implementation of early childhood standards. The Early Learning Leadership Networks (ELLNs) provided leadership, service and support to school districts with implementation of assessments and standards, focusing on math, English Language Arts, and science standards.
- ¹⁹ KDE and regional training centers (RTCs) provide leadership, service and support to school districts to ensure curricula and assessment are implemented with fidelity.
- ²⁰ Decisions about curricula are made locally by school districts. However, curricula must be developmentally appropriate, relevant to and reflective of students needs, and integrate a variety of skills into activities that are targeted toward the interests of children. Support for making decisions about curriculum is provided to districts by the Kentucky Department of Education (KDE) and Regional Training Centers (RTCs).
- ²¹ 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. This means in blended classrooms, the lead teacher must have IECE certification even if the teacher is employed by Head Start.
- ²² In Title I schools, assistant teachers must complete two years of higher education, hold an associate's degree or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). Kentucky is still reviewing the possibility of recognizing the CDA as equivalent to the KPA for Title I qualification. All preschool assistant teachers are required to have 18 clock hours of training each year.
- ²³ 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: <http://education.ky.gov/TEACHERS/PGES/Pages/PGES.aspx>; and the Preschool PGES guidance: <http://education.ky.gov/teachers/PGES/TPGES/Documents/TPGES%20Guidance%20for%20Preschool.pdf>.
- ²⁴ The dedicated revenue source for state-funding is the Kentucky General Assembly (KGA). For 2016-2017, the KGA allocated \$90,113,200 to preschool with directions to use \$7,500,000 of that amount to incentivize public-private partnerships between school districts and child care providers to develop full-day, high-quality programs for CCAP eligible children.
- ²⁵ State funds are appropriated to school districts through a non-competitive allotment system approved by the Kentucky Board of Education. This typically represents the highest portion of funding districts spend on preschool. However, most districts use local funds to support the program. The state-funded preschool formula is based on the average number of eligible children served on December 1 and March 1 of the prior academic year. The final award amount is achieved by multiplying the per-child rates for each eligibility category (e.g., at-risk, speech, developmental delay, severe) by the average number of students per category.
- ²⁶ With funding in House Bill 303, the Kentucky Department of Education partnered with early childhood shareholders to develop 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 6 hours of operation 4 or 5 days per week. In 2016-2017, there were 23 planning grants awarded for a total of \$531,962 and 46 implementation grants awarded for a total of \$5,980,861.
- ²⁷ In 2016-2017, IECE certified lead preschool teachers were required to participate in Kentucky's Teacher Professional Growth and Effectiveness System (TPGES), a fair and equitable statewide system designed to help teachers and principals gain a clear understanding of how they can most effectively support and promote student growth, achievement, and readiness. The KPP also evaluates local program quality through the Preschool Program Review (P2R) process. Every district receives a visit from a KDE site visit team once every five years, or a visit from the Regional Training Center (contractor with KDE) to conduct an ECERS-R observation. Additionally, 7 to 10 school districts are randomly selected to participate in a Consolidated Monitoring (CM) site visit. During this CM process each district receives a site visit from a KDE team that includes one or more preschool team members. After the CM visit, the district receives individual program reports (preschool, Title I, etc.), a consolidated monitoring

report, and follow up technical assistance. The CM report includes collective strengths and concerns noted by individual program reviewers across the entire school district. Districts participating in the CM process are not all certified pre-K classroom teachers are observed annually using the Danielson Framework. Data from the observation are used to create an improvement plan.

- ²⁸ The Danielson Framework is used to inform classroom quality. ECERS-R, CLASS, ELLCO and other instruments may be used to measure and document teacher growth and effectiveness.
- ²⁹ In November 2016, the Education Assessment and Accountability Review Subcommittee approved OEA to study the state's preschool and kindergarten programs. The study was intended to analyze funding, enrollment, characteristics and outcomes of preschool and kindergarten programs at the state and district levels, including the number of districts that are implementing full day kindergarten. The study offered 15 recommendations for improvement, including further study to better meet the needs of Limited English Proficiency students and steps to comprehensively evaluate the preschool program once every five years beginning in 2020. Also, the study stated that free and reduced priced lunch (FRPL) students and students with an individualized education program (IEP) who enroll in preschool are more likely to test ready for kindergarten than their FRPL and IEP peers who do not enroll in preschool. The study is available here: <http://www.lrc.ky.gov/lrcpubs/RR450.pdf>.
- ³⁰ Assessments are required once in the fall (August 1 to October 1) and once in the spring (March 1 to May 1). A winter assessment is limited to students enrolling mid-term or whose assessment data were not available.
- ³¹ Data are collected and reported to meet OSEP requirements.
- ³² Schools must administer the Brigance K Screen to all students at kindergarten entry; and assess K-3 students formatively in reading and math, but assessment choices are locally determined.

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

- ¹ 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.
- ² The State receives PDG funding but it is not used to fund 8(g). Districts receive an allocation that is used to support salaries, benefits, professional services, supplies, and equipment for early childhood.
- ³ Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.
- ⁴ Priority is given to students who qualify for free or reduced price lunch. However, if all income-eligible children are otherwise served, additional students may also be served if they are screened and deemed "developmentally unprepared". After this, a decision could be made locally to serve a student with one of the aforementioned risk factors.
- ⁵ All meals and snacks must meet USDA/CACFP guidelines.
- ⁶ This program strongly encourages vision and hearing screenings. Other screenings are determined locally.
- ⁷ School programs with large ELL populations perform screenings and assessments on a local level and address each child's needs individually.
- ⁸ The Board of Elementary and Secondary Education (BESE) approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; full implementation occurred in the 2013-2014 school year.
- ⁹ Programs must assess students using Teaching Strategies GOLD or another state-approved assessment tool.
- ¹⁰ Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and ELDS utilization.
- ¹¹ In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions.
- ¹² Detailed guidance and materials developed by the state are made available to providers. Direct training or technical assistance is conducted by state and regional staff. A system of regular coaching is implemented locally as well as funding provided for local agencies or providers to conduct training and offer/identify other professional development opportunities.
- ¹³ 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.
- ¹⁴ All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: Meet the definition of highly qualified, which may include passing the ParaPro test, achievement of a CDA or AA credential, possess a high school diploma or equivalent, have extended experience of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), possess proficient oral and written communication skills, or meet all other district requirements for employment.
- ¹⁵ The funding method generates funds based on offshore drilling, and therefore the amount fluctuates from year to year. Public agencies blend and braid 8(g) funds with other state and federal funding to provide programs. The Board of Elementary and Secondary Education allocated \$10,286,400 to local education agencies for the FY 2016-2017 8(g) Student Enhancement Block Grant Program. A total of \$8,956,899 was allocated for high-quality early childhood programs. Districts received a base amount of \$55,000 and \$8.32 per pupil amount. In addition, funds (\$275,000) were allocated to the Louisiana Department of Education to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program.
- ¹⁶ Coordinated observation is the local process by which each community network ensures that every classroom in a publicly funded site in the community network receives two CLASS observations each school year. All observers must be reliable, and maintain inter-rater reliability and fidelity. The community network must conduct inter-rater reliability observation checks for 10% of all classrooms observed.
- ¹⁷ 8(g) maintains a regular monitoring cycle of site visits/evaluation. These visits are conducted by independent program evaluators employed by the oversight agency. BESE compliance officers conduct monitoring visits to make sure agencies are complying with state auditing practices and both fiscal and programmatic procedures relating to the project. Site visits, desk evaluations, and technical assistance is conducted by 8(g) staff on a regular basis. Since 8(g) students are likely intermixed in LA 4 classrooms, the LA 4 program monitoring covered the majority of the 8(g)-funded pre-K classes/sites during 2016-2017.
- ¹⁸ Evaluations are conducted annually for districts by independent evaluators to measure the impact on student outcomes. In June 2013, the Cecil J. Picard Center for Child Development and Lifelong Learning conducted a longitudinal report entitled, Longitudinal Impacts on Academic Achievement for Participants in Louisiana LA 4, NSECD, and 8(g) Early Childhood Programs. Two CLASS observations are required each year.
- ¹⁹ Each LEA requires that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening are used in placement and for planning instruction. The pupil progression plan for each LEA includes criterion for placement.

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

- ¹ There are two FTEs across the LA 4 and NSECD programs.
- ² A total of 64 out of 70 geographic school districts, 25 charter schools, and one tribal school received allocations for the LA 4 program during the 2016-2017 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 90 LA 4 participating districts.
- ³ Districts are not required to offer the program and, due to limited funds, programs must apply for funding. Priority is given to programs with previous history in the program.
- ⁴ The total enrollment figure does not include 587 tuition-paying students and an additional 4,535 students with braided funding from other sources for a total of 20,685 children.
- ⁵ In addition to new 4-year-old seats, the state used PDG funding to enhance the quality of existing birth to 5 seats.
- ⁶ All children in the LA 4 program are in public settings, other than those in diverse delivery settings. These are not considered nonpublic schools, as the allocation is still made directly to the district. These settings are required to meet the same qualifications as public school settings.
- ⁷ Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.

- ⁸ Tuition may be charged for any child who does not meet eligibility requirements (at or below 185% FPL). Such children may be charged for all or part of the LA 4 class, in an amount not to exceed that necessary for the system to provide the LA 4 class to the child. Tuition will be no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.
- ⁹ Schools are required to report annually who conducts screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.
- ¹⁰ School programs with large ELL populations perform screenings and assessments on a local level and address each child's needs individually.
- ¹¹ The Board of Elementary and Secondary Education (BESE) approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; full implementation occurred in the 2013-2014 school year.
- ¹² 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.
- ¹³ Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and ELDS utilization.
- ¹⁴ In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions.
- ¹⁵ Detailed guidance and materials developed by the state are made available to providers. Direct training or technical assistance is conducted by state and regional staff. A system of regular coaching is implemented locally as well as funding provided for local agencies or providers to conduct training and offer/identify other professional development opportunities.
- ¹⁶ 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.
- ¹⁷ 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.
- ¹⁸ LDE determines the per-pupil allocation annually based on number of available slots. Allocations are based on a per-pupil formula. Non-required local contributions are not determined or allocated by the state; instead, they are funds that may vary annually to support local community programs. Districts must agree to maintain, in each year of participation in LA 4, the same total level of funding from any source for programs or classes of early childhood education or child care provided in the year prior to participation in LA4, therefore the local amount is an average as it varies from district to district.
- ¹⁹ Coordinated observation is the local process by which each community network ensures that every classroom in a publicly funded site in the community network receives two CLASS observations each school year. All observers must be reliable, and maintain inter-rater reliability and fidelity. The community network must conduct inter-rater reliability observation checks for 10% of all classrooms observed.
- ²⁰ All programs are monitored annually and required to provide documentation of program-level outcomes through compliance with program guidelines on an annual basis. Sites must meet all safety and sanitation requirements for BESE-approval and/or child care licensing. All classes are monitored to ensure appropriate teacher credentialing and entry of assessment information. Children's learning and/or child outcomes are assessed using Teaching Strategies GOLD. Teacher self-assessments are also conducted during site visits. Monthly, quarterly, and semi-annual reports are conducted and reviewed. Monitoring of reports includes enrollment in a six-hour program, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.
- ²¹ Informal evaluations were conducted to report child outcomes (DSC/Teaching Strategies GOLD) and program quality (CLASS). The last formal evaluation was conducted in 2012-2013 by the Picard Center at University of Louisiana at Lafayette.
- ²² Publicly funded sites ensure all publicly funded children receive completed assessments in October, February, and May. Publicly funded sites must obtain approval from the department prior to using child assessment tools different from Teaching Strategies GOLD.
- ²³ K-3 Literacy Screening Assessments are also used. These are district selected and LDOE approved.

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

- ¹ There are two FTEs across the LA 4 and NSECD programs.
- ² 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.
- ³ The reported enrollment figure represents funded slots.
- ⁴ In addition to new seats, the state used PDG funding to enhance the quality of existing birth to 5 slots.
- ⁵ Many schools offer before- and after-school programs, but the state does not track or subsidize this activity.
- ⁶ Nonpublic schools determine their own tuition rates.
- ⁷ Screenings are not required, but are strongly encouraged and determined at the local level.
- ⁸ School programs with large ELL populations perform screenings and assessments on a local level and address each child's needs individually.
- ⁹ The Board of Elementary and Secondary Education (BESE) approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; full implementation occurred in the 2013-2014 school year.
- ¹⁰ 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.
- ¹¹ Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and ELDS utilization.
- ¹² In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education (LDE) led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions.
- ¹³ Detailed guidance and materials developed by the state are made available to providers. Direct training or technical assistance is conducted by state and regional staff. A system of regular coaching is implemented locally as well as funding provided for local agencies or providers to conduct training and offer/identify other professional development opportunities.
- ¹⁴ In Louisiana, all districts are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education led an online review of instructional materials to determine the degree of alignment with state content standards to support districts with these decisions. The following are considered Tier I curricula: Abrams Learning Trends - DIG Develop. Inspire. Grow. ECE Ages 3-4; Frog Street Press - Frog Street Pre-K, ECE Ages 3-4; Pearson Education, Inc. - Opening the World of Learning OWL, ECE Ages 3-4; Teaching Strategies, LLC - The Creative Curriculum for Preschool, ECE Ages 3-4; Voyager Sopris Learning, Inc. - We Can Early Learning Curriculum, ECE 3-4.
- ¹⁵ 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.
- ¹⁶ 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.

- 17 Coordinated observation is the local process by which each community network ensures that every classroom in a publicly funded site in the community network receives two CLASS observations each school year. All observers must be reliable, and maintain inter-rater reliability and fidelity. The community network must conduct inter-rater reliability observation checks for 10% of all classrooms observed.
- 18 All programs are monitored annually and required to provide documentation of program-level outcomes through compliance with program guidelines on an annual basis. Sites must meet all safety and sanitation requirements for BESE-approval and/or child care licensing. All classes are monitored to ensure appropriate teacher credentialing and entry of assessment information. Children's learning and/or child outcomes are assessed using Teaching Strategies GOLD. Teacher self-assessments are also conducted during site visits. Monthly, quarterly, and semi-annual reports are conducted and reviewed. Monitoring of reports includes enrollment in a six-hour program, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.
- 19 Publicly funded sites ensure all publicly funded children receive completed assessments in October, February, and May. Publicly funded sites must obtain approval from the department prior to using child assessment tools different from Teaching Strategies GOLD.

MAINE - Maine Public Preschool Program

- 1 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 258 school administrative units in Maine, only 186 have kindergarten.
- 2 Children must be 4 years old by October 15. It is a local district's decision as to whether SAUs will continue to serve children who are not age-eligible in a public preschool program. If a child attended kindergarten in another state with a different age-eligibility requirement, this will be honored. Allowances are made for children with IEPs who turn 5 between July 15 and October 15. The district receives the same level of subsidy for children pre-K through 2nd grade.
- 3 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.
- 4 Other home languages include: Arabic (23 children), Portuguese (13 children), Somali (98 children), North American Indian Languages (18 children), French (14 children); in addition to Chinese, Japanese, Telugu, Kinyarwanda, Vietnamese, Central Khmer, Serbian Adangme, Iban, Acoli Persian, Russian, Marahi, Turkins, Dinka, and Lingagla.
- 5 Race breakdown data were collected at different points in time from the total enrollment count; therefore, the totals are different.
- 6 The number of hours and days per week a program operates is a local decision, however programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula.
- 7 It is a locally determined decision, but most preschool programs follow the kindergarten calendar.
- 8 All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vinto. 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.
- 9 If a child has been screened and evaluated and the IEP team determines the public four-year-old program is not the least restrictive environment, another placement may be found.
- 10 If a program operates fewer than three hours per day, only a snack is required.
- 11 The developmental screenings used must be research-based.
- 12 The Maine DOE partnered with Maine Roads to Quality (Maine's Professional Development Network) to create and deliver training on the ELDS.
- 13 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.
- 14 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 early childhood education or a related field.
- 15 Public preschool in Maine is funded through the school funding formula (Essential Programs and Services School Funding Formula). Once a school has gone through an approval process for a public preschool program, student counts are factored in to compute the Essential Programs and Services SAU allocation in the following year. Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on the Maine Essential Programs and Services school funding formula.
- 16 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.
- 17 Maine DOE is in the process of conducting CLASS observations in every public preschool classroom. These observations started in 2015-16 and will continue until 2018-19 at which point all schools will be on a 3-year observation cycle.

MARYLAND - Maryland Prekindergarten Program

- 1 This number does not include the 964 four-year-old children enrolled in community-based programs through the PDG grant.
- 2 Enrollment by ethnicity and race does not include the 964 four-year-old children enrolled in community-based programs through the PDG grant. Also, enrollment by race is for the non-Hispanic population only.
- 3 Programs operate five days per week as a full school-day program or four days per week as a part-day program with the fifth day used for home visits and teacher planning.
- 4 Partnerships with Head Start provided some extended-day services. The state provided extended-day, extended-year services to 7,561 children ages 3 to 5 enrolled in Head Start.
- 5 Policy requires local school systems to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into prekindergarten. Local school systems may create prekindergarten programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness.
- 6 All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined by other risk factors or criteria chosen by the local school system.
- 7 State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this number, provided an overall program average of 20 is maintained. By policy, 3-year-olds are not eligible for state pre-K, but state child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds. In rare cases, if a classroom goes over 20, additional staff are added.
- 8 Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled.
- 9 Services for Dual or English Language Learners are locally determined.
- 10 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the Para Pro assessment administered by ETS.
- 11 Maryland does not have a dedicated source of state funding for its pre-K program. Rather, pre-K funding is assumed to be adequately supported in K-12 funding distributed to the states via the Maryland school funding formula. Therefore, actual state spending on pre-K outside of the expansion grant was estimated based on 50% of the state per child amount from the K-12 average per pupil revenue multiplied by the number of children enrolled in the program not through the expansion grant. Pre-K spending from federal and local sources is determined through a funding estimation scheme given that there are no dedicated pre-K funds from these sources. As such, actual spending estimates cannot be provided for federal and local sources. In addition, the Prekindergarten Expansion Act of 2014 provided \$4.3 million to expand

access to public pre-K for 4-year-olds from families with household incomes at or below 300% of FPL.

- ¹² PDG-funded classrooms are observed annually using a monitoring tool that combines components of ECERS and CLASS. Non-PDG-funded classes use either the CLASS or locally-developed observation tools.
- ¹³ The University of Maryland is currently conducting an evaluation on pre-K expansion for the state PDG grant. The Department of Education allows PDG to include state-funded pre-K if meeting the definition of high-quality pre-K required by PDG.
- ¹⁴ Child assessments could include those that align with the State-recommended curriculum or the State-developed Early Learning Assessment.
- ¹⁵ All PDG-funded programs (in both public and nonpublic settings) are required to participate in Maryland's QRIS.

MASSACHUSETTS - Massachusetts Inclusive Preschool Learning Environments Grant (IPLE)

- ¹ Of the 351 towns/communities in Massachusetts, IPLE grant-funded pre-K sites were located in 103 cities and towns (29.3%). IPLE pre-K programs served children from 157 Massachusetts communities (44.73%).
- ² The IPLE Grant was awarded through a renewal grant in 2016-2017.
- ³ PEG funding has allowed the Department of Early Education and Care (EEC) to work with five communities -- Boston, Holyoke, Lawrence, Lowell, and Springfield -- to build new partnerships and create new state-funded prekindergarten openings in these communities.
- ⁴ Worcester Public School District (WPS) is a Head Start Agency and a Public School District. WPS's enrollment is reported under Head Start. All Head Start programs are EEC-licensed early education and care programs. The 520 children enrolled in WPS Head Start are not included in the IPLE enrollment.
- ⁵ Multiple operating schedules are available through IPLE preschool programs. Schedules are designed and determined locally to address local-need, support parent choice and to provide educational services as outlined in children's IEPs. The majority of the IPLE preschool programs follow the public school calendar year. On average, programs are in operation 39 weeks of a calendar year (range 32 to 52 weeks).
- ⁶ Formal, state-level partnerships exist between federal Head Start Grantees and Head Start state supplemental grantees in the Commonwealth. Nine of these grantees are also IPLE grantees.
- ⁷ 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).
- ⁸ There is no other eligibility requirement for the IPLE grant-funded preschool programs beyond inclusion of children with a disability. Programs that blend funds from other funding sources, such as EEC financial assistance, IDEA, and Head Start, must also meet those eligibility criteria. Eligibility may also be determined by individual child or family characteristics in addition to age at the local level. These may include a child with a disability or developmental delay; or other risk factors related to family income level.
- ⁹ The sliding payment scale is determined by the IPLE Agency. Any programs receiving subsidy funds must use the Massachusetts sliding fee scale.
- ¹⁰ The maximum class size for each IPLE-funded session/classroom must not exceed 20 children. As per requirements set forth in special education regulations, when the IPLE-funded session has up to five children with disabilities, the total class size shall not exceed 20 children. When the IPLE-funded session/classroom has six or seven children with disabilities, the total class size may not exceed 15 children, with a minimum of one Preschool Lead Teacher and one Preschool Teacher or one Preschool Lead Teacher and one Paraprofessional/Assistant.
- ¹¹ 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.
- ¹² IPLE 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. The types of health screenings offered are not specified for public schools. Head Start Programs are required to meet the screening requirements for the federal Head Start Program (developmental, health, vision, and hearing). All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (completed within 12 months of program admissions); and documentation of screening for lead poisoning.
- ¹³ Head Start and other EEC-licensed programs shall have a written plan describing procedures for referring parents to appropriate social, mental health, educational, and medical services, including, but not limited to, dental check-ups and vision or hearing screenings for their child, should the program staff feel that an assessment for such additional services would benefit the child.
- ¹⁴ Other types of comprehensive services may be required, as determined by other federal and state regulations and/or funding sources. Therefore, comprehensive services are not identified as a grant requirement for the IPLE Grant. EEC-licensed programs may provide referrals for appropriate social, mental health, educational and medical services, including, but not limited to, dental check-up and vision or hearing screening for their child, should the program staff feel that an assessment for such additional services would benefit the child, with written parental consent.
- ¹⁵ Children with documented special needs may be eligible for either full-time or part-time care, provided that the child's parent(s) establishes at least a part-time service need. The IPLE Grant is designed to support preschool learning environments serving preschool-aged children with and without disabilities in high-quality, inclusive early education and care settings. In addition to following the class size and ratio requirements of the MA special education regulation, at least 15% of the children enrolled in each IPLE-funded session must have Individualized Education Programs for the session to be considered an inclusive preschool learning environment. Although not required, IPLE-funded programs are strongly encouraged to incorporate Division for Early Childhood (DEC) Recommended Practices to create sustainable strategies for seamless transitions for children in early learning settings from birth through grade three.
- ¹⁶ MA uses the WIDA ELD Standard and, in 2013, adopted WIDA's Early English Language Development Standards (E-ELD): Massachusetts Guidelines to Support DLLs, 2.5-5.5 years of age. EEC state-funded preschools are required to align their curriculum with these guidelines. Effective July 2016, MA Department of Elementary and Secondary Education (ESE) policies require all core academic teachers (including those licensed for Pre-K-Grade 2) and administrators who serve children identified as English language learners (ELLs) to receive an endorsement in Sheltered English Instruction (SEI); However, regulations regarding the identification and instruction of ELLs address implementation for grades K and above.
- ¹⁷ EEC's 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. EEC provides these supports to non-public school programs in the state. The majority of public school supports for preschool curriculum decision-making and implementation are determined at the local level. ESE also has provided PD opportunities: <http://www.doe.mass.edu/pd/default.html>.
- ¹⁸ Starting in FY 2017, IPLE-funded educators must meet the following qualifications for their assigned positions: Preschool Lead Teachers funded through this grant must hold a Bachelor's degree or an advanced degree in Early Childhood Education or a related field of study; hold appropriate certification/licensure as required by EEC and/or DESE, as applicable; and have experience or coursework in working with diverse learners and/or young children with disabilities. The related field of study can include the study of caregiving, development, education, healthcare, or psychology of children, birth to eight years of age, or provision of direct services to children and their families. Lead teachers in nonpublic schools are required to have a 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 other qualifications and type of degree.
- ¹⁹ For this state-funded program, an EEC-certified preschool teacher, or an assistant teacher with experience or coursework in working with diverse learners and/or young children with disabilities, may be used as the second educator. In nonpublic schools, an EEC-certified preschool teacher must have a HSD (if under 21 years old) and a 3-credit college course (from an accredited college) in Child Growth and Development, or CDA, and nine months of supervised work experience in a preschool classroom. Nonpublic School assistant teachers must have a HSD or equivalent and must work at all times under the direct supervision of at least a teacher-qualified staff person. Public School paraprofessionals 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 a paraprofessional exam.
- ²⁰ 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 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.

- 21 Written individualized annual professional development plans are required for public school lead teachers and educators working in programs that are participating in QRIS at Level 2 or higher.
- 22 Coaching or mentoring opportunities are available for public special education preschool through professional development opportunities that are provided by ESE in collaboration with EEC. Nonpublic employees' opportunities for coaching and mentoring are available through the EEC's Educator Provider Support Grant, but not required.
- 23 Seventy-three percent of the IPLE-funded programs (58) have a tuition fee. Head Start funds are distributed through the state supplemental grant. The portion of funds allocated to IPLE-funded sites (if any) is locally determined. Tuition fees may be received at the local level, and rates of tuition are locally determined. Any program that also receives child care subsidy funds must use the Massachusetts sliding scale fee. Though Massachusetts has a PDG grant, the PDG funds do not support the IPLE program.
- 24 IDEA Part B 619 funds are distributed in IPLE towns and communities. The portion of the Early Child Special Education Entitlement Grant used in a specific IPLE Site, if any, is determined locally. Federal Head Start funds are distributed through the Head Start Agency and the portion of funds allocated to IPLE-funded sites, if any, is locally determined.
- 25 The IPLE Grant does not require structured observations of classroom quality. In FY17, MA reviewed self-reported observation results for programs participating in QRIS at Level 2 and 3. A site visit is required as part of the QRIS verification process at Level 3. The ITERS-R and ECER-R are used as the classroom quality observation tool. When a program has multiple classrooms for a particular age-group, the classrooms selected for QRIS observation at QRIS Level 3 are randomly selected. The State's Program Quality Specialists receive the results. In addition, the following other instruments are used as part of the current MA QRIS (Level 2 - Level 4): Program Administration Scale (PAS) and Strengthening Families Program Self-Assessment. Programs must also use the Arnett-Caregiver Interaction Scale (Arnett/CIS) or CLASS.
- 26 IPLE grant-funded program monitoring is conducted three times a year. Information is collected as part of the grant application process to determine eligibility for grant renewal. The information collected includes enrollment information, QRIS Ratings, and other information used to inform the completion of the NIEER Report.
- 27 Data collected for the IPLE grant is used to make funding decisions and to make changes in grant requirements. Programs collect data to address other state and federal reporting requirements. At the local level, the information is intended to be used to: (1) identify needs that will guide teacher training or professional development; (2) create a program improvement plan; (3) identify programs for corrective action or sanctions; (4) make adjustments to curricula; (5) provide program staff with technical assistance and/or mentoring; (6) make changes to state policies regarding the preschool program; (7) target funding for quality improvement efforts; (8) measure program on a Quality Rating and Improvement System (QRIS); and (9) provide feedback to parents.
- 28 Assessment is not a requirement of the IPLE grant. IPLE-funded programs must have a system in place that provides multiple opportunities throughout the year to: (1) measure developmental growth and progress of all children enrolled in the IPLE-funded sessions; (2) gather input from families and other caregivers; and (3) ensure that all educators and family members are aware of the strategies that are necessary for supporting children across home and learning environments by offering regularly scheduled opportunities to communicate information with families and other programs with appropriate parental consent. A variety of tools may be used, but are not required for IPLE-funded programs.
- 29 Although not funded in FY17, school districts that were recipients of the Quality Full Day Kindergarten Grant were required to utilize a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts were required to choose either TS GOLD or Work Sampling System as the formative assessment tool. Other tools were determined locally to assess children's progress in Kindergarten.

MASSACHUSETTS - Massachusetts Universal Pre-Kindergarten (UPK)

- 1 There was a reduction in the number of state-funded preschool programs (UPK) due to (1) program closures; (2) programs' inability to maintain the grant eligibility requirement (Level 3 in QRIS); or (3) programs not reapplying for the grant.
- 2 PEG funding has allowed the Department of Early Education and Care (EEC) to work with five communities -- Boston, Holyoke, Lawrence, Lowell and Springfield -- to build new partnerships and create new state-funded prekindergarten openings in these communities.
- 3 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 required to offer or provide access to full-day, full-year services. On average, programs are in operation 9 hours per day (range 3 to 12 hours per day), 5 days per week (range 4 to 6 days per week), and 2,271 hours per year (range 432 to 3,432 hours per year).
- 4 Formal, state-level partnerships exist between federal Head Start Grantees and the Commonwealth's Head Start State Supplemental Grantees. A total of 61 UPK Grantees receive the Head Start State Supplemental Grant.
- 5 The UPK Grant funds 100% of the grant award amounts to those programs that provide full-day, full-year services, which is defined as operating for at least 231 days and 2,079 hours per year. Additionally, the UPK Grant prorates the grant award amounts for programs providing less than full-day, full-year services.
- 6 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).
- 7 Any child may enroll in any program, but programs are selected to receive UPK funding based on program characteristics and on the characteristics of the children in the program. An 85% of SMI income requirement applies to all children in UPK receiving subsidy money, but does not apply to tuition-paying families. For families to enter the subsidy system, they can have up to 50% of SMI and can continue receiving assistance up to 85% of SMI. For families with special needs, they can enter up to 85% of SMI and remain until 100% of SMI.
- 8 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.
- 9 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.
- 10 Types of health screenings offered are not specified. 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. The types of health screenings offered are not specified for public schools. Head Start Programs are required to meet the screening requirements for the federal Head Start Program (developmental, health, vision, and hearing). All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (completed within 12 months of program admissions); and documentation of screening for lead poisoning.
- 11 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 Quality Rating and Improvement System (QRIS) includes quality standards related to having classroom materials that reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society. UPK programs can use Teaching Strategies Gold, Work Sampling System, HighScope, or Creative Curriculum, which are all aligned with the ELDS.
- 12 Additional supports include: Detailed guidance and materials developed by the state and made available to local providers; Direct training or technical assistance by state or regional staff; Direct training or technical assistance provided by vendors paid by the state; A system of regular coaching for teachers; State grants (\$3.95 million) to local agencies or providers for training and other professional development.
- 13 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.
- 14 Lead teachers in public schools are required to: (1) have a bachelor's degree, (2) pass the Communication and Literacy Skills test, (3) pass the subject matter knowledge

- test(s) appropriate to the license sought, and (4) meet additional requirements for 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.
- 15 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.
 - 16 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.
 - 17 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.
 - 18 All UPK programs are required to be at Level 3 in the QRIS, which requires Individualized PDPs, including formal professional development in the components of the assessment process, including screening, observation, use of assessment tools, and IDEA processes.
 - 19 Though MA has a PDG grant, the PDG funds do not support the UPK program as PDG grantees are not UPK grantees.
 - 20 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 classroom observation tool. Programs are required to be at a 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 (Environment Rating Scales, CLASS, Strengthening Families, BAS, PAS) each year to develop/update their Continuous Quality Improvement Plans (CQIPs).
 - 21 According to the grant, UPK programs can choose to use Work Sampling System, TS GOLD, Creative Curriculum or High Scope COR as their child assessment tool. For additional information see: <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/financial-assistance/funding-opportunities/open-renewal-grants/fy17-universal-pre-kindergarten-upk-grant.html>.
 - 22 Child assessments are used at the program level. At the state level, evidence of completion is used to determine whether UPK program requirements are met.
 - 23 Although not funded in FY17, school districts that were recipients of the Quality Full Day Kindergarten Grant were required to utilize a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts were required to choose either TS GOLD or Work Sampling System as the formative assessment tool. Other tools were determined locally to assess children's progress in Kindergarten.

MICHIGAN - Michigan Great Start Readiness Program (GSRP)

- 1 In addition, there were 77 out of 299 public school academies (PSAs; charter schools) and 229 community-based organizations (CBOs) with state-funded preschool. All funding flows through 54 intermediate school districts (ISD) to LEAs/PSAs/CBOs. Some ISDs also provide direct programming. All grants and funding flow through the ISDs, and all ISDs participate, so every child in the state who is eligible is covered by a participating agency. Some ISDs provide direct service in the local school buildings or other sites.
- 2 Some slots were converted from part-day slots to full-day, serving fewer children for a longer period of time. This is a locally determined decision.
- 3 Legislation allows for a GSRP/Head Start Blend option, which receives \$3,625 in state funding to blend with the federal Head Start funding per child 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.
- 4 School-day classroom programs are reimbursed at two slots per child (\$7,250); all others are reimbursed at one slot per child (\$3,625). The minimum operating schedule is four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option, and requires a tuition-based sliding scale for children who are over-income. GSRP/Head Start Blend is also included in the extended-day count.
- 5 Operating schedule may vary depending on program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires 6.5 hours per day, four days per week for 30 weeks. In Michigan, 6.5 hours per day is considered a school-day and extended-day (wrap-around) would constitute a minimum of 10 hours.
- 6 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.
- 7 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 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.
- 8 For class enrollments above the 16th child, a third adult that meets licensing requirements for a caregiver is required at all times.
- 9 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.
- 10 All programs must identify the eligibility factors for each child. Being a dual language learner is one of the eligibility factors.
- 11 Providers are required to be trained directly by a certified trainer of their chosen curriculum.
- 12 SEA monitors ISDs that are required to provide oversight and monitoring of subrecipient practices, such as local policies/procedures related to all aspects of fidelity of implementation of the program model. Each classroom also has a classroom coach (Early Childhood Specialist) to provide observation and feedback directly to teachers.
- 13 All lead teachers must have Elementary teaching certification with an Early Childhood endorsement or a BA in Early Childhood Education or Child Development with specialization in preschool teaching. If training is incomplete, they may be considered out of compliance, but must be enrolled in a training program and in compliance within two years.
- 14 "Other" indicates individuals who are, by statute, allowed compliance plans for up to 2 years.
- 15 An assistant teacher may have a CDA or an AA in ECE/CD. If a suitable person cannot be hired, someone can start while out of compliance, but must have completed at least one credit-bearing course in child development and have a plan to complete the requirements within two years.
- 16 Lead teachers who are certified in public school settings must also complete six credit hours or an equivalent of continuing education units every five years to keep their teaching certification current. Newly certified lead teachers must complete even more training to renew the certificate for the first time.
- 17 All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach). The requirement is that each ECS is in regular contact with the teaching teams and do regular visits to 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 Program Quality Assessment (PQA) 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 and

areas where they desire additional support. See <http://www.michigan.gov/gsrp> for Implementation Manual and Early Childhood Specialist section for details.

- ¹⁸ Several criteria are considered in assigning classrooms to coaches, including: (1) Required ECS functions and the hours needed to complete them, (2) Expertise and experience of the ECS, (3) Experience of teachers with operating a preschool program, maintaining a child care license, and meeting GSRP requirements, (4) Geographic location of the assigned classrooms and amount of travel time between sites, and (5) Relationships between the ECS and teaching teams, especially if ECS are monitoring teaching staff as well as coaching them.
- ¹⁹ Included in this total is \$300,000 allocated from state resources for ongoing statewide evaluation activities. Only \$243,600,000 is allocated out to providers for GSRP.
- ²⁰ GSRP has both a community needs assessment and a formula component that contributes to the final grantee allocation. GSRP cannot operate solely on the state funding, but the state does not collect information on local, federal, or in-kind contributions. Grantees often include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities owned by the provider. All funding flows through the State School Aid Fund to ISDs. Additional federal sources, such as CCDF subsidies, CACFP, and Title I, are used to provide the GSRP program. Included in the total spending is \$300,000 allocated from state resources for ongoing statewide evaluation activities.
- ²¹ Although evaluation activities are not specifically mandated, annual funding is allocated for ongoing statewide evaluation of GSRP. The SEA then runs an open competition every 5 years and grants funding to an external vendor to do the evaluation. The evaluation activities are outlined within the RFP and annual Scope of Work for each year of the 5 year grant.
- ²² Programs may choose tools that comprehensively assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also allows supplemental tools in particular areas to meet particular needs, but grantees must follow a process for decision-making that is based on data. Additional information can be found here: http://www.michigan.gov/documents/mde/FY17_GSRP_Child_Assessment_SectionADA_535150_7.pdf
- ²³ Data from assessments are used by grantees and their subcontractors; data are not used at the state level.
- ²⁴ Michigan's experience during the three-year Kindergarten Entry Assessment (KEA) pilot project provided evidence that observation-based assessments require a significant level of preparation, training, professional development, and support for kindergarten educators before implementation. MDE is developing a plan and timeline for next steps in implementation of authentic observation-based assessments upon kindergarten entry as part of the MDE Early Literacy Initiative, including professional development opportunities for teachers in Developmentally Appropriate Practice (DAP) and implementing authentic observation-based assessment of child development skills. Additional information can be found here: http://www.michigan.gov/documents/mde/Revised_Guidance_on_Early_Literacy_and_Mathematics_Benchmark_Assessments_Final_9.28.17_ada_602853_7.pdf.

MINNESOTA - Minnesota Head Start

- ¹ By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, seven tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- ² In accordance with Head Start regulations, at least 90% of children enrolled in the Minnesota Head Start program qualify for free lunch. Nearly all children are low-income.
- ³ 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.
- ⁴ 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.
- ⁵ Children who turn 3 after September 1, may be enrolled as slots are available. Enrollment and Eligibility are done at the local level per Head Start performance standards.
- ⁶ State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Other criteria for eligibility include homeless families and foster children. Families may also be income-eligible if they qualify for child-care services as a participant in the Minnesota TANF program. Reported risk factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies may work with their parent council to establish additional priorities.
- ⁷ 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.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ Per federal Head Start regulations, at a minimum.
- ¹¹ The programs work very closely with Part B and C staff. Often there is co-teaching but it is not a requirement.
- ¹² Programs follow federal Head Start requirements and state LEAP legislation.
- ¹³ Minnesota's Early Learning Standards will soon be aligned to Head Start standards.
- ¹⁴ 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 percent 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. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- ¹⁵ Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations which includes a CDA.
- ¹⁶ 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.
- ¹⁷ Per Head Start performance standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.
- ¹⁸ Federal funds are used for coordinated services and not necessarily to directly support the preschool function at the agency.
- ¹⁹ The state funding formula is based on federal resources and unmet need. The funding formula is calculated based on elements used federally to determine funding for the entire Head Start agency. It is then locally determined what proportion of funding goes to birth-to-3 and 3- to 5-year-olds.
- ²⁰ Many programs utilize CLASS 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.
- ²¹ Monitoring is based on federal Head Start regulations. Programs submit an annual Head Start program plan when applying for state funding. This program plan also serves as the application for the QRIS (Parent Aware).
- ²² 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.
- ²³ Kindergarten assessments are locally determined. Districts are invited to be part of the statewide Kindergarten Entry Profile study but can decline. Districts also assess children throughout the kindergarten year as part of a high level option to receive additional funding.
- ²⁴ Desired Results Developmental Profile (DRDP) is used for the Kindergarten Entrance Profile. Kindergarten staff can use any assessment throughout the year.
- ²⁵ Per Head Start performance standards; American Indian and Alaska Native programs are exempt.

- ²⁶ All center-based Head Start and Early Head Start programs can apply for an Automatic 4 Star Parent Aware rating through their state funding annual program plan. A 4-star rating is the highest quality rating and Head Start programs are not eligible for any other rating.

MINNESOTA - Voluntary Pre-Kindergarten (VPK)

- ¹ 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 (10%), metro suburban (40%), non-metro (47%), and charter schools (7%). The funding is dispersed as noted to these regions based on the percentage of state total kindergarten enrollment. VPK is available in 65 school districts and 9 charter schools.
- ² This is a voluntary program. All districts and charter schools are encouraged to apply. All elementary and charter school sites are ranked according to free and reduced lunch student population and funds are prioritized to sites with the highest FRL children.
- ³ Programs are encouraged to design classroom membership (capped at 20 students) to be inclusive of children with IEPs.
- ⁴ Programs may enroll children in part-day, state-funded preschool and part-day Head Start. Children may attend state-funded preschool and use Head Start for wrap-around services. Children may be enrolled in both programs 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.
- ⁵ 2016-2017 VPK district and charter school awards were made using a ranking system that was based on the FRL percentage of each elementary/charter school site in Minnesota. This assured that each site funded had a demonstrated need for available VPK funding.
- ⁶ Most children were served in public schools (including charter schools) but some children were served through mixed-delivery in Head Start partnership sites and child care center partnership sites.
- ⁷ 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.
- ⁸ Schools are encouraged to layer and braid funding sources to meet the early learning and care needs of children and their families. This includes using school readiness, early learning scholarships, and Head Start partnerships to extend the length of day and/or number of days that a child has the opportunity to participate in high quality early learning and care experiences.
- ⁹ Schools can receive a maximum of .6 pupil unit for funding per student. By statute, the minimum number of instructional hours required was 350. The .6 cap provided funding for up to 510 hours. Many programs elected to offer more hours and paid for those with other available funding streams.
- ¹⁰ Because VPK is funded as a grade level, the days of operation per year follow the same guidelines as elementary schools in Minnesota.
- ¹¹ Since the available seats for VPK are limited, schools may determine eligibility requirements to help identify children with the greatest need. Many use the school readiness criteria that exist such as eligibility for FRL, homelessness, foster care, English Language Learners, and developmental need as identified through health and screening processes.
- ¹² If a child is 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 the child to remain 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.
- ¹³ Maximum class size is capped at 20. One adult in the classroom must be a teacher knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.
- ¹⁴ All VPK students qualify for free breakfast. Schools serving breakfast are reimbursed through designated state funds; however, schools are not required to serve breakfast. State guidance encourages a focus on nutrition and most programs do provide at least one meal.
- ¹⁵ State statute allows a board to offer additional components such as nutritional, physical and dental assessments, review of family circumstances that might affect development, blood pressure, laboratory tests, and health history.
- ¹⁶ 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.
- ¹⁷ Minnesota's Early Learning Standards will soon be aligned to Head Start standards.
- ¹⁸ The list of approved curricula is the list approved through the state's TQRIS System.
- ¹⁹ 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 licensure 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. Programs determine if a candidate 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.
- ²⁰ 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.
- ²¹ 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 TEPO.
- ²² Professional development plans are informed by an observational measure of adult-child interaction 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.
- ²³ Minnesota spent \$17.3 million of state aid funds and \$4.8 million of added property tax levy authority for the VPK districts. \$3.9 million of the property tax levy was used to remodel space for VPK programs.
- ²⁴ Funding for the VPK grade level is based on head counts and Average Daily Membership (ADM). Students enrolled in the pre-kindergarten grade level and designated in MARSS (the state student data system) to generate funding will generate all pupil-driven formulas including compensatory and 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 at participating sites can generate up to 0.6 pupil unit. The actual pupil units per student is based on the program's calendar and could be less than 0.6 per student. Funding flows like other K-12 general education revenue streams.
- ²⁵ 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.
- ²⁶ VPK programs are expected to use a measure of adult-child interaction as a tool to provide formative feedback. The four accepted teacher observation tools are: Classroom Assessment Scoring System (CLASS), Danielson Framework for Teaching Evaluation Instrument, Marzano Teacher Evaluation Model, Teaching Pyramid Observation Tool (TPOT; only for schools that have completed Pyramid Model training). MDE encourages programs to use these tools. The observation is intended to provide opportunities for discussion and as a guide in developing an individualized professional development plan.
- ²⁷ VPK statute is clear regarding the responsibility of sites to evaluate their implementation and measure the impact of their programs on participating children so that the results may be provided in their World's Best Workforce annual summary to the Commissioner of Education. MDE offers sites an opportunity to participate in an evaluation plan developed by MDE using information already reported through existing data sources or to develop and implement a site-specific plan. Data reported through a variety of state data collection sources, and the statutorily required measurement of each child's development at program entry and exit as well as stakeholder surveys that address required aspects of implementation, are used to report and understand the impact of VPK.

- ²⁸ The Early Childhood Indicators of Progress (ECIPS), the state early learning standards, were revised and released in 2016-2017. The new standards are in the process of being aligned with the approved VPK assessment tools.
- ²⁹ HighScope COR and Developmental Milestones (a preschool tool for Formative Assessment System for Teachers) are in the pilot phase of testing for reliability and validity with the state ECIPS. The VPK assessment tools align with those used by the Kindergarten Entry Profile. Information about this can be found on the following webpage: <http://education.state.mn.us/MDE/dse/kind/KEP/index.htm>
- ³⁰ Districts and charter schools are encouraged to use the selected assessment tool according to publisher recommendations; however, they are only required to report the data to MDE when the child enters and again before the child leaves the program.
- ³¹ Child assessment data may also be used by school districts for their annual reports to the Commissioner of Education.
- ³² The Kindergarten Entry Profile (KEP) Initiative supports districts, school administrators, and teachers by providing districts/charter schools with a menu of high quality, comprehensive assessment tools to help them obtain a comprehensive profile of children entering kindergarten in order to inform their practice and programming. Participation in the KEP is voluntary. All tools on the KEP list provide real-time data to schools in order to help guide instructional planning and teaching practices based on the learning needs of kindergarten students.
- ³³ Desired Results Developmental Profile (DRDP) is used for the Kindergarten Entrance Profile. Kindergarten staff can use any assessment throughout the year.
- ³⁴ A high percentage of schools participating in VPK voluntarily participate in the state Parent Aware QRIS.

MISSISSIPPI - Mississippi Early Learning Collaborative (ELC)

- ¹ The majority of the Early Learning Collaboratives (ELCs) are led by school districts, but some are led by nonprofit organizations. A few ELCs include multiple school districts. ELCs operate in 11 out of 82 counties in the state.
- ² All of the ELCs have Head Start partners. The children that are enrolled at those 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 is 837.
- ³ 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.
- ⁴ 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.
- ⁵ Each ELC has a Head Start partner. These risk factors are a part of the eligibility requirements for Head Start enrollment.
- ⁶ At least one meal is required. All programs voluntarily provide snacks. Of the 50 sites included in the Collaborative, 31 report serving breakfast, lunch, and snack daily; 18 reported serving breakfast and lunch daily; and 1 reported serving lunch and snack only.
- ⁷ The Developmental screener used for the 2016-2017 school year was the LAP-3. This assessment was used at least twice on each enrolled child during the school year. Scores from use of the LAP-3 showed growth across all sites. Children are required to be referred to services when needs are identified.
- ⁸ The ELCs use the Mississippi Kindergarten Readiness Assessment Support System (MKAS2) to assess cognition and kindergarten readiness. The MKAS2 was developed from the ELDS. ELCs use developmental screeners annually that are aligned to the state's ELDS.
- ⁹ 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.
- ¹⁰ ELCs can use state PreK funding to pay for professional development to be provided by curriculum developers to support curriculum implementation.
- ¹¹ Curriculum implementation fidelity is required of all programs and is monitored annually through onsite visits, including classroom observations.
- ¹² As a result of a review process, Opening the World of Learning (OWL) was identified as the single approved curriculum for use by ELCs effective January 1, 2017. Any ELCs in existence prior to that date were allowed to continue to use a curriculum previously approved by the Mississippi Department of Education until such time as they purchase/update their existing curriculum. These curricula include: Creative Curriculum, Big Day for PreK, Galileo, and Frog Street.
- ¹³ In order to serve as a lead teacher in a PreK classroom, educators must possess a PreK/K teaching license; or a K-3/K-4 teaching license with either 12 hours of ECE college credit, or Praxis 5024, or completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or Praxis 5024, or completion of an approved educational program; or any teaching license and a degree required to obtain a PreK/K, K-3, K-4, K-6 teaching license with either 12 hours of ECD college credit, Praxis 5024, 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 Mississippi Department of Education 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.
- ¹⁴ Assistant teachers are required to have an associate degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.
- ¹⁵ If classrooms/sites are placed on probation as a result of annual monitoring visits, teachers in such classrooms are required to have professional development plans to address findings included in monitoring deficiencies.
- ¹⁶ The state provides \$2,150 per full-time child enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child \$4,300.
- ¹⁷ All ELC classrooms are observed at least once annually. Additional observations may occur with teachers in classrooms that are on probation, newly hired teachers, teachers who are new to CLASS, or upon request by the ELC administrator.
- ¹⁸ ELC administrators are provided with annual reports regarding structured classroom observations. These reports are intended for use by both administrators and teachers. ELCs use these reports in professional development plans created for teaching staff. Teachers also have use of myTeachstone, which provides on-demand professional development resources for teachers based on their most recent CLASS observation.
- ¹⁹ The Mississippi Department of Education provides annual observer reliability training on the CLASS. Each ELC may send one or more staff members to the training, which results in a reliability exam administered by Teachstone. This allows for on-site support for daily implementation of the CLASS tool in ELC classrooms. The Mississippi Department of Education has a team of CLASS-reliable observers to conduct the annual quality observation visits. Reliability for each member of the observation team is renewed annually to ensure consistent scoring.
- ²⁰ Additionally, monitoring processes are used to support programs that are on probation and have an Effectiveness Evaluation Plan. Monitoring processes ensure that programs with an Effectiveness Evaluation Plan have resources needed in order to make appropriate progress on corrective deficiencies identified in prior year monitoring reports.
- ²¹ The Mississippi State Kindergarten Readiness Assessment is administered twice a year. For preschool, the ELC also uses selected assessments, used at various times throughout the year, and are aligned with the standards.
- ²² The ELCs use a combination of assessments to support healthy and appropriate development of the whole child. If through the use of these assessments (and any additional assessments implemented) a deficiency or concern is identified, ELCs make referrals to the appropriate service provider to ensure appropriate supports are offered.

MISSOURI - Missouri Preschool Program (MPP)

- ¹ All early childhood personnel have multiple roles and therefore the state cannot quantify the number of full time equivalencies.
- ² 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.
- ³ The program must provide 6.5 hours of educational activities appropriate to the developmental level of the child per day between the hours of 7:30 am and 5:00 pm. Only governmental entities or public school districts (awarded funding prior to FY16) can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title 1 and/or early childhood special education.

- ⁴ Preschool programs are required to operate five days per week. However, public schools that implement a four-day school week for their K-12 grade levels can also implement a four-day schedule for the preschool program. The length of the preschool day is expected to mirror the length of the K-12 day.
- ⁵ Preschool programs must provide educational activities appropriate to the developmental level of the child 12 months a year. Only governmental entities or public school districts may provide preschool services for the school year, but no less.
- ⁶ Eligibility is determined by age, with all other eligibility requirements determined locally.
- ⁷ If a preschool program charges a fee for preschool, they must implement a sliding scale fee.
- ⁸ Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.
- ⁹ All preschool programs are required to partner with their local Parents as Teachers (PAT) program which provides parent education and health and developmental screenings. In addition, PAT also provides referrals to services that may be beneficial to the family based on need/request.
- ¹⁰ Missouri Early Learning Goals are inclusive of children from infants to kindergarten entry. New K-12 standards were approved in April 2016.
- ¹¹ For formative and summative assessments, programs are required to use the DRDP.
- ¹² Support for implementation of curriculum is provided by onsite consultation.
- ¹³ Lead teachers must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certification, or a four-year college degree in child development.
- ¹⁴ Assistant teachers must have a CDA, two-year Associate Degree in Child Care/Education or 60 college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses and experiences working in a program with young children and their families.
- ¹⁵ Certificated teachers have state certification requirements for individualized professional development plans.
- ¹⁶ Classroom observations are used for teacher and program goal setting and planning for professional development.
- ¹⁷ ECERS from inter-rater reliable assessors are used by the program consultants to set goals for improvement. Trends in the ECERS information is also used to target professional development delivered regionally.

NEBRASKA - Nebraska Early Childhood Education Program

- ¹ Some school districts begin a program, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval.
- ² Most programs operate 3.5 to four hours per day, four or five days per week. 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.
- ³ Children with IEPs may participate, based on their IEPs. Kindergarten-age children with verified disabilities may enroll in preschool if their IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but the district would have to meet staffing and group size requirements established for younger children. The state does not have a minimum age for preschool entry.
- ⁴ Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. While all prekindergarten age-eligible children may be served in a school district early childhood program, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.
- ⁵ 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.
- ⁶ A meal and/or snack meeting USDA requirements must be served each session.
- ⁷ A teacher with special education certification must be available and active.
- ⁸ If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.
- ⁹ 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.
- ¹⁰ At least one staff member per class who has received first aid and CPR training specifically designed for children is required to be on duty at all times.
- ¹¹ 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.
- ¹² School districts that have met requirements to have an approved early childhood program for the required number of years are qualified to be part of the State aid calculations which are based on the number of 4-year-olds multiplied by the number of hours in session multiplied by 0.6. The district's overall need calculation is matched to their ability to fund the need. If the district's need outweighs the district's ability to fund the need, then the district is eligible to receive the state aid.
- ¹³ Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program, as well as funding in the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year. A total of \$295,679 is included in the state funds. These are state flex funds for special education.
- ¹⁴ New programs have two years of ECERS-3 observations done by staff who are reliable. Beyond the second year of operation, schools can choose which tool, ECERS-3 or CLASS, to be observed and rated on. After the new classrooms/teachers are identified, a percentage of the remaining classrooms are observed. The basis of those observations is: history of past observations, length of time between observations, etc. It is possible, however, that not all sites will receive a visit. Policy changes are in place for 2017-2018.
- ¹⁵ Nebraska has a system of training of observers. Only Nebraska approved observers are used in assessing classroom quality. To be Nebraska approved, ERS observers must be reliable at the 85% level with an anchor who is reliable with the authors of the scale at a higher level of reliability. CLASS observers must be reliable in the appropriate level of the CLASS assessment and have reliability with a state anchor who has obtained reliability with an authorized person from Teachstone through a double coding process.
- ¹⁶ Observations of child progress are made continually throughout the year; however, data is finalized at standard checkpoints.

NEVADA - Nevada State Pre-Kindergarten Program

- ¹ State PreK grantees include 11 school districts and 1 community-based organization. Eleven out of 17 districts have State PreK that meet state pre-K guidelines; additional districts offer other prekindergarten programs funded through Title I and/or Zoom DLL funding.
- ² Priority is given to 4-year-olds who will be entering kindergarten the following school year. However, if there is an opening and no other 4-year-olds are on the waiting list, programs may enroll younger children.
- ³ The majority of state-funded pre-K programs are half-day (minimum of 10 hours/week) unless braided with PDG funds which results in a full-day (minimum of 25 hours/week).
- ⁴ Children who are eligible for kindergarten are not eligible for State PreK unless a local determination is made based on the child's IEP.
- ⁵ Districts or programs determine eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).
- ⁶ Redetermination is not included in state policy but is permitted at the discretion of districts if claims of irregular attendance are verified, or if claims that a family moves

- outside of the district are substantiated and it is determined appropriate to fill the space with another child on the waiting list.
- 7 Programs are required to follow NAEYC guidelines.
- 8 Most programs are half-day and therefore, only require snacks. Full-day programs, as supported by the PDG grant, must provide meals.
- 9 Screenings are encouraged, and are locally determined. All programs are required to conduct the Brigance screener starting this year.
- 10 SB390/Zoom legislation provides support in PreK for DLLs.
- 11 A partnership with WIDA was formed to develop a new PreK DLL assessment.
- 12 The state is in the process of creating birth-3rd grade standards as a more comprehensive document.
- 13 The only required assessment is the Brigance screener.
- 14 Implementation of curricula is reviewed during the competitive application process and site visits.
- 15 The PDG amount is approximate.
- 16 State funding for program evaluation and ECERS observations was originally available annually, and then reduced to every other year. This funding has since been cut and is no longer available.
- 17 In 2016-2017, programs were required to use the Brigance screener that measures all child development domains. Many programs also use Teaching Strategies GOLD, but assessment data are not collected at the state level.
- 18 Programs receiving PDG funds are required to participate in the state's QRIS. Currently, there are not enough funds to support QRIS participation for preK programs that do not receive PDG dollars.

NEW JERSEY - New Jersey Former Abbott Preschool Program

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education and Family Engagement. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the above Departments.
- 2 Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year. The state allowed 6 charter schools in former Abbott districts to house preschool programs as well.
- 3 Data is from October 2016 Application for State School Aid (ASSA).
- 4 75% of district students, 86% of Head Start students, and 66% of private provider students are eligible for free or reduced price lunch.
- 5 The DOE funds the program for the school calendar year and day. All programs must operate for at least six hours. Some programs offer extended-day programs with an additional four hours of wraparound care for income-eligible children. The wraparound program is funded through DHS. Some districts have also used surplus or Title 1 funds to provide summer programs.
- 6 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.
- 7 The program is offered in the urban, low-income districts initially identified by the New Jersey Supreme Court in 1990 as having at least 40% of children who qualify for free or reduced-price lunch, as well as in four additional districts that applied under a provision in 2008. All 3- and 4-year-old children within those districts are eligible to participate.
- 8 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and therefore still eligible for the program.
- 9 All programs are required to employ a Community Parent Involvement Specialist to connect families with social services such as mental health services and insurance. In addition, contracted private providers are required to employ family workers for this same purpose.
- 10 Districts with large percentages of DLL children are required to have bilingual specialist master teachers available to provide support to teachers and fellow master teachers in the education of DLL preschoolers.
- 11 Teachers with a Standard Elementary School Endorsement (preschool through grade eight) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with 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. Nursery school (P-K) is no longer granted but still recognized for current holders.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title 1.
- 13 Requiring individualized professional development 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 professional development plan.
- 14 Districts receive a per pupil amount for each projected child depending on where the child is being served (district, Head Start, or private provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district's aid reverts back to what it was in the 2008-2009 school year.
- 15 School districts are permitted to subcontract with faith-based programs without religious content during the school day.
- 16 The 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. Participation in the state's QRIS is encouraged but not required.
- 17 KEA participation is voluntary.

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

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education and Family Engagement. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the above Departments.
- 2 Required for specific districts where between 20% and 40% of children are eligible for free or reduced-price lunch.
- 3 Data is from October 2016 Application for State School Aid (ASSA).
- 4 A total of 102 children were served in Head Start and private provider locations, but the breakdown between the two is unknown.
- 5 Districts may operate either a part-day (2.5 hours per day) or school-day (six hours per day) program. DHS funding may be used to extend beyond a full-day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown. The DOE funds the program for the school year. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.
- 6 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.
- 7 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and therefore still eligible for the program.
- 8 Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.
- 9 Districts with large percentages of DLL children are required to have bilingual specialist master teachers available to provide support to teachers and fellow master

teachers in the education of DLL preschoolers.

- ¹⁰ 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. Nursery school (P-K) is no longer granted but still recognized for current holders.
- ¹¹ In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title 1.
- ¹² Requiring individualized professional development 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 professional development plan.
- ¹³ All state funding is technically run from the state aid formula. However, for the 2016-2017 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts may, but are not required to, contribute local funding to the operation of the program.
- ¹⁴ An annual preschool program plan is submitted based on self-assessment. Participation in the state's QRIS is encouraged but not required.
- ¹⁵ KEA participation is voluntary.
- ¹⁶ PEG-supported programs are required to participate in the state's QRIS.

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

- ¹ Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education and Family Engagement. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wraparound program. The State Head Start Collaboration office serves as a liaison between Head Start agencies and all of the above Departments.
- ² Nine of the ELLI districts are also included in the ECPA program count.
- ³ Data is from October 2016 Application for State School Aid (ASSA). The total enrollment number includes only those children funded with state preschool funds. Some districts fund slots for non-eligible children using other funds or charge tuition.
- ⁴ ELLI districts are allowed to contract with Head Start and private providers for services but the number is unknown.
- ⁵ Some programs are part-day, some programs are school-day, and some programs offer a combination of both. Some programs participate in DHS wraparound programs for before- and after-care. The DOE funds the program for the school year. If the district or provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.
- ⁶ Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.
- ⁷ Children are required to qualify for free and reduced-price lunch (185% FPL) and be a resident of the district. However, districts may allow for other students in unusual circumstances to be eligible for the program. A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual preschool program plan.
- ⁸ Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- ⁹ For half-day programs, only snack is provided. For a full-day program, breakfast and lunch may be provided.
- ¹⁰ Districts with large percentages of DLL children are required to have bilingual specialist master teachers available to provide support to teachers and fellow master teachers in the education of DLL preschoolers.
- ¹¹ Teachers with a Standard Elementary School Endorsement (preschool through grade eight) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with 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. Nursery school (P-K) is no longer granted but still recognized for current holders.
- ¹² In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title 1.
- ¹³ Requiring individualized professional development 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 professional development plan.
- ¹⁴ 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 2016-2017 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.
- ¹⁵ An annual preschool program plan is submitted based on self-assessment. Participation in the state's QRIS is encouraged but not required.
- ¹⁶ KEA participation is voluntary.
- ¹⁷ PEG-supported programs are required to participate in the state's QRIS.

NEW MEXICO - New Mexico PreK

- ¹ Children, Youth and Families Department funds NM PreK classrooms at Head Start sites. However, these PreK children are not enrolled in Head Start.
- ² New Mexico funds two program schedules: half-day which is 450 total classroom hours and NM Extended-day which is 900 total classroom hours. Half-day programs must operate at least 2.5 hour per day and NM Extended-day programs must operate at least five hours per day.
- ³ Only programs funded by Children, Youth, and Families Department are allowed to serve 3-year-olds.
- ⁴ Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.
- ⁵ Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs, for example, one adult to four children.
- ⁶ One meal is required for half-day programs; two meals are required for NM Extended-day PreK and Early PreK programs.
- ⁷ The components of a full physical exam are determined by the child's physician. All screenings must be completed by the third month of attendance.
- ⁸ Nurses who provide health services for children are available in public school settings only.
- ⁹ In public school programs, up 40% of children may have IEPs if a percentage of those IEPs are for speech articulation only. If not, one-third of the children may have IEPs.
- ¹⁰ Children are assessed in home language whenever possible. The PreK assessment is observational, making it is easy to adapt to home language.
- ¹¹ A minimum percentage of children is not specified. However, the PreK Program Standards require that every effort to provide an adult who speaks the child's language is made.
- ¹² 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.
- ¹³ The required observational assessment is based on the New Mexico Early Learning Guidelines, no other assessment can be used.
- ¹⁴ The PreK Consultation Model provides monthly three-hour classroom visits, which include a 30- minute debriefing period with the teacher and educational assistant.
- ¹⁵ Curricula are locally determined but must be aligned with the NM Early Learning Guidelines.
- ¹⁶ 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.

- 17 Assistant teachers in both public and nonpublic settings are expected to have an AA in Early Childhood Education, but may be hired without an AA with an approved professional development plan to complete at least six college credits annually toward the requirement. New Mexico offers an Education Assistant license for P-12 in public settings only.
- 18 Health and safety professional development is required and provided by Child Care Licensing and school districts, thus it is not funded by NM PreK.
- 19 Faith-based programs cannot have religious content during PreK hours.
- 20 The frequency of preschool assessments is dependent upon the program setting and the number of hours the program operated per year. For non-public schools, programs funded for 450 hours are assessed twice annually and programs funded for 900 hours are assessed three times annually. Public schools are assessed three times annually for all program types.
- 21 The Public Education Department requires schools with full-day kindergarten programs to conduct age-appropriate assessments to determine the placement of students at instructional level within the first 30 instructional days of the school year. Under the Race to the Top initiative, a state-wide Kindergarten Entry Assessment, the Kindergarten Observation Tool, was fully implemented in all public schools in the fall of 2016. School districts and charter schools that receive Reads to Lead funding from the state must conduct the Istation literacy assessments. Other districts have local control of early literacy short-cycle assessments.

NEW YORK - New York State Prekindergarten Program

- 1 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.
- 2 One competitive grant, the Expanded Prekindergarten Program, allowed school districts to apply to serve both 3- and 4-year olds as long as the number of slots for 3-year-olds did not exceed the number of slots for 4-year-olds in the district.
- 3 Preschool in two districts is entirely funded by PDG.
- 4 Whether or not children are enrolled in Head Start and state-funded preschool varies by school district.
- 5 Funding is for a minimum of 2.5 hours per day, but many programs opt to run a school-day or extended-day program using local funds or other funding sources. Programs must operate five days per week for a minimum of 180 days per year. Some school districts are required to budget, plan, and operate for the full calendar year, but that does not necessarily mean that programs are being provided beyond the school year. However, all school districts can elect to provide prekindergarten programming in the summer if they wish, using the same prekindergarten funds.
- 6 Age-eligible children must be residents of the respective school district in order to enroll into state-funded prekindergarten. For children served by the Federal Preschool Development Grant, eligibility is determined by an income requirement. Homeless children have priority for enrollment purposes.
- 7 The maximum class size for a prekindergarten 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.
- 8 Programs that are less than three hours require a nutritional meal or snack. Programs that are more than three hours require meals and snacks to ensure the nutritional needs of the children are met. Meals are required to be offered for full-day programs.
- 9 Coaching of preschool teachers about children with special needs is not required or defined by the state. There are regions/programs that provide this.
- 10 NYS policy permits monolingual non-English classes, transitional bilingual programs, dual language immersion classes, summer language programs to support DLL's, pull out instruction for English language instruction and dual language Pre-K programs. NYS policy requires monitoring at either the program or state level that is specifically focused on the quality of bilingual instruction. NYS policy requires preschool programs to screen and assess children in their home language if valid screening and assessment methods are available in the home language. Programs are required to collect and use information on language inputs in the home. For additional information on policies in development to identify and serve DLLs in New York see, <http://www.regents.nysed.gov/common/regents/files/417p12d1.pdf>
- 11 New York requires a plan for serving preschool DLLs, but does not approve it.
- 12 Guidance has been released conveying that home language support is best practice. Programs are required to ensure that children with limited English proficiency are provided equal access to the prekindergarten program and opportunities to achieve the same program goals and standards as other children. Districts can choose to implement specific supports for DLLs. Home language support has been conveyed as best practice.
- 13 The quality of instruction for DLLs is imbedded in the NYS PreK quality assurance protocol. See 2016-2017 NYS Pre-K Quality Assurance Protocol at <http://www.p12.nysed.gov/earlylearning/>
- 14 Children are screened and/or assessed in their home language if a valid screening method and/or assessment tool are available in the home language.
- 15 There is currently no specific state policy but there is a policy in development. See <https://www.regents.nysed.gov/common/regents/files/417p12d1.pdf>.
- 16 Other supports for curriculum implementation include the updated Planning for High-Quality Prekindergarten Programs, Summer Institute for Programs serving 3-year-olds in July 2017, released guidance for school districts operating Prekindergarten programs for 3-year-olds. Website tools include tip sheets for setting up the environment and checklists to ensure curriculum opportunities across domains.
- 17 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.
- 18 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.
- 19 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.
- 20 State policy does not specifically require ongoing classroom-embedded support but local districts can decide to provide it.
- 21 Local grantees may access federal CCDF and USDA Child and Adult Food Program funds in addition to state general funds. The amount of these federal funds is unknown.
- 22 A half-day state aid rate is based on each school district's combined wealth ratio. The state aid formula takes into account several factors, including: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (the proportion of pupils eligible for free and reduced-price lunch), regional cost index, and expected local contribution.
- 23 The state requires that assessments used are research-based, valid and reliable. Specific instruments are chosen at the local level.
- 24 Assessments used are determined locally but must cover language, cognitive and social skills. School districts are required to establish a process for assessing the developmental baseline and ongoing progress of all children participating in the program in at least language, cognitive, and social skill development.
- 25 Data from preschool child assessments are not used by the state agency.

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

- ¹ Although the North Carolina Department of Health and Human Services has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy dictates teacher education and educator licensure.
- ² North Carolina's Pre-K program (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 our contractor, we would find a different agency 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.
- ³ The sum of enrollment by ethnicity and race is higher than total enrollment because multiple categories of race may be selected.
- ⁴ 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.
- ⁵ 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.
- ⁶ All children must meet at least one risk factor if they do not meet the income cut-off.
- ⁷ Classrooms that provide for inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B) at: <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ The North Carolina Department of Public Instruction administers the state's exceptional children program (619 program) under the Office of Early Learning, which has other policies that guide services for exceptional children in public preschool/NC Pre-K classrooms. <http://www.dpi.state.nc.us/earlylearning/ecprogram/>
- ¹¹ The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners (ELLs), with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. North Carolina birth through kindergarten (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 Foundations for Early Learning and Development Standards (ELDS). North Carolina Mentor Teacher Standards align with the North Carolina Professional Teaching Standards. 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.
- ¹² The NC 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.
- ¹³ 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.
- ¹⁴ As part of the mentor/evaluation process to support the Birth - K licensure process, teachers are trained in the implementation of curriculum and monitored for effective practices as aligned to the ELDS.
- ¹⁵ Additional information on curricula can be found at: http://ncchildcare.nc.gov/providers/pv_sn2_curriculum.asp.
- ¹⁶ 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).
- ¹⁷ 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.
- ¹⁸ Professional development for assistant teachers applies only to those working toward the AA in ECE or CDA degree. 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 professional development 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 an NC Pre-K Programs. 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.
- ¹⁹ All DCDEE regulated (licensed) programs are required to complete training hours on health and safety as stipulated under the NC Child Care Rules, which would include NC Pre-K Programs. The number of hours will vary based upon who is delivering the training. It could be a 5-hour training or could take up to 20 hours.
- ²⁰ 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.
- ²¹ Faith-based centers are allowed but cannot use religious content in the state Pre-K classrooms.
- ²² NC Pre-K classrooms must meet at least a 5.0 on an ECERS-R assessment as part of the QRIS/Star-rated licensure system every three years. Routine monitoring occurs at least once per year by the local NC Pre-K contract administrator. All classrooms are required to receive a monitoring visit each year by both the licensing consultant as well as the local Pre-K contract administrator. These visits do include both observation of the classroom as well as a review of standards. These are not structured as there is not a formal tool used for these observations. The local NC Pre-K contract administrator monitors each funded classroom to ensure standards are being met.
- ²³ If a classroom rates less than 5.0 on the ECERS-R, staff are given one year to make improvements per the improvement plan that is developed jointly with the site administrator and the state agency's regulatory consultant. The state regulatory consultants and local NC Pre-K contract administrative agency staff routinely observe classrooms for appropriate implementation of curriculum, formative assessments, early learning standards, staff/child ratios, group size, in and outdoor learning environments and health and safety requirements, and provide feedback. Assigned mentors and evaluators work directly with teacher effectiveness, conducting formative assessments of practices that link to performance standards (environment, content knowledge, application and use of child data) to ensure classroom environments are responsive to teaching and child learning.
- ²⁴ 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 professional development 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.
- ²⁵ The NC Educator Effectiveness System under NC State Board Policy requires Birth - K licensed teachers to be formally mentored/coached and evaluated using formative and summative evaluation procedures annually, based on type and level of Birth - K licensure held. Additional information is collected about the level and number of

mentoring visits and formal evaluation of NC Birth - K licensed teachers and the number of teachers, directors, mentors and evaluators who have completed required mentor and evaluator training to prepare for NC educator licensure services. Teacher performance data: developing, proficient, accomplished or distinguished ratings are required annually and by Birth - K licensure type. The framework is required for teachers in both nonpublic and public schools. Teachers are required to use self-assessment and mentoring services based on teachers' assessed needs using the Rubric for Evaluating NC Teachers/NC Professional Teaching Standards.

²⁶ Classroom staff may select from a list of approved formative assessments found under this link: http://ncchildcare.nc.gov/pdf_forms/Approved_Formative_Assessments_For_Website_Update_6_17.pdf. Staff are required to conduct ongoing (regular) formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools are aligned with the NC ELDS to meet this requirement.

²⁷ Additional information on kindergarten assessments is found here: <http://www.ncpublicschools.org/curriculum/languagearts/elementary/k2literacy/>.

OHIO - Ohio Early Childhood Education

¹ Since 2006-2007, grants have been awarded based upon a poverty index. With new funds added in 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. Ohio has a total of 390 grantees.

² Ohio funded 18,440 children with a per-child allocation of \$4,000. Total enrollment was 15,942 children, so all enrollment breakdowns are based on 15,942. 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. As such, 3,626 children were over 4 years old but not yet eligible for kindergarten. These children are counted as 4-year-olds as per the NIEER Yearbook age groupings.

³ All Early Childhood Education programs must provide service for a minimum of 455 hours per academic year, approximately 12.5 hours/week.

⁴ House Bill 64 allows preschool to extend the day using publicly funded child care dollars for children who are eligible at or below 130% FPL.

⁵ Age eligibility requirements changed for the 2016-2017 school year such that 3-year-olds are no longer eligible.

⁶ Family income is the determining 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. Programs may offer services to children above 200% FPL, but those families pay full tuition.

⁷ All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff-to-child ratio or maximum class size of 20. Most programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.

⁸ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

⁹ State rule implements Least Restrictive Environment requirements from IDEA for all preschool children with disabilities. Children with disabilities are allowed to enroll in state-funded preschool programs on their fourth birthday, as soon as they become age-eligible. State Support Teams are available regionally to support programs.

¹⁰ Programs are required to adopt a curriculum but the decision on which curriculum to use is determined locally.

¹¹ 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.

¹² 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.

¹³ Originally, the allocation was provided starting with the district with the highest poverty rate. The Ohio Department of Education funded awards of up to two classrooms per district until all dollars were allocated. With the expansion in the 2013-2014 school year, a competitive process was used to allocate funds to programs within boundaries of school districts with the highest poverty and lowest achievement on kindergarten readiness assessments and third-grade reading assessments.

¹⁴ When a program is SUTQ-rated or in the process of becoming rated, the teachers and the classrooms are observed. Each time a program is re-rated, the observations and feedback are part of the process. The teachers, the classrooms, and the program also complete an annual self-assessment. These observations are collected and used to create goals and are used to decide on professional development training.

¹⁵ Ohio previously had a formal program evaluation using ELLCO. The state reviews results of child outcomes and results show that children participating in ECE perform significantly better on the K readiness assessment than demographically similar children who did not participate in ECE. The ELLCO evaluation occurred in 2012 and child outcomes in 2014.

¹⁶ In the fall of 2014, Ohio began administering the Kindergarten Readiness Assessment (KRA) to assess all domains of school readiness for all children in public school. Ohio collaborated with the Maryland State Department of Education to develop the new KRA, which is administered annually between the first day of school and November 1. Ohio has also developed a new pre-K through kindergarten formative assessment, covering ages 36 to 72 months, which began implementation in 2015 within ECE programs.

OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program

¹ 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.

² The 3-year-olds enrolled qualify for special services. There are districts that utilize local funding or tuition to provide classrooms for 3-year-olds.

³ Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch.

⁴ Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

⁵ The Oklahoma State Department of Education recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allow local districts to make these decisions. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

⁶ Professional Development requirements include training for certified teachers and support staff who work with English Learners.

⁷ Oklahoma does not require an assessment in Pre-K. Pre-K assessments are locally determined.

⁸ The Oklahoma Curriculum Frameworks provide support for state standards: <http://sde.ok.gov/sde/oklahoma-curriculum-frameworks>. The statewide summer conference, EngageOK, provides professional development to support the implementation of state standards.

⁹ The Oklahoma State Department of Education supports the specific needs of school districts to provide resources for special education services and assistive technology along with curriculum interventions for low-performing schools.

¹⁰ Local districts and administrators monitor and make decisions regarding curriculum implementation.

¹¹ 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. Having a BA in Early Childhood or certification through the paraprofessional route are requirements for teaching in an Oklahoma pre-K classroom.

¹² Teacher assistants are only required to hold a high school diploma or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An associate's degree or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; (3) Passed the Oklahoma General Education Test; or (4) Passed the ETS Para Pro Assessment Test or the Work Keys Assessment. About 69% of schools are Title I.

- ¹³ Professional development 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.
- ¹⁴ In the 2016-2017 school year, the Oklahoma State Department of Education developed policies for individualized professional development plans. The program will be piloted in 2017-2018. Full participation by all districts and teachers will be required in 2018-2019. For additional information, see: <http://sde.ok.gov/sde/professional-learning-focus>.
- ¹⁵ Districts can choose a literacy screener to assess Kindergarten students from the list of approved screeners; DIBELS is on the list. For additional information see: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/RSA-K-3_FormativeAssessments_2.pdf.

OREGON - Oregon Head Start Pre-Kindergarten

- ¹ Minimum required contact time is determined by the classroom hours combined with home-visit hours offered. School- and extended-day programs (more than six hours) are generally supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Figures collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each.
- ² The number of days per week is dependent on the service models/options adopted by the program, and can range from no class days per week (home-based) to five days per week.
- ³ State pre-K children must meet the federal Head Start income guidelines. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state pre-K and federal Head Start funds, 90% must meet the income requirements. If a grantee has only state pre-K funding, 80% must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.
- ⁴ Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs. Part-day programs provide lunch and either breakfast or snack. Full-day programs serve breakfast, lunch, and snack.
- ⁵ Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.
- ⁶ Oregon Pre-Kindergarten programs follow federal Head Start Performance Standards, which include the Head Start Early Learning Outcomes Framework. Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress toward acquiring English through culturally and linguistically appropriate instructional services, and inform parents about instructional services used. If 50% or more of children speak a language other than English, programs must ensure that non-English speaking children are provided language support as needed. Otherwise, DLL/ELL policies related to immersion, instruction, summer language programs, translators/bilingual staff, professional development or coaching provided to teachers of ELL/DLLs are locally determined.
- ⁷ While Oregon's Early Learning Standards 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.
- ⁸ Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% 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).
- ⁹ Some teachers who hold at least a CDA and who are enrolled in a program leading to at least an AA may receive a temporary waiver to the AA requirement.
- ¹⁰ New Head Start performance standards require all teachers to have annual professional development plans.
- ¹¹ Per coaching requirements in the updated federal Head Start Performance Standards.
- ¹² 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.
- ¹³ Programs are required to use CLASS for program improvement. Policy does not specify frequency of observations.

OREGON - Oregon Preschool Promise

- ¹ 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.
- ² Early Learning Hubs are intermediaries between the state and providers created to ensure fiscal and specified performance metric accountability of providers.
- ³ Enrollment data by age is unavailable. However, the program served 3- and 4-year olds.
- ⁴ 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.
- ⁵ Breakdown of programs by auspice is as follows: 24% Child Care; 24% Public School; 2% Education Service Districts; 16% Head Start/OPK; 2% Relief Nurseries; 1% Charter Schools; 20% Private Preschool; 11% Community Based Organizations.
- ⁶ 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. These variations in program calendar create variations in the number of hours per day offered.
- ⁷ Based on parent need, some providers offer a 3- or 4-day option. Most providers offer a 5-day per week model.
- ⁸ Preschool Promise must offer, at minimum, the same amount of service hours as the state funded full-day kindergarten.
- ⁹ Local Early Learning Hubs and programs may have priorities for eligibility that are locally determined.
- ¹⁰ Eligibility is valid for two years. Children who are in the foster care system are considered a family of one with no income, therefore they meet the income eligibility requirements. Beginning with the 2017-2018 school year, children with an IFSP who are over income will also be eligible.
- ¹¹ 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.
- ¹² In order to meet licensing requirements, programs provide at least one meal and one snack or two meals.
- ¹³ Early Education/Early Childhood Special Education providers utilize a consultation model of support for teachers who are serving children with identified special needs in their classroom.
- ¹⁴ DLLs are a priority population for the state, so DLLs are prioritized for enrollment in Preschool Promise. The program offers monolingual and bilingual Spanish classes and also has a Burmese and a Somali language program. Programs serving DLLs are prioritized for Preschool Promise funding.
- ¹⁵ While Oregon's Early Learning and Development Standards (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.
- ¹⁶ The state QRIS has an approved list that includes both Teaching Strategies Gold and Assessment, Evaluation, and Programming System (AEPS). If a provider chooses to use a different assessment, it has to be aligned with the ELDS and approved by QRIS evaluators.
- ¹⁷ Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted as long as 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 have a minimum of a CDA.
- ¹⁸ The following related degrees -- sociology, psychology, social services -- require an examination of transcripts to determine content related to early learning core knowledge areas.

- ¹⁹ For a provider to maintain a top two tier rating in the QRIS, teachers and assistant teachers are required to receive 20 to 24 hours of training and/or equivalent college course credits annually.
- ²⁰ If teachers and/or assistant teachers do not meet the minimum education requirements, a professional development plan is required.
- ²¹ Providers are connected to a Quality Improvement Specialist to support continuous quality improvement related to QRIS standards. Some of the support includes job embedded professional development opportunities. Coaching is not yet provided systematically, but the program is working towards this goal.
- ²² Requirements for structured classroom quality observations were determined locally during the first year of implementation. For subsequent years of implementation, requirements are being established.
- ²³ Annual state licensing renewal conducted by the Office of Child Care.
- ²⁴ For the 2017-2018 program year, all sites will be assessed using the CLASS by June 2018. The data will be used by various stakeholder groups to support continuous quality improvement efforts.
- ²⁵ To provide formative information so teachers can individualize instruction to meet students' needs.
- ²⁶ All public schools are required to assess kindergarten students upon entry with the state designed Kindergarten Assessment (KA). Public schools are able to select their own ongoing kindergarten assessment tools after the KA has been completed (locally determined).
- ²⁷ Programs may request a limited duration waiver for this requirement while they build capacity.

PENNSYLVANIA - Pennsylvania Ready to Learn Block Grant (RTL)

- ¹ Eligibility for RTL is locally determined.
- ² The Office of Child Development and Early Learning (OCDEL) released a policy statement on inclusion in 2017. Although, RTL programs are not monitored by OCDEL like other state-funded programs, the supports for the policy are accessible by RTL classrooms (e.g. CONNECT hotline, site visits, coaching).
- ³ 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.
- ⁴ Supports are available to districts, but districts need to request the services.
- ⁵ The curriculum must be standards-based, but it is decided upon locally. The state provides a list of curricula which has shown alignment with PA ELS.
- ⁶ Beginning in 2009-2010, assistant teachers had to meet NCLB requirements and were required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- ⁷ First year instructionally certified teachers are required to participate in induction.

PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

- ¹ 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.
- ² Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is 5 by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for kindergarten, they are not funded by HSSAP, but instead by other resources.
- ³ 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.
- ⁴ The Office of Child Development and Early Learning (OCDEL) released an inclusion policy in 2017. All state-funded programs must comply with the policy.
- ⁵ 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.
- ⁶ The state provides a list of all the assessments that have been approved for use by the state but programs can choose others. The other assessments are required to go through the alignment process to be added to the list of approved assessments.
- ⁷ Additional resources include face to face and asynchronous trainings in the ELDS.
- ⁸ Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have had at least a BA. By September 30, 2013, all assistant teachers must have had at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.
- ⁹ Per federal Head Start requirements.
- ¹⁰ Participation in state QRIS is required for state funded HSSAP programs that are located within child care centers. This information is collected at time of application, and when the rating is received.
- ¹¹ Providers choose from a list of approved assessment tools.

PENNSYLVANIA - Pennsylvania Kindergarten for Four-Year-Olds (K4) & School-Based Pre-K (SBPK)

- ¹ 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.
- ² K4 programs follow kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-child ratio. School-Based Pre-K (SBPK) follows the school board regulations for pre-K that require a maximum class size of 20 and staff-child ratio of 1:10.
- ³ The Office of Child Development and Early Learning (OCDEL) released an inclusion policy statement in 2017. Although K4 and school-based PK programs are not required to follow, the information and supports would be available if requested.
- ⁴ 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.
- ⁵ School code required that pre-K curriculum and instruction must be standards-based.
- ⁶ The state provided a listing of curricula that has been aligned with PA ELS (this is required for other state-funded Pre-K programs but not K4 or SBPK). Decisions about curricula are locally determined.
- ⁷ Elementary (K-6) certification is allowed for teachers in public school settings.
- ⁸ As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction; there is no minimum degree required for K4 programs.
- ⁹ Teachers with Instructional Certification are required to complete 180 hours. This is required in public school classrooms (SBPK), but not nonpublic schools (K4). An induction plan is required for teachers with Instructional Certification.

PENNSYLVANIA - Pennsylvania Pre-K Counts

- ¹ School-day programs operate for a full-day of programming which includes at least five instructional hours per day; part-day program operate for a half-day program which includes at least 2.5 instructional hours per day.
- ² Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is 5 by September 1, but this is locally determined. 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.
- ³ Children must meet the state-specified income requirement. Prioritization based on additional risk factors beyond income and age is locally determined.
- ⁴ 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.
- ⁵ Regulation guidance was updated in 2015 to include the meal requirement for half-day programs.
- ⁶ The program is required to share screening results with families and discuss/support referral options.
- ⁷ The Office of Child Development and Early Learning (OCDEL) released an inclusion policy in 2017 which PKC providers must follow.
- ⁸ A classroom should reflect the naturally occurring ratio of students with and without developmental delays and disabilities in the area served by the approved provider and should not contain more than 20% of students who have been identified by the start of the program year as having a developmental delay or disability. However, in attempting to promote inclusion, approved providers may not deny students admission to a classroom based on their disability or delay.
- ⁹ New DLL policies go into effect for the 2017-2018 program year. In 2016-2017, the state provided guidance but not regulation on ELL/DLL supports and services which are primarily locally determined.
- ¹⁰ 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.
- ¹¹ The state provides a list of all the assessments that have been approved for use by the state but programs can choose others. The other assessments are required to go through the alignment process to be added to the list of approved assessments.
- ¹² Curriculum companies may choose to submit an alignment at any time. The state aligned list reflects those who have voluntarily undergone the alignment process.
- ¹³ 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.
- ¹⁴ 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.
- ¹⁵ First year teachers are required to have induction plans; teachers in child care centers are required to have PD plans as part of QRIS requirement.
- ¹⁶ The state conducts reliable observation annually on PKC public school sites, and on the QRIS schedule when PKC is located within child care centers. Specialists also conduct assessments of classroom quality on an on-going basis. In addition, teacher evaluations using Danielson model are conducted annually. Programs are required to perform self-assessment at least annually.
- ¹⁷ An external evaluation is currently being planned by an outside funder. The Office of Child Development and Early Learning are involved tangentially in the planning of the evaluation.
- ¹⁸ Programs located in child care are required to participate in the QRIS.

RHODE ISLAND - Rhode Island State Prekindergarten Program

- ¹ Rhode Island served a total of 1,008 children during the 2016-2017 school year, more than the projected enrollment of 954 children. Of the total enrollment, 484 were funded using state dollars and the remainder with federal PDG funds.
- ² There is no formal partnership at the state level, but individual grantees are required to make extended-day services available either by providing such services directly or by partnering with another agency which offers such services.
- ³ Children must reside in the district, town, or community in which the program is offered and be 4 on or before September 1st.
- ⁴ If a child has been absent more than 20 days, they may become ineligible.
- ⁵ Programs are required to offer these services utilizing existing state programs and systems.
- ⁶ PD and TA are offered. Written policies to support children with disabilities are required in program documentation, and data are collected on how state Pre-K staff are involved with children during the referral/IEP process.
- ⁷ Materials are provided in English and Spanish, and communities can hire translators in a multitude of languages to meet local needs. Programs are encouraged to find ways to communicate with families in their native language, however, this is not required.
- ⁸ All programs are required to use Teaching Strategies Gold and pay for the folios.
- ⁹ 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).
- ¹⁰ The state does not monitor fidelity of implementation of a specific curriculum, but does monitor implementation of curricula through written frameworks as well as observations and interviews.
- ¹¹ Rhode Island does not approve curricula, but does provide a list of reviewed curricula where an alignment has been done based on a variety of indicators. Information on curricula alignment can be found here: <http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx#1667794-documents>.
- ¹² 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.
- ¹³ Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.
- ¹⁴ 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.
- ¹⁵ The Rhode Island Education Aid Foundation Formula, approved in 2010, takes a phased-in approach to expanding access to high-quality pre-K, starting with communities that have a high proportion of children eligible for free- and reduced-price lunch. The phased-in approach, investing \$10 million over 10 years, will ensure that pre-K expansion creates high-quality learning programs, improves access for students who need it the most, and assures a smooth transition between early childhood and K-12.
- ¹⁶ All programs receive a summary of their results on ECERS and CLASS, and are required to write a plan for any scores below a 5.
- ¹⁷ ELLCO is used as a TA tool, but not formally for data collection.
- ¹⁸ Rhode Island uses a vendor, the state's AEYC and QRIS assessment team of consultants, to conduct assessments. These are reliably trained assessors who conduct the assessments to fidelity, compile their final scores and reports and share these with the Department. Reports are reviewed by the state and shared with the program and the program's coach. Each of the assessors who conducts the assessment has to go through drift/re-reliability training.
- ¹⁹ Rhode Island is contracting with Child Trends for another evaluation, which is beginning this year, and will continue through next year when the children are in K. Classroom quality data obtained through QRIS assessors, as well as child level measures taken at three points in time (the start of pre-K, end of pre-K, and 1st grade), will be used for the evaluation.

²⁰ The state participated in a pilot of a KEA but has not received funding to continue this work at this time. In the absence of funding, the state is in the process of applying for an RFI and will select vendors for our state Master Price Agreement (MPA).

²¹ A minimum level of quality is not required; however, if a program scores low (i.e., below a 3 star) the state works with them on concrete plans for program quality improvement.

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

¹ The South Carolina Department of Education (SCDE) has administrative authority over public school districts. The Office of First Steps has authority over private child care centers. The Department of Social Services (DSS) monitors for compliance with DSS early child care regulations.

² The SCDE has five FTEs in the Office of Early Learning and Literacy (OELL) for CERDEP and three FTEs for Early Learning and Literacy. In addition, there are 19 literacy specialists from the Read to Succeed Office in the OELL that support Education Improvement Act (EIA) 4K. First Steps has 10 FTEs.

³ A total of 61 school districts participate in the South Carolina Early Reading Development and Education Program (CERDEP), and there are an additional three school districts which are eligible based on the 70% or higher poverty level but elect not to participate. Private child care programs in those three districts may participate. The remaining districts do not meet the poverty level to participate in CERDEP, but they must offer, at a minimum, one half-day EIA 4K class.

⁴ EIA 4K operates a minimum of 4 hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. Eligible students may not be charged an enrollment fee, tuition, or any other fees for any portion of the required instructional day. A state budget proviso for the 2017-2018 school year will permit both the SCDE and First Steps to extend the school day up to 8.5 hours per day.

⁵ A state budget proviso for the 2017-2018 school year will permit the SCDE and First Steps to extend the school year from 1,170 hours (180 days) to 1,430 hours (220 days). It is possible under the proviso to extend both the school day and the school year. The maximum expansion allowed is 1,870 hours (8.5 hours per day x 220 days).

⁶ For CERDEP, eligibility is based on residence in a CERDEP-funded district, and income (students must qualify for free or reduced-price lunch or Medicaid). For EIA 4K, after all income-eligible children are served, districts can decide on prioritizing other risk factors.

⁷ For CERDEP, once all children that meet the income criteria are served, students identified as at-risk by low scores on DIAL or those who meet the risk factors of being homeless or in foster care, may enroll. For EIA 4K, districts may prioritize other risk factors.

⁸ 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).

⁹ DEC is not required as a compliance monitoring effort, but the Office of Special Education Services encourages districts to follow DEC best practices and developmentally appropriate practices.

¹⁰ SC-ELS provides strategies for how teachers and caregivers can support children's development and learning in the areas described in the Developmental Indicators to foster children's progress on the Developmental Indicators. The list includes strategies that can be used to promote the learning and development of all children including strategies to provide ideas for teachers who are working with English Language Learners (ELLs) and children who have disabilities.

¹¹ The SCDE conducts monitoring visits to all CERDEP school districts using the Early Language and Literacy Classroom Observation (ELLCO). This tool utilizes goal setting, monitoring, and feedback.

¹² The following curricula scored eighty percent or higher on six components of the curriculum review rubric: Big Day by Scholastic; Creative Curriculum by Teaching Strategies; High Scope by High Scope; InvestiGators by Robert Leslie; and Worlds of Wonder by McGraw Hill.

¹³ Curricula approved for the approved curriculum list were required by legislation to address all domains of the whole child. In addition, the curriculum review panel determined that Montessori education is an approved curriculum through the work in the SCDE's Office of Innovation and Effectiveness work on personalized and innovative learning.

¹⁴ CERDEP public school classrooms must be led by teachers who have South Carolina certification in early childhood education for the school to be in compliance with state accreditation requirements. Programs electing to use Montessori as a curriculum model must have a Montessori-credentialed lead teacher. Public school classrooms must be staffed by instructional assistants meeting the state requirements with a minimum of a high school diploma or the equivalent. In addition, instructional assistants must have the minimum two years of experience working with children under five years old and must successfully complete or enroll in the Early Childhood Development Credential (ECD 101) within twelve months of hire.

¹⁵ 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.

¹⁶ In addition to the 15 clock hours annually, lead teachers in public schools are required to take six credit hours every five years. 12. The 15 clock hours per year must be approved by the Center for Child Care Career Development, and must include at least five hours in curriculum, five hours in child development, and five hours in health and safety, guidance, or other related topics.

¹⁷ Coaching is focused on literacy. In addition to the various professional development opportunities at the district and state levels, there are 19 literacy specialists and over 600 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level.

¹⁸ EIA 4K's funding formula is dependent on the number of kindergarten students qualifying for free or reduced-price lunch.

¹⁹ The CERDEP team generated a monitoring visit monthly calendar giving priority to the thirty-three plaintiff trial districts and to the twenty new CERDEP classrooms. Low performing EIA 4K classrooms are observed.

²⁰ Data collected during monitoring visits are analyzed for teaching patterns and professional learning needs across the state. Data are also analyzed for compliance trends and to identify the supports needed from state level literacy specialists.

²¹ There are several pilots being funded by the South Carolina Education Oversight Committee using various classroom observation tools, including ECERS, CLASS, and ELLCO.

²² Districts must select one of the child assessments on the approved list. CERDEP teachers are required to conduct ongoing assessments to gather information about each child's growth and skill development across domains, as well as to inform instruction. For additional information see: <https://ed.sc.gov/instruction/early-learning-and-literacy/assessments-in-early-learning/pre-k-readiness-assessments/>

²³ Implemented in 2017-2018, the KRA (Kindergarten Readiness Assessment) determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year.

²⁴ Private-funded preschool programs participate in QRIS, but public-funded programs are not required to do so.

TENNESSEE - Tennessee Voluntary Pre-K (VPK)

¹ Authority over the Tennessee VPK program was moved from the Division of Special Populations to the Division of Early Learning and Literacy.

² Voluntary Pre-K is meant to serve 4-year-olds. Beginning in 2017-2018, 3-year-olds will not be allowed to enroll in VPK without permission from the state.

³ PDG funding has created 66 new classrooms across 2 districts. In Nashville, the grant has enhanced classrooms across the district including 55 VPK classrooms through coaching, professional development and comprehensive services. The Shelby Consortium had 50 VPK classrooms enhanced with comprehensive services. There are also local match classrooms that are part of the grant but do not get PDG funding - last year there were 912 such classrooms.

⁴ Head Start is a self-governed program in Tennessee. In some districts, the Head Start agency blends or layers funding with VPK to serve the children. In others, there is no crossover. This is a decision made at the district level.

⁵ Programs are required to operate 5 1/2 hours per day, excluding nap time.

⁶ The state must give permission for districts to enroll kindergarten-age children with documented disabilities in VPK.

- 7 Tennessee has a 3-tier eligibility system. Tier 1 includes children whose income would qualify them for free or reduced-price lunch, as well as children who are homeless or in foster care. The second tier includes children who are not income eligible, but are screened and identified as at-risk due to an IEP, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) parents with low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.
- 8 There are no P3 classes funded with VPK dollars. Multi aged classes can have up to 20 students with a ratio of 1:10, but may not exceed 9 three-year-olds. In order for a district to enroll 3-year-olds, they must request approval from the state.
- 9 Snack requirements depend on length of day.
- 10 Other comprehensive services are encouraged. Implementation of extra services varies by districts.
- 11 If the ratio of students with an IEP exceeds 50%, teachers are required to have a specialized license. If the ratio is below 50%, a general pre-k license is required and trainings and supports are provided.
- 12 Tennessee's ELDS are currently under review. They have passed the first reading at the State Board of Education and will be fully implemented by the 2018-2019 school year.
- 13 Currently, there are no state required assessments. However, the Kindergarten Entry Inventory and the Student Growth Portfolio are being implemented, both of which are aligned with TN ELDS standards and/or developmental domains.
- 14 Guidance documents and professional development 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.
- 15 There are currently 37 curricula on the approved list, however, the list is being revised for the 2018-2019 school year. It is anticipated that there will be a state recommended list of curricula with sponsored trainings and ongoing assistance offered to districts.
- 16 Tennessee requires that pre-K teachers in state funded classes be certified to teach pre-K.
- 17 State law passed in 2005-2006 requires at least one educational assistant per classroom to hold a CDA or AA, or actively work toward such credentials. If no person with such credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood programs to be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired. In 2016-17, 53% of all assistant teachers had a CDA credential or higher level of education. There is no degree requirement for assistant teachers but they are required to receive a minimum of 24 hours of state approved professional development on ECERS, ELLCO, Personal Safety, Tennessee Early Learning Development Standards, Child Care Rules and Regulations, and Social Emotional Learning Foundations. At least 6 hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to or during employment.
- 18 For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required the following years. In 2017-2018, the requirements will increase to 24 clock hours per year for Directors, Teachers, and Assistants; and 30 hours in 2018-2019.
- 19 All teachers are required to participate in TEAM evaluations. These evaluations do not require a personalized growth plan, but are used to coach and support teacher growth.
- 20 The PDG grant has provided ongoing training and coaching supports in Metro and Nashville districts. In addition, the state is incorporating some professional learning that will provide ongoing supports for teachers.
- 21 Other federal funds beyond PDG are allowable and are used. However, data about their use are not readily available at the state level as most funding decisions are made at the district level.
- 22 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.
- 23 The state funded pre-K classrooms are observed in 2 ways: 1) Program evaluators monitor twice a year for compliance with rules and regulations/components of program quality and 2) Teachers are evaluated at least twice a year, on planning, instruction and environmental practices. New teachers are evaluated 4 times per year. In addition to these reliable assessments, ECERS and ELLCO are required to be performed by district leaders when new classes are opened, when new teachers are hired and at least once every 5 years thereafter.
- 24 Ongoing feedback is part of teacher evaluations, program evaluations and the ECERS reports.
- 25 Some of the self-reported data and reports are part of the annual grant application and may be used to determine quality and thereby effect funding decisions.
- 26 In 2017-2018, the state-developed student growth portfolio will be implemented, following the pilot. Teachers and districts will choose an assessment from a state-approved list to demonstrate student achievement. Student achievement scores count as 15% of a teacher's evaluation. Fifty percent of the evaluation is based on classroom observation and the remaining 35% is based on student growth, which comes from a student growth portfolio model. DRDP is being piloted in kindergarten this year with expectation that we will move state wide in the 2018-2019 school year.
- 27 The Kindergarten Entry Inventory created by DRDP was piloted in PDG school districts and different tools were piloted in other kindergarten classrooms.

TEXAS - Texas Public School Prekindergarten

- 1 A district shall offer prekindergarten classes if the district identifies 15 or more eligible children who are at least 4 years of age by September 1 of the current school year. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least 3 years of age.
- 2 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) the child of a person eligible for the Star of Texas Award.
- 3 Districts are required to verify eligibility. Once a student is determined to be eligible, the student remains eligible for that year in the district in which he or she resides, or is otherwise entitled to Foundation School Program benefits.
- 4 There is no rule regarding prekindergarten class size or staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. If a school district contracts with a private entity to operate the district's prekindergarten program, the program must comply with child care licensing standards. The recommendation is a child to staff ratio of 11:1 with a limit of 22 children per classroom, but this is not required.
- 5 Districts are not required to serve meals to pre-K students. However, some districts do serve either breakfast or lunch, and some offer both meals. Districts offering full-day prekindergarten are required to provide lunch.
- 6 Other health screenings are determined locally.
- 7 Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education. If fewer than 20 students of limited English proficiency in any language classification are enrolled in the same grade level, the school district must offer a special language program (content-based ESL).
- 8 Translators are used for Language Proficiency Assessment Committees for parents who do not speak English and during parent/teacher meetings.
- 9 Approaches to Learning is covered throughout the ELDS, but not an explicit, separate chapter.
- 10 For a full list of curricula see: https://tea4vfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf.
- 11 Texas does not use the term assistant teachers, though paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma and experience working with students or parents. Educational Aide II requires at least a high school diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area, as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.

- ¹² In the High-Quality Prekindergarten Grant program that covers approximately 85% of preschool children, the teachers are required to have 30 hours each year in early childhood education including 15 hours of mentoring or instructional coaching.
- ¹³ There is additional grant funding available in some parts of the state.
- ¹⁴ The CCDF funds are made available through the Texas Workforce Commission. An Interagency Agreement is established to pass funds through to TEA. Funds are awarded to UTHealth, Children's Learning Institute.
- ¹⁵ Prekindergarten students generate formula funding based on average daily attendance (ADA), in the same manner as K-12 students, with the provision that they are eligible for a maximum of one half-day ADA.
- ¹⁶ Districts are not required to administer a progress monitoring tool, but if they do and it is from an approved list, they are required to submit beginning-of-year and end-of-year data.
- ¹⁷ Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and/or end of the year, and programs are required to submit beginning-of-the-year data to the agency.

VERMONT - Vermont Universal Prekindergarten Program (Act 166)

- ¹ School districts developed agreements with private prequalified pre-K programs in towns/communities including 136 public prequalified pre-K programs and 246 private prequalified pre-K programs. Full implementation of Act 166 is required in the 2016-2017 school year.
- ² In 2016-2017, the state has fully implemented Act 166. Districts must provide the resources or tuition to families, but they do not need to offer a program.
- ³ Data on home language are missing for 2,461 children.
- ⁴ Enrollment by ethnicity and race includes 5-year-olds in the 4-year-old data.
- ⁵ Students are enrolled at the elementary school they would attend in kindergarten, but parents have a number of choices where students attend school.
- ⁶ Act 166 requires school districts to offer pre-K to all 3-, 4- and 5-year-olds not enrolled in kindergarten for 10 hours per week for 35 weeks over the academic year.
- ⁷ Many of the programs provide snacks, breakfast, and/or lunch.
- ⁸ As part of Child Find, programs screen children on their developmental growth. Vision and hearing are required under child care regulations as well. Screening information is not collected at the state level. Child Find must be conducted annually by all school districts. Child Find activities to identify developmental delays (such as pre-K screening) are planned, offered and conducted by local school districts. Preschools require the name of physicians and dentists, with the date of the last office visit.
- ⁹ Referral to social services is part of mandated reporting to the Department of Children and Families.
- ¹⁰ The state anticipates developing a state guidance document to support serving children who are DLLs during the 2018-2019 school year.
- ¹¹ Vermont's Early Learning Standards (VELS) are aligned with Teaching Strategies GOLD.
- ¹² A private prequalified pre-k program operated in a licensed, center-based program shall employ, or contract for the services of, at least one teacher who holds a valid Vermont educator license with an endorsement in either early childhood education or early childhood special education. The 10 hours the licensed teacher is present shall coincide with the hours of pre-k paid for by tuition from districts. Thus, there must only be one certified teacher in the center, regardless of the number of children or classrooms.
- ¹³ A teacher associate must be at least 20 years of age, have a high school diploma or GED, at least 12 months experience working with groups of children in grade three or younger, and meet one of the following qualifications: (1) A Vermont Early Childhood Career Ladder Level Three Certificate; (2) An associate degree in Early Childhood or a related field; (3) A Certificate of Completion from the Registered Child Care Apprenticeship Program; (4) A Child Care Certificate from the Community College of Vermont; or (5) Successful completion of 21 college credits with an early childhood or school-age focus. A teacher assistant must be at least 18 years of age, have a high school diploma or GED, at least 12 months working with groups of children in grade 3 or younger, and meet one of the following qualifications: (1) A Vermont Early Childhood Career Ladder Level One or Two Certificate; (2) A current CDA; (3) A State Board of Education approved Human Services Program Certificate that emphasizes child development or early childhood education; (4) Successful completion of the Fundamentals for Early Childhood Professionals course or the Vermont Afterschool Essentials Certificate; (5) Successful completion of a three college credit course in child or human development or a three college credit course for school age care and education.
- ¹⁴ Vermont does not currently require coaching as a professional development (PD) component. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting. Early Multi-Tiered System of Supports (MTSS) is a prime example of training on content that includes practice-based coaching elements to ensure implementation in the state.
- ¹⁵ A total of \$64,473,629 was used to support Vermont's Act 166 Program. Budgets including district costs for pre-K are determined and approved at the local level and then funded through the Education Fund. The state Education Fund provides funding for pre-K-12 education spending. The state was unable to break this down into state, local, and federal sources. This figure likely includes funding from the State Education Fund's school funding formula and state Essential Early Education (early childhood special education) funds. Approximately 25% of all districts also use Title I dollars to support pre-K, however, given districts do not report revenues by grade level, actual amounts are unknown.
- ¹⁶ Currently a CLASS observation is required once every 3 years. Programs can request more frequent observations.
- ¹⁷ A write-up is provided to both the program and the Vermont QRIS system.
- ¹⁸ Vermont is in the process of designing a pre-K monitoring and improvement system. The state will be conducting a pilot during January 2018.

VIRGINIA - Virginia Preschool Initiative (VPI)

- ¹ Funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether or not to take the funds.
- ² Some children included in the enrollment total received special education services, but data on the number of children is not available.
- ³ 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.
- ⁴ Eligibility for Virginia Preschool Initiative (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 percent of slots can be filled using locally determined criteria.
- ⁵ The Appropriation Act language does not mandate meals. All programs are encouraged to provide access to healthy meals and snacks to all students.
- ⁶ 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.
- ⁷ 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.
- ⁸ The early learning standards are being updated to include college and career ready standards for preschoolers.
- ⁹ The state requires the use of the Phonological Awareness Literacy Screening for Preschool (PALS-PreK) for all VPI students.
- ¹⁰ 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.
- ¹¹ Federal funds cannot be used as the local match, but can be used to enhance instruction.
- ¹² 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 \$6,125, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. The local match is capped at half the per-pupil amount. Funds are provided to localities based on the number of at-risk 4-year-olds not served by Head Start.

- ¹³ Only PALS-PreK is required by the state for all programs. Other domains are assessed through locally determined curriculum assessment. Approaches to learning are embedded in Social and Emotional Development.
- ¹⁴ A literacy screening is required in kindergarten. All but one school division used PALS-PreK.
- ¹⁵ The state provides PALS-PreK free of charge to all school divisions. However, if a school division chooses to use an alternative assessment, it must be approved by the Department of Education.

WASHINGTON - Early Childhood Education and Assistance Program (ECEAP)

- ¹ Of the four counties not served by this program, three are served by Head Start and the other is sparsely populated.
- ² Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.
- ³ Enrollment by other home languages includes the following: Amharic: 80 (39 3-year-olds, 41 4-year-olds); Arabic: 105 (36 3-year-olds, 69 4-year-olds); Chinese: 50 (22 3-year-olds, 28 4-year-olds); Marshallese: 31 (6 3-year-olds, 25 4-year-olds); Punjabi: 55 (20 3-year-olds, 25 4-year-olds); Russian: 79 (23 3-year-olds, 56 4-year-olds); Samoan: 11 (2 3-year-olds, 9 4-year-olds); Somali: 182 (71 3-year-olds; 111 4-year-olds); Tagalog: 14 (4 3-year-olds; 10 4-year-olds); Vietnamese: 68 (25 3-year-olds, 43 4-year-olds); Other languages: 348 (120 3-year-olds, 228 4-year-olds).
- ⁴ 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 to 6.5 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 wraparound child care at the same site are not counted in the school day category because ECEAP program standards are not in operation during those hours.
- ⁵ In 2016-2017, 27 classes met two days a week (part-day model, with longer hours and a three-day class sharing the room). A total of 101 classes met three days a week, 560 classes met four days a week, and 145 classes met five days a week.
- ⁶ To be eligible, children must be 3 but not yet 5 on August 31.
- ⁷ In 2015-2016, for the first time, ECEAP served kindergarten-eligible children in the summer before kindergarten in extended-day programs. They are not eligible after public kindergarten begins.
- ⁸ 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 DEL to be linked by research to school performance.
- ⁹ A priority point system based on a combination of income and other risk factors is used to determine eligibility. Additional risk factors include: expulsion due to behavior, in kinship care, single parent, transferring from Head Start or Early Head Start, parent deployed to combat zone in last year, parent incarcerated, mental illness, health care access, or migrant status.
- ¹⁰ 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. Contractors providing sessions lasting three or more hours must provide breakfast or lunch, and a snack.
- ¹¹ If a child is identified as having special needs, ECEAP providers must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services.
- ¹² Of the 817 classes during the 2016-2017 program year, instruction was provided in: English in 641 classrooms; Spanish in 4 classrooms; Other languages in 3 classrooms; English and Spanish in 160 classrooms; English and another language in 8 classrooms; and English, Spanish, and another language in 1 classroom.
- ¹³ Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family, and administered only with parent consent.
- ¹⁴ Teaching Strategies GOLD is required.
- ¹⁵ Additional supports include online training modules and coaching.
- ¹⁶ Contractors must use a DEL-approved, comprehensive, research-based curricula (Creative Curriculum or HighScope). DEL purchases full sets of either curriculum for each classroom. If an ECEAP contractor wishes to use an alternative research-based curriculum they must complete DEL's Alternative Curriculum Approval Form. The Contractor must ensure staff supporting teachers implementing Creative Curriculum attend a Coaching to Fidelity training provided by COEL staff. The Contractor must ensure ECEAP lead teachers participate in the DEL sponsored, in-person curriculum training.
- ¹⁷ Staff supporting teachers implementing Creative Curriculum (92% of ECEAP sites) must attend a Coaching to Fidelity training provided by COEL staff. For the 2% of ECEAP sites using HighScope, fidelity is built into training and teacher/trainer feedback. DEL purchases full sets of Creative Curriculum - 6th edition or High Scope for each classroom.
- ¹⁸ HighScope and Creative Curriculum are approved. Beginning in 2016-2017, a process was put in place for ECEAP contractors to submit additional curricula for approval, based on the Head Start National Center on Quality Teaching and Learning's Preschool Curriculum Consumer Report.
- ¹⁹ 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.
- ²⁰ 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.
- ²¹ Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year, such as workshops or classes, but not including individual mentoring.
- ²² The state requires individualized annual professional development plans for any lead or assistant teacher who does not yet fully meet the required qualifications for their position.
- ²³ Each ECEAP contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework to: (1) Support rating readiness and ongoing continuous quality improvement; (2) Assist the contractor in identifying goals and making quality improvement plans to achieve goals, and (3) Assist the contractor in completing remedial activities within the identified timeline, when applicable. 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.
- ²⁴ Coaches may also be assigned to Head Start and/or child care classes in addition to their ECEAP classes.
- ²⁵ The amount from non-required local sources is unknown.
- ²⁶ Structured observations of classroom quality 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.
- ²⁷ Every ECEAP classroom has a coach who has access to the QRIS data, including ERS and CLASS score details. They use these in discussions and planning with teachers. The ECEAP Contract requires contractors to use the CLASS and ERS assessments to improve curriculum, learning environments and adult-child interactions.
- ²⁸ Review of program records occurs through data entered in ELMS, ECEAP's database, or MERIT, ECEAP's professional registry, and reviewed on a weekly/monthly/quarterly/or annual schedule depending on the factor reviewed. Additional records are reviewed on site during the periodic site visits. Other monitoring includes a list of deliverables prepared by each contractor and sent to the state, including program self-assessment, service area agreements, operating budget, and staff compensation review.

- ²⁹ Teaching Strategies GOLD is used. Three to four times per year, teachers rate all objectives within the following areas: Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. The remaining Teaching Strategies GOLD objectives (Science and Technology, Social Studies, and The Arts) are optional.
- ³⁰ Assessments are required once per quarter. Children in part-day or full-day models are assessed three times a year. Children in extended-day ECEAP are assessed four times a year.
- ³¹ Child assessment data are also used to individualize instruction and support for each child (done at the local level).
- ³² This is the Washington Kindergarten Inventory of Skills (WaKIDS), which is a subset of Teaching Strategies GOLD objectives.

WEST VIRGINIA - West Virginia Universal Pre-K

- ¹ The West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing WV Universal Pre-K. However, the WVDE Office of Early Learning works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525.
- ² In West Virginia's collaborative model, all students are considered enrolled in public settings. The total count includes 3-year-olds in pre-K who are enrolled, but not age-eligible, including 1,074 3-year-olds with IEPs and 1,278 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). 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 September 1st age eligibility.
- ³ Total enrollment by home language includes only 3- and 4-year-olds. Home language was not captured for the 1,278 "exclusion" 3-year-olds who are included in the pre-K program total enrollment but are enrolled through other programs such as child care and Head Start. Home language for 82 children under 3 years old and 473 5-year-olds were also not captured in the home language total enrollment.
- ⁴ Ethnicity and race totals only include 3-year-olds with IEPs and all 4-year-olds. The totals do not include 82 children under 3 years old, 1,278 exclusion 3-year-olds, or 5-year-olds who were in pre-K.
- ⁵ Beginning with the 2016-2017 school year, 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 14 hours per week and 128 days per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements. No programs are part-day; however, children may attend part-day, as determined by IEP teams. The totals do not include 82 children under 3 years old or 1,278 exclusion 3-year-olds.
- ⁶ There is no formal partnership at the state level to provide extended-day services through collaboration with other agencies and programs (e.g., Head Start, child care); however, partnerships are required at the local level in state policy.
- ⁷ 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.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ The full physical exam must examine neurological functions, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.
- ¹¹ Regulations for the Education of Students with Exceptionalities includes requirements for programs to support children with disabilities in WV Universal Pre-K.
- ¹² The Early Learning Scale is required in WVBE Policy 2525, as part of the WV Pre-K Child Assessment System.
- ¹³ The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide professional development system designed for all early childhood educators, administrators and families as part of WV Universal Pre-K. The system provides content which is research-based, aligned with the WV Early Learning Standards Framework and the WV Pre-K Child Assessment System. This system is available in the following domains: Language and Literacy, Math and Science, Arts and Physical Development, and Social and Emotional.
- ¹⁴ Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization.
- ¹⁵ A small percentage of teachers hired before 2003 have an AA; the remainder of teachers have a BA.
- ¹⁶ All assistant teachers must have a CDA or equivalent, determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a CDA or state equivalent.
- ¹⁷ State policy requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process.
- ¹⁸ 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 professional development plan that is linked to predetermined needs, reflect program goals and policies, and include a systemic evaluation process (WVBE Policy 5500.02 County Service Personnel Staff Development). All classroom staff employed by collaborating child care centers must have a professional development plan that includes staff evaluation in the process in accordance with state child care licensing regulations. Professional development and evaluation formats are designed by the Child Care Directors. Head Start Performance Standards require grantees to maintain a system of training and professional development for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.
- ¹⁹ State-aid funding for pre-K is allocated as part of the K-12 state aid funding process.
- ²⁰ Faith-based centers must exclude religious content during designated public pre-k hours.
- ²¹ 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.
- ²² Results from annual classroom observations are utilized as data sources in the district continuous quality improvement process. The continuous quality improvement process and program records are reviewed by the state pre-k steering team at a minimum of once every three years through the WV Universal Pre-K Program Review Process.
- ²³ Information collected in WV Universal Pre-K Program Reviews are utilized for statewide continuous quality improvement through the state Office of Early Learning Logic Model. Goals are determined in areas of School Readiness, Universal Pre-K, Workforce Development, Standards and Support, and 3rd Grade Literacy Proficiency.
- ²⁴ The WV Universal Pre-K Longitudinal Study is a multi-year study designed to assess the effects of participation in the state pre-K program. The proposed timeline of the study spans from 2015 to 2020.
- ²⁵ 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.
- ²⁶ West Virginia Early Learning Reporting System: Kindergarten (ELRS:K) is an educator-developed series of standards-focused reporting rubrics. Teachers are required to report on the ELRS:K at school entry in the areas of English Language Arts and Mathematics. Districts can require use of the ELRS:K more frequently throughout the year.

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

- ¹ School districts can contract with Head Start programs to implement 4K.

- ² 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.
- ³ Districts may contract with child care or Head Start to implement 4K. State policies also support partnerships with child care and Head Start to extend the number of hours per day or weeks per year.
- ⁴ The state law is that children are eligible for 4K if they are 4 years of age as of September 1, but it does allow districts to have early entrance policies. Districts that do allow this usually only enroll children who are 3 years of age by October or November upon parental request. Sometimes children with disabilities who are under 4 years of age are also counted if they were placed in 4K. Districts are also allowed to establish policies for maximum ages.
- ⁵ If a district offers 4K, it is open for all age-eligible children. No waiting lists can exist.
- ⁶ There are no state requirements for class size or staff-child ratio. 4K programs partnering with child care or Head Start follow those requirements.
- ⁷ 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.
- ⁸ 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.
- ⁹ If there are concerning screening results, 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.
- ¹⁰ Requirements depend on how the services are defined. Parent involvement is required when districts obtain additional funds for parent outreach. Referrals for special education are required as needed. State law requires referral to social services in case of abuse or neglect. When districts partner with Head Start, they must provide services per Head Start federal standards.
- ¹¹ Programs are required to follow each child's Individual Education Plan providing supports as defined with in the programs.
- ¹² Federal Title III requirements are followed. Specific implementation in 4K is locally determined.
- ¹³ The state does not have stand alone K-3 or college and career ready early grades standards. Infant toddler standards are included in Wisconsin Model Early Learning Standards (MELS).
- ¹⁴ Screening and assessment practices are promoted that align with the ELDS but they are not required.
- ¹⁵ The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. For additional information, see: <http://www.collaboratingpartners.com/wmels/trainings/>
- ¹⁶ Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources.
- ¹⁷ While the 4K programs are all under the administrative authority of the school, the school can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel. There are three options: (1) EC Endorsement with or without special education; (2) EC endorsement Birth to age 8; and (3) EC endorsement Birth to age 11.
- ¹⁸ Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard for quality through a state or local academic assessment regardless of degree. The requirements for assistant teachers in nonpublic settings reflect child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.
- ¹⁹ Licensed teachers have the option of doing a performance-based system that includes writing professional development plans, working with a mentor, and having a team review and approval. Educator effectiveness practices for licensed teachers involve individualized professional development plans. For assistant teachers, requirements for individualized professional development plans depend on the employing agency. 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.
- ²⁰ Coaching and mentoring are built into the state teacher licensing system for teachers who elect to use a professional development plan (instead of credit-based license renewal) and in the teacher effectiveness process.
- ²¹ Spending figures are estimates as 4K is part of the overall state school funding formula, and it is difficult to break out costs for only one grade level. Funding for 4K is 0.5 of the funding level for other grade levels. Districts can provide 0.6 if they provide parent outreach in addition to the full 437 hours of instructional time. Additional information can be found here: <http://dpi.wi.gov/sfs/aid/general/equalization/formula>
- ²² The Department of Public Instruction does not do onsite monitoring of programs unless they are part of Title 1 or IDEA. 4K is considered a part of the school district and has statutory requirements to supervise all of their programs. When the 4K program is in a child care center, child care licensing occurs annually. When the 4K program is in a Head Start, Head Start monitoring occurs as per the federal monitoring schedule.
- ²³ The state requires a literacy screening in 4K through 2nd grade. The state Response to Intervention and the Comprehensive Screening and Assessment Blueprint both promote ongoing assessment. For additional information, see: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf.
- ²⁴ Child assessment data are used at the local level.
- ²⁵ If the 4K site is in a Child Care center, child care licensing rules apply. If it is in Head Start, Head Start monitoring occurs as per the federal schedule.

WISCONSIN - Wisconsin Head Start State Supplement

- ¹ These numbers include Tribal and Migrant Head Start programs all receiving state supplemental Head Start funds.
- ² Funds are available to federal Head Start grantees choosing to implement the program.
- ³ Programs follow the federal Head Start performance standards and the grant-approved program design.
- ⁴ Head Start can partner with a public school to provide public 4-year-old kindergarten.
- ⁵ Programs follow the federal Head Start performance standards and the grant-approved program design.
- ⁶ 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.
- ⁷ Per federal Head Start requirements.
- ⁸ The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.
- ⁹ 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.
- ¹⁰ Services follow federal Head Start Performance Standards and local practices.
- ¹¹ IEP's need to be implemented as written to support children in the least restrictive educational environment that is appropriate to meet their plan.

¹² WIDA the Early Years are aligned with the WI Model Early Learning Standards.

¹³ The standards are utilized in the state's Child Care Quality Rating system.

¹⁴ The state supports a comprehensive vision for screening and assessment. For additional information, see: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf

¹⁵ The state has a training and technical assistance system that includes cross sector trainers, a 15-hour training, and a variety of resources. For additional information, see: <http://www.collaboratingpartners.com/wmels/trainings/>

¹⁶ Provision of information is through early learning standards training, at conferences, through some technical assistance providers, and through web-based resources.

¹⁷ 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.

¹⁸ The state is informed if a Head Start grantee is found out of compliance with federal Head Start Performance Standards.

¹⁹ To verify eligibility for continued participation in the State Supplement, grantees are required to comply with federal monitoring of enrollment.

²⁰ The state requires a literacy screening in 4K through 2nd grade. The state Response to Intervention and the Comprehensive Screening and Assessment Blueprint both promote ongoing assessment. For additional information, see: http://www.collaboratingpartners.com/wp-content/uploads/2017/CPlinkedDocs/Healthy_Children_Blueprint_9_28_16_FINAL-1.pdf

GUAM - Guam Department of Education Pilot Prekindergarten Program

¹ The Guam Department of Education is a unitary school district, comprised of four regions. There is one Pilot Prekindergarten School in each of the regions.

² The four Pilot Schools were selected to implement the Prekindergarten Program, one in each region.

³ The Pilot Prekindergarten Program is voluntary.

⁴ All children enrolled in Pre-K must complete a registration form, which includes a physical examination and a TB Clearance.

⁵ Pre-K is in its initial stages and polices regarding classroom-embedded support will be reviewed in the future to include the pre-K teachers.

⁶ An internally developed observation form is used to evaluate teachers, as well as, the school-based evaluation tool conducted by site-based school administrators.

⁷ The Guam Department of Education's Administrator for Research, Planning & Evaluation conducted and completed the Program Evaluation for the Pilot Prekindergarten Program.