

APPENDIX A: STATE SURVEY DATA 2014-2015

STATE

ACCESS

What was the name of your state-funded pre-K program in 2014-2015?

Alabama	First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pre-Kindergarten Program
Arizona	Quality First Scholarships ¹
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California	California State Preschool Program
Colorado	Colorado Preschool Program
Connecticut CDCC	Child Day Care Contracts
Connecticut SRP	Connecticut School Readiness
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Public Pre-K
Florida	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Hawaii	Executive Office of Early Learning Public Prekindergarten Program
Illinois	Illinois Preschool for All
Indiana	On My Way Pre-K
Iowa Shared Visions	Iowa Shared Visions
Iowa SVPP	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 LA4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana NSECD	Louisiana Non-Public Schools Early Childhood Development Program (NSECD)
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts 391	Inclusive Preschool Learning Environment Grant (IPLE) - Fund Code 391
Massachusetts UPK	Massachusetts Universal Pre-Kindergarten (UPK)
Michigan	Michigan Great Start Readiness Program
Minnesota	Minnesota Head Start
Mississippi	Mississippi Early Learning Collaborative
Missouri	Missouri Preschool Program
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada State Pre-Kindergarten Program
New Jersey Abbott	New Jersey Former Abbott Preschool Program
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid (ECPA)
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Mexico	New Mexico PreK
New York	New York Universal Prekindergarten
North Carolina	North Carolina Pre-Kindergarten Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon	Oregon Head Start Prekindergarten
Pennsylvania RTL	Pennsylvania Ready to Learn Block Grant ¹
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K
Pennsylvania Pre-K Counts	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Prekindergarten Program
South Carolina 4K	South Carolina EIA Child Development Program (4K) ¹
South Carolina CDEP	South Carolina Child Development Education Program (CDEP) ¹
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont Act 62	Vermont Prekindergarten Education - Act 62
Vermont EEI	Vermont Early Education Initiative
Virginia	Virginia Preschool Initiative
Washington	Washington Early Childhood Education and Assistance Program (ECEAP)
West Virginia	West Virginia Universal Pre-K
Wisconsin 4K	Wisconsin Four-Year-Old Kindergarten (4K)
Wisconsin HdSt	Wisconsin Head Start State Supplement

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

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State agency with administrative authority over state pre-K

Alabama	State Office of School Readiness or Early Childhood, Office of School Readiness in the Alabama Department of Early Childhood Education under the Governor's Office ¹
Alaska	Alaska Department of Education and Early Development
Arizona	First Things First ¹
Arkansas	Arkansas Department of Education, Arkansas Department of Human Services, Division of Child Care and Early Childhood Education (DCCECE)
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut CDCC	State Office of School Readiness or Early Childhood, Connecticut Office of Early Childhood ¹
Connecticut SRP	State Office of School Readiness or Early Childhood, Connecticut Office of Early Childhood ¹
Delaware	State Department of Education, Office of Early Learning
District of Columbia	Office of the State Superintendent of Education (OSSE) ¹
Florida	Office of Early Learning, Florida Department of Children and Families ¹
Georgia	Bright from the Start, Georgia Department of Early Care and Learning ¹
Hawaii	Executive Office on Early Learning ¹
Illinois	Illinois State Board of Education
Indiana	State Human Services Agency, Office of Early Childhood and Out-of-School Learning ¹
Iowa Shared Visions	Iowa Department of Education
Iowa SVPP	Iowa Department of Education
Kansas Preschool	Kansas State Department of Education
Kansas State Pre-K	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana 8(g)	Louisiana Board of Elementary and Secondary Education
Louisiana LA4	Louisiana Department of Education ¹
Louisiana NSECD	Louisiana Department of Education ¹
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts 391	Massachusetts Department of Early Education and Care ¹
Massachusetts UPK	Massachusetts Department of Early Education and Care ¹
Michigan	State Department of Education, Office of Great Start
Minnesota	Minnesota Department of Education State Office of School Readiness or Early Childhood, Office of Early Learning Services State Head Start Collaboration Office
Mississippi	Mississippi Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education Office of Early Learning & Development
New Jersey Abbott	State Department of Education, Division of Early Childhood Education State Head Start Collaboration Office, State Human Services Agency, Division of Family Development State Department of Children and Families ¹
New Jersey ECPA	State Department of Education, Division of Early Childhood Education State Head Start Collaboration Office, State Human Services Agency, Division of Family Development State Department of Children and Families ¹
New Jersey ELLI	State Department of Education, Division of Early Childhood Education State Head Start Collaboration Office, State Human Services Agency, Division of Family Development State Department of Children and Families ¹
New Mexico	New Mexico Public Education Department Children, Youth, and Families Department
New York	New York State Education Department's Office of Early Learning ¹
North Carolina	State Health and Human Services Agency, Division of Child Development and Early Education ¹
Ohio	State Department of Education, Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	State Department of Education, Office of Instruction- Early Childhood
Oregon	Oregon Department of Education, Early Learning Division
Pennsylvania RTL	Pennsylvania Department of Education ²
Pennsylvania HSSAP	Pennsylvania Department of Education
Pennsylvania K4 & SBPK	Pennsylvania Department of Education ¹
Pennsylvania Pre-K Counts	Pennsylvania Department of Education, Office of Child Development and Early Learning ¹
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	South Carolina Department of Education: Office of Early Learning and Literacy ²
South Carolina CDEP	South Carolina Department of Education: Office of Early Learning and Literacy, Office of S.C. First Steps to School Readiness ²
Tennessee	State Department of Education, Division of Special Populations ¹
Texas	Texas Education Agency
Vermont Act 62	Vermont Agency of Education Vermont Agency of Human Services ¹
Vermont EEI	Vermont Agency of Education
Virginia	State Department of Education
Washington	Washington State Department of Early Learning
West Virginia	State Department of Education, Office of Early Learning State Human Services Agency, Division of Early Care and Education ¹
Wisconsin 4K	State Department of Education
Wisconsin HdSt	State Department of Education

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Availability of program

Alabama	67 out of 67 counties/parishes (100%)
Alaska	8 out of 54 school districts (15%) ¹
Arizona	24 of 28 Regional Partnership Council Areas (86%) ²
Arkansas	232 out of 237 school districts (98%) ¹
California	56 out of 58 counties/parishes (97%)
Colorado	171 out of 178 school districts (96%) ^{1,2}
Connecticut CDCC	48 out of 169 towns/communities (28%) ²
Connecticut SRP	68 out of 169 towns/communities (40%) ²
Delaware	3 out of 3 counties/parishes (100%)
District of Columbia	20 out of 63 LEAs (32%) ²
Florida	67 out of 67 school districts (100%)
Georgia	159 out of 159 counties (100%)
Hawaii	1 out of 1 school districts (100%) ²
Illinois	102 of 102 counties/parishes (100%) ¹
Indiana	13 out of 428 school districts (3%) ²
Iowa Shared Visions	32 out of 338 school districts (9%) ¹
Iowa SVPP	320 out of 338 (95%) school districts ¹
Kansas Preschool	14 out of 105 counties/parishes (13%) ¹
Kansas State Pre-K	181 out of 286 school districts (63%) ¹
Kentucky	173 out of 173 school districts (100%)
Louisiana 8(g)	65 out of 70 school districts (93%)
Louisiana LA4	64 out of 71 school districts (90%) ²
Louisiana NSECD	16 out of 64 counties/parishes (25%) ²
Maine	215 out of 243 school administrative units (88%) ¹
Maryland	24 out of 24 school districts (100%) ¹
Massachusetts 391	118 out of 351 cities/towns (34%) ²
Massachusetts UPK	87 out of 351 cities/towns (25%) ²
Michigan	401 out of 548 school districts (73%) ¹
Minnesota	87 out of 87 counties/parishes (100%)
Mississippi	16 out of 144 school districts (11%) ¹
Missouri	153 out of 516 school districts (30%) ¹
Nebraska	207 out of 245 school districts (84%)
Nevada	10 out of 17 school districts (59%) ¹
New Jersey Abbott	35 out of 591 school districts (6%) ²
New Jersey ECPA	94 out of 591 school districts (16%) ²
New Jersey ELLI	24 out of 591 school districts (4%) ²
New Mexico	60 out of 89 school districts (67%)
New York	455 out of 677 school districts (67%)
North Carolina	100 out of 100 counties/parishes (100%)
Ohio	375 out of 613 school districts (61%) ¹
Oklahoma	513 out of 517 school districts (99%)
Oregon	36 out of 36 counties (100%)
Pennsylvania RTL	26 out of 500 school districts (5%) ³
Pennsylvania HSSAP	121 out of 500 school districts (24%)
Pennsylvania K4 & SBPK	91 out of 500 school districts (18%)
Pennsylvania Pre-K Counts	416 out of 500 school districts (83%)
Rhode Island	8 of 40 cities/towns (20%)
South Carolina 4K	21 out of 82 school districts (26%) ³
South Carolina CDEP	61 out of 82 school districts (74%) ³
Tennessee	137 out of 142 school districts (96%) ²
Texas	1053 out of 1219 school districts (86%)
Vermont Act 62	213 out of 251 towns/communities (85%)
Vermont EEI	35 out of 61 school districts (57%)
Virginia	121 out of 135 school districts (90%) ¹
Washington	36 out of 39 counties/parishes (92%) ¹
West Virginia	55 out of 55 counties/parishes (100%)
Wisconsin 4K	391 out of 413 school districts (95%) ¹
Wisconsin HdSt	40 out of 40 Federal Head Start Grantees (100%)

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ACCESS

Are districts/counties/towns in your state required to offer this prekindergarten initiative?

Alabama	Not required, but funding is awarded on a competitive basis
Alaska	Not required, but funding is awarded on a competitive basis
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 ¹
California	Not required, but funding is awarded on a competitive basis
Colorado	Not required, but funding is awarded on a competitive basis
Connecticut CDCC	Not required, but funding is awarded on a competitive basis
Connecticut SRP	Not required, but funds are available to any district/county/town choosing to offer the program ²
Delaware	Not required, but funding is awarded on a competitive basis ¹
District of Columbia	Not required, but funds are available to any district/county/town choosing to offer the program ³
Florida	Required for all ²
Georgia	Not required, but funding is awarded on a competitive basis
Hawaii	Not required, but funding is awarded on a competitive basis
Illinois	Not required, but funding is awarded on a competitive basis
Indiana	Not required, but funding is awarded on a competitive basis ²
Iowa Shared Visions	Not required, but funding is awarded on a competitive basis
Iowa SVPP	Not required, but funds are available to any district/county/town choosing to offer the program
Kansas Preschool	Not required, but funding is awarded on a competitive basis
Kansas State Pre-K	Not required, but funding is awarded on a competitive basis
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 LA4	Not required, but funding is awarded on a competitive basis ³
Louisiana NSECD	Not required, but funding is awarded on a competitive basis ²
Maine	Not required, but funds are available to any district/county/town choosing to offer the program
Maryland	Required for all
Massachusetts 391	Required for some
Massachusetts UPK	Required for some
Michigan	Not required, but funds are available to any district/county/town choosing to offer the program ²
Minnesota	Required for all ¹
Mississippi	Not required, but funding is awarded on a competitive basis
Missouri	Not required, but funding is awarded on a competitive basis ²
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 funds are available to any district/county/town choosing to offer the program ²
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 ¹
Oklahoma	Not required, but funds are available to any district/county/town choosing to offer the program
Oregon	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 ²
Rhode Island	Not required, but funding is awarded on a competitive basis
South Carolina 4K	Required for those not participating in the state-funded CDEP, which is full-day 4K ⁴
South Carolina CDEP	Not required, but funds are available to any district/county/town choosing to offer the program
Tennessee	Not required, but funding is awarded on a competitive basis
Texas	Required for some ¹
Vermont Act 62	Not required, but funds are available to any district/county/town choosing to offer the program
Vermont EEI	Not required, but funding is awarded on a competitive basis ¹
Virginia	Optional for eligible entities ¹
Washington	Not required, but funding is awarded on a competitive basis ²
West Virginia	Required for all
Wisconsin 4K	Not required, but funds are available to any district/county/town choosing to offer the program
Wisconsin HdSt	Required for some ¹

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Total enrollment, Fall 2014

Alabama	7,243
Alaska	319
Arizona	10,497 ³
Arkansas	25,389 ²
California	132,695 ¹
Colorado	21,713
Connecticut CDCC	2,601
Connecticut SRP	12,098
Delaware	843
District of Columbia	12,612
Florida	166,522
Georgia	80,430
Hawaii	365
Illinois	75,154
Indiana	415
Iowa Shared Visions	1,696
Iowa SVPP	24,256 ²
Kansas Preschool	1,074
Kansas State Pre-K	7,060
Kentucky	18,716 ¹
Louisiana 8(g)	2,261
Louisiana LA4	16,171 ⁴
Louisiana NSECD	1,300 ³
Maine	5,080
Maryland	30,381 ²
Massachusetts 391	5,857 ³
Massachusetts UPK	7,540 ³
Michigan	37,112 ³
Minnesota	1,381
Mississippi	1,760
Missouri	4,259 ³
Nebraska	12,073
Nevada	1,398
New Jersey Abbott	43,177 ³
New Jersey ECPA	7,225 ³
New Jersey ELLI	631 ³
New Mexico	8,397
New York	112,120 ³
North Carolina	26,851
Ohio	11,090 ²
Oklahoma	40,085 ¹
Oregon	7,662 ¹
Pennsylvania RTL	5,027
Pennsylvania HSSAP	5,567
Pennsylvania K4 & SBPK	1,988 ²
Pennsylvania Pre-K Counts	13,456 ³
Rhode Island	306
South Carolina 4K	19,757
South Carolina CDEP	10,665
Tennessee	16,274
Texas	219,488
Vermont Act 62	6,240
Vermont EEI	1,088 ²
Virginia	18,250
Washington	10,091
West Virginia	16,622
Wisconsin 4K	47,844 ^{2,3}
Wisconsin HdSt	888

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	Program enrollment - Fall 2014, by age	Special education enrollment, by age (included in program enrollment)
Alabama	7,243 4-year-olds	109 4-year-olds ²
Alaska	319 4-year-olds	10% of 4-year-olds ²
Arizona	2,378 3-year-olds, 4,850 4-year-olds ³	Breakdown not available
Arkansas	1,214 under age 3, 8,216 3-year-olds, 14,735 4-year-olds, 1,010 children over 4 ²	158 children under 3, 1,068 3-year-olds, 1,916 4-year-olds, 63 5-year-olds ³
California	42,568 3-year-olds, 87,794 4-year-olds, 2,333 children over 4	419 3-year-olds, 987 4-year-olds, 30 5-year-olds
Colorado	425 under age 3, 5,375 3-year-olds, 15,913 4-year-olds ³	None
Connecticut CDCC	Breakdown not available	Breakdown not available
Connecticut SRP	Breakdown not available ³	772 children ³
Delaware	843 4-year-olds	60 4-year-olds
District of Columbia	5,541 3-year-olds, 6,637 4-year-olds, 187 children over 4 ⁴	229 3-year-olds, 480 4-year-olds, 25 5-year-olds ⁵
Florida	166,522 4-year-olds ³	Breakdown not available
Georgia	80,430 4-year-olds ²	3,057 4-year-olds ³
Hawaii	365 4-year-olds	None
Illinois	31,525 3-year-olds, 43,387 4-year-olds, 242 children over 4	5,751 3-year-olds, 5,909 4-year-olds, 159 5-year-olds
Indiana	415 4-year-olds	Breakdown not available
Iowa Shared Visions	702 3-year-olds, 965 4-year-olds, 29 children over 4 & age-eligible for kindergarten	228 children ²
Iowa SVPP	629 3-year-olds, 23,419 4-year-olds, 208 children over 4 ²	279 3-year-olds, 829 4-year-olds, 75 5-year-olds ³
Kansas Preschool	1,074 4-year-olds	Breakdown not available ²
Kansas State Pre-K	7,060 4-year-olds	Breakdown not available
Kentucky	4,487 3-year-olds, 14,229 4-year-olds	4,487 3-year-olds, 4,980 4-year-olds ¹
Louisiana 8(g)	2,261 4-year-olds	Breakdown not available
Louisiana LA4	16,171 4-year-olds ⁴	1214 4-year-olds ⁵
Louisiana NSECD	1,300 4-year-olds ³	Breakdown not available
Maine	4,797 4-year-olds, 283 children over 4	Breakdown not available ²
Maryland	156 under age 3, 3,423 3-year-olds, 26,631 4-year-olds, 171 children over 4	Breakdown not available
Massachusetts 391	9 under age 3, 1,693 3-year-olds, 2,893 4-year-olds, 1,231 children over 4 ³	1 child under 3, 669 3-year-olds, 956 4-year-olds, 429 5-year-olds ⁴
Massachusetts UPK	3,343 3-year-olds, 2,345 4-year-olds, 1,852 5-year-olds ⁴	855 children ⁵
Michigan	37,112 4-year-olds ³	6,193 4-year-olds ⁴
Minnesota	Breakdown not available	Breakdown not available
Mississippi	119 3-year-olds, 1,641 4-year-olds	119 4-year-olds
Missouri	1,298 3-year-olds, 2,961 4-year-olds	158 3-year-olds, 337 4-year-olds
Nebraska	457 under age 3, 3,511 3-year-olds, 8,020 4-year-olds, 85 children over 4 ²	220 under age 3, 1,150 3-year-olds, 1,772 4-year-olds, 82 5-year-olds
Nevada	313 3-year-olds, 1,085 4-year-olds ²	281 4-year-olds ³
New Jersey Abbott	19,915 3-year-olds, 23,262 4-year-olds ³	None ³
New Jersey ECPA	415 3-year-olds, 6,810 4-year-olds ³	None ³
New Jersey ELLI	631 4-year-olds ³	None ^{3,4}
New Mexico	8,397 4-year-olds	None
New York	147 3-year-olds, 111,973 4-year-olds ³	Breakdown not available
North Carolina	26,851 4-year-olds	1,199 4-year-olds
Ohio	2,995 3-year-olds, 6,654 4-year-olds, 1,441 children over 4 ²	99 children under 3, 443 3-year-olds, 798 4-year-olds, 332 5-year-olds
Oklahoma	40,085 4-year-olds ¹	1,608 4-year-olds ²
Oregon	2,988 3-year-olds, 4,674 4-year-olds	596 3-year-olds, 933 4-year-olds
Pennsylvania RTL	Breakdown not available	Breakdown not available
Pennsylvania HSSAP	Breakdown not available ¹	Breakdown not available
Pennsylvania K4 & SBPK	Breakdown not available	Breakdown not available
Pennsylvania Pre-K Counts	103 under age 3, 4,523 3-year-olds, 8,648 4-year-olds, 171 5-year-olds, 9 6-year-olds ³	6 under age 3, 195 3-year-olds, 443 4-year-olds, 7 5-year-olds
Rhode Island	306 4-year-olds	74 4-year-olds
South Carolina 4K	Breakdown not available	Breakdown not available
South Carolina CDEP	Breakdown not available	Breakdown not available
Tennessee	Breakdown not available	Breakdown not available ³
Texas	756 under age 3, 28,614 3-year-olds, 189,796 4-year-olds, 322 children over 4	5 under age 3, 1,603 3-year-olds, 10,786 4-year-olds, 13 5-year-olds ²
Vermont Act 62	Breakdown not available	482 3-year-olds, 551 4-year-olds
Vermont EEI	Breakdown not available	134 4-year-olds
Virginia	18,250 4-year-olds	Breakdown not available ²
Washington	2,963 3-year-olds, 7,128 4-year-olds	255 3-year-olds, 732 4-year-olds
West Virginia	75 under age 3, 2,338 3-year-olds, 13,779 4-year-olds, 430 children over 4 ²	75 under age 3, 972 3-year-olds, 1,305 4-year-olds, 187 5-year-olds
Wisconsin 4K	75 3-year-olds, 43,999 4-year-olds, 4,299 children over 4 ²	35 3-year-olds, 3,944 4-year-olds, 839 5-year-olds ³
Wisconsin HdSt	779 Head Start, 109 Early Head Start ²	Breakdown not available

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Of the children enrolled in your state-funded pre-K program in 2014-2015,
do you know how many were also enrolled in Head Start?

Head Start dual enrollment, by age

STATE	ACCESS	Head Start dual enrollment, by age
Alabama	Yes	1,504 4-year-olds
Alaska	No ³	
Arizona	No	
Arkansas	No	
California	No	
Colorado	No	
Connecticut CDCC	Yes	389 children ³
Connecticut SRP	Yes	490 children ³
Delaware	Yes	None
District of Columbia	Yes	2,092 3-year-olds, 2,501 4-year-olds
Florida	Not reported	Not reported
Georgia	Yes	4,861 4-year-olds
Hawaii	Yes	None
Illinois	Yes	603 3-year-olds, 979 4-year-olds
Indiana	No	
Iowa Shared Visions	No ³	
Iowa SVPP	Yes	968 4-year-olds
Kansas Preschool	No	
Kansas State Pre-K	No	
Kentucky	No ²	
Louisiana 8(g)	No	
Louisiana LA4	No	
Louisiana NSECD	Yes	None
Maine	No	
Maryland	No	
Massachusetts 391	Yes	152 3-year-olds, 333 4-year-olds
Massachusetts UPK	Yes	833 3-year-olds, 1,523 4-year-olds
Michigan	Yes	5,598 4-year-olds
Minnesota	Yes ²	1,381 children ²
Mississippi	Yes	119 3-year-olds, 887 4-year-olds
Missouri	No	
Nebraska	No	
Nevada	Yes	None
New Jersey Abbott	No	
New Jersey ECPA	No	
New Jersey ELLI	No	
New Mexico	No	
New York	No	
North Carolina	Yes	4,213 4-year-olds
Ohio	No	
Oklahoma	No	
Oregon	No	
Pennsylvania RTL	No	
Pennsylvania HSSAP	No	
Pennsylvania K4 & SBPK	No	
Pennsylvania Pre-K Counts	No	
Rhode Island	Yes	None
South Carolina 4K	No	
South Carolina CDEP	No	
Tennessee	No	
Texas	No	
Vermont Act 62	No	
Vermont EEI	Yes	155 4-year-olds
Virginia	No	
Washington	Yes	None
West Virginia	Yes	1,320 3-year-olds, 4,365 4-year-olds
Wisconsin 4K	No	
Wisconsin HdSt	No	

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Can you break out enrollment numbers by home language?

Program enrollment by language

Alabama	Yes	English, 6,554 4-year-olds, Spanish, 337 4-year-olds, Other, 352 4-year-olds
Alaska	No	Breakdown not available
Arizona	No	Breakdown not available
Arkansas	Yes	English, 6,122 3-year-olds, 10,502 4-year-olds, Spanish, 708 3-year-olds, 1,337 4-year-olds, Not consistently reported, 1,217 3-year-olds, 428 4-year-olds
California	Yes	English, 22,440 3-year-olds, 45,231 4-year-olds, Spanish, 17,542 3-year-olds, 37,752 4-year-olds, Chinese, 770 3-year-olds, 1,083 4-year-olds, Tagalog, 64 3-year-olds, 203 4-year-olds, Vietnamese, 368 3-year-olds, 796 4-year-olds, French, 19 3-year-olds, 23 4-year-olds, German, 3 3-year-olds, 4 4-year-olds, Other, 1,362 3-year-olds, 2,702 4-year-olds
Colorado	No	Breakdown not available
Connecticut CDCC	No	Breakdown not available
Connecticut SRP	No	Breakdown not available
Delaware	No	Breakdown not available
District of Columbia	Yes ⁶	English, 4,395 3-year-olds, 5,091 4-year-olds, Spanish, 398 3-year-olds, 583 4-year-olds, Chinese, 8 3-year-olds, 17 4-year-olds, Tagalog, 4 4-year-olds, Vietnamese, 4 3-year-olds, 3 4-year-olds, French, 17 3-year-olds, 19 4-year-olds, German, 2 3-year-olds, 2 4-year-olds, Amharic, 37 3-year-olds, 40 4-year-olds ⁶
Florida	No	Breakdown not available
Georgia	No	Breakdown not available
Hawaii	No	Breakdown not available
Illinois	Yes ²	English, 21,769 3-year-olds, 28,667 4-year-olds, Spanish, 7,375 3-year-olds, 11,552 4-year-olds, Chinese, 50 3-year-olds, 79 4-year-olds, Tagalog, 62 3-year-olds, 108 4-year-olds, Vietnamese, 56 3-year-olds, 82 4-year-olds, French, 86 3-year-olds, 90 4-year-olds, German, 8 3-year-olds, 8 4-year-olds, Arabic, 466 3-year-olds, 641 4-year-olds, Polish, 299 3-year-olds, 429 4-year-olds, Urdu, 182 3-year-olds, 267 4-year-olds, Other, 1,172 3-year-olds, 1,464 4-year-olds ²
Indiana	No	Breakdown not available
Iowa Shared Visions	No	Breakdown not available
Iowa SVPP	No	Breakdown not available
Kansas Preschool	No	Breakdown not available
Kansas State Pre-K	No	Breakdown not available
Kentucky	Yes ³	Arabic, 100 3- and 4-year-olds, Chinese, 31 3- and 4-year-olds, Spanish, 1,164 3- and 4-year-olds, Burmese, 69 3- and 4-year-olds, Bosnian, 22 3- and 4-year-olds, Napali, 21 3- and 4-year-olds, Somali, 14 3- and 4-year-olds, Vietnamese, 13 3- and 4-year-olds, Karin, 12 3- and 4-year-olds, Swahili, 10 3- and 4 year-olds, Creole, 10 3- and 4 year-olds, Other, 85 3- and 4 year-olds
Louisiana 8(g)	No	Breakdown not available
Louisiana LA4	No	Breakdown not available
Louisiana NSECD	No	Breakdown not available
Maine	Yes ³	English, 4,911 4-year-olds, Spanish, 9 4-year-olds, Chinese, 5 4-year-olds, Tagalog, 3 4-year-olds, Vietnamese, 2 4-year-olds, French, 10 4-year-olds, German, 1 4-year-old, Arabic, 9 4-year-olds, Somali, 93 4-year-olds, Passamquoddy, 16 4-year-olds ³
Maryland	No	Breakdown not available
Massachusetts 391	No	Breakdown not available
Massachusetts UPK	No	Breakdown not available
Michigan	No	Breakdown not available
Minnesota	No ³	Breakdown not available ³
Mississippi	No	Breakdown not available
Missouri	No	Breakdown not available

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

STATE

ACCESS

	Can you break out enrollment numbers by home language?	Program enrollment by language
Nebraska	No	Breakdown not available
Nevada	Yes ⁴	English, 939 3- and 4-year-olds, Spanish, 459 3- and 4-year-olds
New Jersey Abbott	No	Breakdown not available
New Jersey ECPA	No	Breakdown not available
New Jersey ELLI	No	Breakdown not available
New Mexico	Yes ¹	English, 6,829 4-year-olds, Spanish, 1,694 4-year-olds, Chinese, 10 4-year-olds, Vietnamese, 11 4-year-olds, German, 9 4-year-olds, Diné (Navajo), 262 4-year-olds, Filipino, 4 4-year-olds, Other Native American Languages, 15 4-year-olds
New York	No	Breakdown not available
North Carolina	No	Breakdown not available
Ohio	No	Breakdown not available
Oklahoma	Yes	English, 38,748 4-year-olds, Spanish, 2,855 4-year-olds, Chinese, 26 4-year-olds, Tagalog, 1 4-year-old, Vietnamese, 68 4-year-olds, French, 4 4-year-olds, German, 1 4-year-old
Oregon	Yes	English, 2,036 3-year-olds, 3,185 4-year-olds, Spanish, 811 3-year-olds, 1,268 4-year-olds, African Languages, 40 3-year-olds, 63 4-year-olds, East Asian Languages, 48 3-year-olds, 74 4-year-olds, Middle Eastern Languages, 28 3-year-olds, 43 4-year-olds
Pennsylvania RTL	No	Breakdown not available
Pennsylvania HSSAP	No	Breakdown not available
Pennsylvania K4 & SBPK	No	Breakdown not available
Pennsylvania Pre-K Counts	No	Breakdown not available
Rhode Island	No	Breakdown not available
South Carolina 4K	No	Breakdown not available
South Carolina CDEP	No	Breakdown not available
Tennessee	No	Breakdown not available
Texas	No	Breakdown not available ³
Vermont Act 62	No	Breakdown not available
Vermont EEI	No	Breakdown not available
Virginia	No	Breakdown not available
Washington	Yes	English, 2,057 3-year-olds, 4,642 4-year-olds, Spanish, 679 3-year-olds, 1,966 4-year-olds, Chinese, 12 3-year-olds, 13 4-year-olds, Tagalog, 4 3-year-olds, 8 4-year-olds, Vietnamese, 25 3-year-olds, 50 4-year-olds, French, 2 3-year-olds, 8 4-year-olds, German, 2 4-year-olds, Arabic, 24 3-year-olds, 69 4-year-olds, Russian, 15 3-year-olds, 48 4-year-olds, Somali, 61 3-year-olds, 110 4-year-olds, Amharic, 22 3-year-olds, 31 4-year-olds, Marshallese, 4 3-year-olds, 17 4-year-olds, Punjabi, 9 3-year-olds, 22 4-year-olds, Samoan, 8 4-year-olds, Other, 50 3-year-olds, 134 4-year-olds
West Virginia	Yes	English, 959 3-year-olds, 13,607 4-year-olds, Spanish, 12 3-year-olds, 82 4-year-olds, Chinese, 24 4-year-olds, Tagalog, 1 4-year-old, Vietnamese, 1 3-year-old, 3 4-year-olds, French, 2 4-year-olds, Arabic, 24 4-year-olds, Somali, 1 4-year-old, Urdu, 4 4-year-olds, Filipino, 2 4-year-olds, Other, 29 4-year-olds ³
Wisconsin 4K	Yes	Spanish, 930 4-year-olds, Chinese, 23 4-year-olds, Tagalog, 3 4-year-olds, Vietnamese, 4 4-year-olds, French, 6 4-year-olds, German, 7 4-year-olds, Hmong, 1 4-year-old, 219 4-year-olds, Somali, 16 4-year-olds
Wisconsin HdSt	No	Breakdown not available

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

STATE

ACCESS

Can you break out enrollment numbers by race/ethnicity?

Program enrollment by ethnicity

Alabama	Yes	Caucasian, 2,983 4-year-olds, African American, 3,417 4-year-olds, Hispanic/Latino, 441 4-year-olds, Asian, 66 4-year-olds, Hawaiian/Pacific Islander, 6 4-year-olds, American Indian, 23 4-year-olds, Alaskan Native, 2 4-year-olds, Not defined, 190 4-year-olds, Not specified, 115 4-year-olds
Alaska	No	Breakdown not available
Arizona	No	Breakdown not available
Arkansas	Yes	Caucasian, 1,536 3-year-olds, 9,434 4-year-olds, African American, 686 3-year-olds, 5,549 4-year-olds, Hispanic/Latino, 270 3-year-olds, 2,730 4-year-olds, Asian, 21 3-year-olds, 325 4-year-olds, Native Hawaiian/Pacific Islander, 5 3-year-olds, 61 4-year-olds, American Indian, 19 3-year-olds, 108 4-year-olds, Multiple race/ethnicities, 58 3-year-olds, 571 4-year-olds, Migrant, 2 3-year-olds, 14 4-year-olds, Other, 48 3-year-olds, 294 4-year-olds, Unknown, 7 3-year-olds, 54 4-year-olds
California	Yes	Caucasian, 6,030 3-year-olds 11,937 4-year-olds, African American, 3,805 3-year-olds 6,306 4-year-olds, Hispanic/Latino, 29,663 3-year-olds 63,279 4-year-olds, Asian, 2,636 3-year-olds 5,241 4-year-olds, Native Hawaiian/Pacific Islander, 171 3-year-olds 467 4-year-olds, American Indian, 263 3-year-olds 564 4-year-olds
Colorado	Yes ⁴	Caucasian, 7,169 children, African American, 1,816 children, Hispanic/Latino, 11,386 children, Asian, 572 children, Native Hawaiian/Pacific Islander, 41 children, American Indian, 155 children, Multiple race/ethnicities, 579 children ⁴
Connecticut CDCC	No	Breakdown not available
Connecticut SRP	No	Breakdown not available
Delaware	No	Breakdown not available
District of Columbia	Yes	Caucasian, 1,102 3-year-olds, 1,508 4-year-olds, African American, 4,091 3-year-olds, 4,692 4-year-olds, Hispanic/Latino, 719 3-year-olds, 972 4-year-olds, Asian, 73 3-year-olds, 103 4-year-olds, Native Hawaiian/Pacific Islander, 18 3-year-olds, 9 4-year-olds, American Indian, 66 3-year-olds, 78 4-year-olds, Multiple race/ethnicities, 191 3-year-olds, 247 4-year-olds ⁷
Florida	No	Breakdown not available
Georgia	Yes	Caucasian, 29,893 4-year-olds, African American, 31,933 4-year-olds, Hispanic/Latino, 12,684 4-year-olds, Asian, 2,871 4-year-olds, Native Hawaiian/Pacific Islander, 116, 4-year-olds, American Indian, 166 4-year-olds, Multiple race/ethnicities, 2,767 4-year-olds
Hawaii	No	Breakdown not available
Illinois	Yes	Caucasian, 12,134 3-year-olds, 16,533 4-year-olds, African American, 7,606 3-year-olds, 9,446 4-year-olds, Hispanic/Latino, 9,213 3-year-olds, 14,152 4-year-olds, Asian, 1,097 3-year-olds, 1,424 4-year-olds, Native Hawaiian/Pacific Islander, 47 3-year-olds, 41 4-year-olds, American Indian, 64 3-year-olds, 109 4-year-olds, Multiple races/ethnicities, 1,364 3-year-olds, 1,682 4-year-olds
Indiana	No	Breakdown not available
Iowa Shared Visions	Yes ⁴	Caucasian, 1,008 children, African American, 387 children, Hispanic/Latino, 238 children, Asian/Pacific Islander, 32 children, American Indian 31 ⁴
Iowa SVPP	Yes	Caucasian, 505 3-year-olds, 18,638 4-year-olds, African American, 15 3-year-olds, 1,055 4-year-olds, Hispanic/Latino, 59 3-year-olds, 2,289 4-year-olds, Asian, 16 3-year-olds, 541 4-year-olds, Native Hawaiian/Pacific Islander, 2 3-year-olds, 48 4-year-olds, American Indian, 2 3-year-olds, 80 4-year-olds, Multiple race/ethnicities, 30 3-year-olds, 768 4-year-olds
Kansas Preschool	No	Breakdown not available
Kansas State Pre-K	No	Breakdown not available
Kentucky	Yes ⁴	Caucasian, 4,523 3-year-olds, 11,472 4-year-olds, African American, 512 3-year-olds, 1,787 4-year-olds, Hispanic/Latino, 344 3-year-olds, 1,543 4-year-olds, Asian, 73 3-year-olds, 275 4-year-olds, Native Hawaiian/Pacific Islander, 3 3-year-olds, 29 4-year-olds, American Indian, 7 3-year-olds, 15 4-year-olds, Multiple race/ethnicities, 273 3-year-olds, 878 4-year-olds
Louisiana 8(g)	No	Breakdown not available
Louisiana LA4	No	Breakdown not available
Louisiana NSECD	No	Breakdown not available
Maine	Yes	Caucasian, 4,612 4-year-olds, African American, 186 4-year-olds, Hispanic/Latino, 82 4-year-olds, Asian, 40 4-year-olds, Native Hawaiian/Pacific Islander, 6 4-year-olds, American Indian, 51 4-year-olds, Multiple race/ethnicities, 103 4-year-olds
Maryland	Yes ³	Caucasian, 975 3-year-olds, 7,095 4-year-olds, African American, 1,442 3-year-olds, 11,390 4-year-olds, Hispanic/Latino, 603 3-year-olds, 5,676 4-year-olds, Asian, 220 3-year-olds, 1,086 4-year-olds, Native Hawaiian/Pacific Islander, 5 3-year-olds, 67 4-year-olds, American Indian, 36 3-year-olds, 155 4-year-olds, Multiple race/ethnicities, 142 3-year-olds, 1,162 4-year-olds ³
Massachusetts 391	Yes	Caucasian, 3,852 4-year-olds, African American, 463 4-year-olds, Hispanic/Latino, 915 4-year-olds, Asian, 283 4-year-olds, Native Hawaiian/Pacific Islander, 14 4-year-olds, American Indian, 16 4-year-olds, Multiple races/ethnicities, 213 4-year-olds
Massachusetts UPK	No	Breakdown not available
Michigan	Yes	Caucasian, 20,363 4-year-olds, African American, 11,316 4-year-olds, Hispanic/Latino, 4,060 4-year-olds, Asian, 717 4-year-olds, Native Hawaiian/Pacific Islander, 104 4-year-olds, American Indian, 552 4-year-olds
Minnesota	No ³	Breakdown not available ³
Mississippi	No	Breakdown not available
Missouri	No	Breakdown not available

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

STATE

ACCESS

	Can you break out enrollment numbers by race/ethnicity?	Program enrollment by ethnicity
Nebraska	No	Breakdown not available
Nevada	Yes ⁵	Caucasian, 460 3- and 4-year-olds, African American, 85 3- and 4-year-olds, Hispanic/Latino, 682 3- and 4-year-olds, Asian, 39 3- and 4-year-olds, American Indian, 33 3- and 4-year-olds, Other, 99 3- and 4-year-olds
New Jersey Abbott	No	Breakdown not available
New Jersey ECPA	No	Breakdown not available
New Jersey ELLI	No	Breakdown not available
New Mexico	Yes ¹	Caucasian, 2,101 4-year-olds, African American, 233 4-year-olds, Hispanic/Latino, 5,186 4-year-olds, Native Hawaiian/Pacific Islander, 86 4-year-olds American Indian, 1,200 4-year-olds ¹
New York	No	Breakdown not available
North Carolina	Yes	Caucasian, 12,888 4-year-olds, African American, 9,935 4-year-olds, Hispanic/Latino, 6,294 4-year-olds, Asian, 907 4-year-olds, Native Hawaiian/Pacific Islander, 630 4-year-olds, American Indian, 2,031 4-year-olds
Ohio	No	Breakdown not available
Oklahoma	Yes	Caucasian, 20,055 4-year-olds, African American, 3,319 4-year-olds, Hispanic/Latino, 6,829 4-year-olds, Asian, 758 4-year-olds, Native Hawaiian/Pacific Islander, 129 4-year-olds, American Indian, 5,140 4-year-olds, Multiple race/ethnicities, 3,855 4-year-olds
Oregon	Yes	Caucasian, 2,047 3-year-olds, 3,208 4-year-olds, African American, 212 3-year-olds, 330 4-year-olds, Hispanic/Latino, 1,315 3-year-olds, 2,057 4-year-olds, Asian, 62 3-year-olds, 96 4-year-olds, Native Hawaiian/Pacific Islander, 32 3-year-olds, 50 4-year-olds, American Indian, 62 3-year-olds, 96 4-year-olds, Multiple race/ethnicities, 242 3-year-olds, 376 4-year-olds, Unspecified, 331 3-year-olds, 518 4-year-olds
Pennsylvania RTL	No	Breakdown not available
Pennsylvania HSSAP	No	Breakdown not available
Pennsylvania K4 & SBPK	No	Breakdown not available
Pennsylvania Pre-K Counts	No	Breakdown not available
Rhode Island	Yes	Caucasian, 147 4-year-olds, African American, 50 4-year-olds, Hispanic/Latino, 32 4-year-olds, Asian, 13 4-year-olds, American Indian, 7 4-year-olds, Multiple race/ethnicities, 57 4-year-olds
South Carolina 4K	No	Breakdown not available
South Carolina CDEP	No	Breakdown not available
Tennessee	No	Breakdown not available
Texas	No	Breakdown not available
Vermont Act 62	Yes ²	Caucasian, 1,891 3-year-olds, 3,269 4-year-olds, African American, 31 3-year-olds, 50 4-year-olds, Hispanic/Latino, 16 3-year-olds, 41 4-year-olds, Asian, 45 3-year-olds, 54 4-year-olds, Native Hawaiian/Pacific Islander, 1 4-year-old, American Indian, 3 4-year-olds, Multiple race/ethnicities, 35 3-year-olds
Vermont EEI	No	Breakdown not available
Virginia	No	Breakdown not available
Washington	Yes	Caucasian, 1,042 3-year-olds, 2,376 4-year-olds, African American, 358 3-year-olds, 710 4-year-olds, Hispanic/Latino, 1,094 3-year-olds, 2,956 4-year-olds, Asian, 97 3-year-olds, 198 4-year-olds, Native Hawaiian/Pacific Islander, 35 3-year-olds, 122 4-year-olds, American Indian, 128 3-year-olds, 197 4-year-olds, Multiple race/ethnicities, 144 3-year-olds, 277 4-year-olds, Other or unspecified, 66 3-year-olds, 293 4-year-olds
West Virginia	Yes ⁴	Caucasian, 890 3-year-olds, 12,503 4-year-olds, African American, 30 3-year-olds, 537 4-year-olds, Hispanic/Latino, 25 3-year-olds, 195 4-year-olds, Asian, 4 3-year-olds, 70 4-year-olds, Native Hawaiian/Pacific Islander, 15 4-year-olds, American Indian, 1 3-year-old, 9 4-year-olds, Multiple race/ethnicities, 22 3-year-olds, 450 4-year-olds ⁴
Wisconsin 4K	Yes	Caucasian, 45 3-year-olds, 30,077 4-year-olds, African American, 12 3-year-olds, 4,576 4-year-olds, Hispanic/Latino, 11 3-year-olds, 5,487 4-year-olds, Asian, 3 3-year-olds, 1,770 4-year-olds, Native Hawaiian/Pacific Islander, 1 3-year-old, 41 4-year-olds, American Indian, 1 3-year-old, 436 4-year-olds, Multiple race/ethnicities, 2 3-year-olds, 1,612 4-year-olds
Wisconsin HdSt	No	Breakdown not available

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

STATE

ACCESS

Program enrollment by eligibility for free or reduced price lunch

Alabama	At or below 200% poverty, 82.3%
Alaska	Breakdown not available
Arizona	100 to 149% FPL, 701 3-year-olds, 1,225 4-year-olds; 150 to 200% FPL, 580 3-year-olds, 958 4-year-olds
Arkansas	Breakdown not available
California	Free lunch, 41,692 3-year-olds, 85,764 4-year-olds
Colorado	Free lunch, 10,196 4-year-olds; Reduced lunch, 1,360 4-year-olds
Connecticut CDCC	Breakdown not available
Connecticut SRP	Breakdown not available
Delaware	100% FPL or TANF, 763 4-year-olds
District of Columbia	Free lunch, 2,361 3-year-olds, 2,724 4-year-olds; Reduced lunch, 125 3-year-olds, 143 4-year-olds
Florida	Breakdown not available
Georgia	Child or family who is eligible for SNAP, SSI, Medicaid, TANF, or child-care subsidy, 42,829 4-year-olds ⁴
Hawaii	Breakdown not available
Illinois	Free or reduced lunch, 19,578 3-year-olds, 27,610 4-year-olds; Title I, 11,970 3-year-olds, 22,818 4-year-olds; Targeted Title I, 409 3-year-olds, 325 4-year-olds
Indiana	Free lunch, 415 4-year-olds ³
Iowa Shared Visions	Free and/or Reduced lunch, 98% ⁵
Iowa SVPP	Free and/or Reduced lunch, 250 3-year-olds, 5,164 4-year-olds ⁴
Kansas Preschool	Breakdown not available
Kansas State Pre-K	Breakdown not available
Kentucky	150% FPL, 9,249 4-year-olds ⁵
Louisiana 8(g)	Breakdown not available
Louisiana LA4	185% FPL, 100% 4-year-olds
Louisiana NSECD	185% FPL, 1,300 4-year-olds
Maine	Free and Reduced lunch, 2,759 4-year-olds
Maryland	Free and/or Reduced lunch, 3,423 3-year-olds, 26,631 4-year-olds ⁴
Massachusetts 391	Free lunch, 2,140 4-year-olds
Massachusetts UPK	Breakdown not available
Michigan	251 to 300% FPL, 34,648 4-year-olds; 301% and above FPL, 1,524 4-year-olds; 301% and above 904 4-year-olds
Minnesota	Free lunch, 1,381 3- and 4-year-olds ⁴
Mississippi	Free and/or Reduced lunch, 80%
Missouri	Low Income, 734 3-year-olds, 1,672 4-year-olds
Nebraska	Free lunch, 1,515 3-year-olds, 3,620 4-year-olds; Reduced lunch, 241 3-year-olds, 690 4-year-olds
Nevada	Breakdown not available
New Jersey Abbott	Breakdown not available
New Jersey ECPA	Breakdown not available
New Jersey ELLI	Breakdown not available
New Mexico	Breakdown not available
New York	Breakdown not available
North Carolina	75% of SMI, 23,125 4-year-olds
Ohio	0-200% FPL, 2,995 3-year-olds, 8,095 4-year-olds ³
Oklahoma	Free lunch, 18,283 4-year-olds; Reduced lunch, 2,513 4-year-olds
Oregon	Free lunch, 2,988 3-year-olds, 4,674 4-year-olds
Pennsylvania RTL	Breakdown not available
Pennsylvania HSSAP	Breakdown not available
Pennsylvania K4 & SBPK	Breakdown not available
Pennsylvania Pre-K Counts	Breakdown not available
Rhode Island	Above 185% FPL, 103 4-year-olds; Below 185% FPL, 203 4-year-olds
South Carolina 4K	Breakdown not available
South Carolina CDEP	Breakdown not available
Tennessee	Free and/or Reduced lunch, 13,326 children ⁴
Texas	Breakdown not available
Vermont Act 62	Free lunch, 442 3-year-olds, 972 4-year-olds; Reduced lunch, 51 3-year-olds, 138 4-year-olds
Vermont EEI	Free lunch, 425 4-year-olds
Virginia	Breakdown not available
Washington	Free lunch, 2,810 3-year-olds, 6,741 4-year-olds; Reduced lunch, 106 3-year-olds, 257 4-year-olds; Less than 185% FPL, 47 3-year-olds, 130 4-year-olds
West Virginia	Breakdown not available
Wisconsin 4K	Free lunch, 35 3-year-olds, 14,345 4-year-olds; Reduced lunch, 2 3-year-olds, 1,166 4-year-olds; Economically disadvantaged, 93 4-year-olds
Wisconsin HdSt	Breakdown not available

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STATE

ACCESS

Program enrollment - Fall 2014, by type of administering agency

Alabama	Public schools, 4,185; Nonpublic schools, 3,058
Alaska	Breakdown not available
Arizona	Breakdown not available ⁴
Arkansas	Public schools, 14,453; Nonpublic schools, 10,936 ⁴
California	Public schools, 86,785; Other auspices, 45,910
Colorado	Public schools, 21,713 ⁵
Connecticut CDCC	Nonpublic schools, 2,601
Connecticut SRP	Public schools, 3,133; Nonpublic schools, 8,965
Delaware	Public schools, 387; Other auspices, 456
District of Columbia	Public schools, 12,040; Other auspices, 572
Florida	Breakdown not available ⁴
Georgia	Public schools, 37,921; Nonpublic schools, 41,630; Other auspices, 879
Hawaii	Public schools, 365
Illinois	Public schools, 68,466; Nonpublic schools, 6,688
Indiana	Public schools, 79; Nonpublic schools, 1; Other auspices, 335
Iowa Shared Visions	Public schools, 1,022; Nonpublic schools, 185; Other auspices, 489 ⁶
Iowa SVPP	Public schools, 16,395; Nonpublic schools, 7,874 ⁵
Kansas Preschool	Breakdown not available
Kansas State Pre-K	Public schools, 7,060
Kentucky	Public schools, 21,018; Nonpublic schools, 107 ⁶
Louisiana 8(g)	Public schools, 2,261
Louisiana LA4	Public schools, 16,051; Nonpublic schools, 120 ⁶
Louisiana NSECD	Nonpublic schools, 1,300 ⁴
Maine	Public schools, 5,080
Maryland	Public schools, 30,381
Massachusetts 391	Public schools, 5,391; Nonpublic schools, 466
Massachusetts UPK	Public schools, 639; Nonpublic schools, 6,901
Michigan	Public schools, 32,184; Nonpublic schools, 4,928
Minnesota	Breakdown not available
Mississippi	Public schools, 606; Nonpublic schools, 16; Other auspices, 1,138
Missouri	Public schools, 4,062; Nonpublic schools, 197 ⁴
Nebraska	Public schools, 12,073
Nevada	Public schools, 1,356; Nonpublic schools, 42
New Jersey Abbott	Public schools, 43,177 ⁴
New Jersey ECPA	Public schools, 7,225 ⁴
New Jersey ELLI	Public schools, 631
New Mexico	Public schools, 5,082; Nonpublic schools, 3,315
New York	Public schools, 10,941; Other auspices, 28,754 ⁴
North Carolina	Public schools, 15,061; Nonpublic schools, 11,790
Ohio	Public schools, 7,707; Nonpublic schools, 3,383
Oklahoma	Public schools, 40,085 ³
Oregon	Public schools, 754; Nonpublic schools, 6,908 ²
Pennsylvania RTL	Breakdown not available
Pennsylvania HSSAP	Public schools, 1,324; Nonpublic schools, 4,243
Pennsylvania K4 & SBPK	Breakdown not available
Pennsylvania Pre-K Counts	Public schools, 3,365; Nonpublic schools, 10,091
Rhode Island	Public schools, 18; Nonpublic schools, 288
South Carolina 4K	Public schools, 19,757
South Carolina CDEP	Public schools, 8,625; Nonpublic schools, 2,040
Tennessee	Public schools, 16,274 ⁵
Texas	Breakdown not available
Vermont Act 62	Breakdown not available ³
Vermont EEI	Public schools, 316; Nonpublic schools, 925; Other auspices, 15 ³
Virginia	Public schools, 16,538; Nonpublic schools, 1,712
Washington	Public schools, 4,715; Nonpublic schools, 5,376
West Virginia	Public schools, 16,622 ²
Wisconsin 4K	Public schools, 47,844
Wisconsin HdSt	Breakdown not available ⁴

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STATE

OPERATING SCHEDULE

How many hours per day is this state-funded pre-K program funded to operate using state funds?

Is there a formal state-level partnership to provide extended day services through collaboration with other agencies?

Alabama	6.5	No ³
Alaska	3.5 ⁴	No ⁴
Arizona	Determined locally ⁵	Yes ⁶
Arkansas	7	No ⁵
California	3 hours, 59 minutes ²	No ³
Colorado	2.5 ⁶	No
Connecticut CDCC	10 ⁴	No
Connecticut SRP	2.5-10 ⁴	Yes ⁵
District of Columbia	6.5	Yes ⁸
Delaware	3.5 ²	No ²
Florida	Determined locally ⁵	No ⁵
Georgia	6.5	Yes, Head Start and Child and Parent Services (CAPS) ⁵
Hawaii	6	No
Illinois	At least 2.5 ³	No ³
Indiana	Determined locally, 2.5-5 or more hours/day ⁴	No
Iowa Shared Visions	Determined locally, varies by program ⁷	No ⁷
Iowa SVPP	Part day, at least 10 hours/week ⁶	No ⁶
Kansas Preschool	3 ³	No
Kansas State Pre-K	3 ²	No
Kentucky	2.5 ⁷	No ⁸
Louisiana 8(g)	6	No
Louisiana LA4	6 ⁷	No ⁷
Louisiana NSECD	6 ⁵	No ⁵
Maine	2 ⁴	No
Maryland	2.5 ⁵	Yes, Head Start and Child Care ³
Massachusetts 391	1 ⁵	Yes, Head Start ⁶
Massachusetts UPK	Determined locally ⁶	Yes ⁷
Michigan	6.5 ⁵	Yes, Head Start and child care ⁵
Minnesota	Determined locally ⁵	Yes ⁵
Mississippi	7	No
Missouri	3-6.5 ⁵	No
Nebraska	Determined locally ³	No ³
Nevada	2.5 ⁶	No
New Jersey Abbott	6 ⁵	Yes ⁶
New Jersey ECPA	Determined locally, 2.5-6 hours/day ⁵	Yes ⁵
New Jersey ELLI	Determined locally, 2.5-6 hours/day ⁵	Yes ⁵
New Mexico	2.5 ²	No
New York	2.5 ⁵	No ⁵
North Carolina	6.5 ³	No
Ohio	Determined locally, 12.5 hours/week minimum ⁴	No
Oklahoma	6 ⁴	No ⁴
Oregon	3.5 ³	Yes ⁴
Pennsylvania RTL	5 ⁴	No
Pennsylvania HSSAP	3.5-5.5 ²	No ²
Pennsylvania K4 & SBPK	2.5-5 ³	No
Pennsylvania Pre-K Counts	5	No ⁴
Rhode Island	6	No ¹
South Carolina 4K	2.5 ⁴	No
South Carolina CDEP	6.5	No
Tennessee	5.5 ⁶	No
Texas	3	No
Vermont Act 62	2 ⁴	No
Vermont EEI	Determined locally ⁴	No
Virginia	5.5	No
Washington	Determined locally ⁴	No
West Virginia	Determined locally, minimum 14 hours/week ⁵	Yes ⁵
Wisconsin 4K	2.5 ⁴	Yes ⁴
Wisconsin HdSt	Determined locally ⁵	Yes ⁵

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

STATE

OPERATING SCHEDULE

	Program enrollment - Fall 2014, by operating schedule	How many days per week is your state-funded pre-K program funded to operate using state funds?
Alabama	School day, 7,243 ³	5 days per week
Alaska	Breakdown not available	4 days per week ⁴
Arizona	Breakdown not available ⁵	Determined locally ⁵
Arkansas	School day, 25,389	5 days per week
California	School day, 38,918; Part day, 93,777	5 days per week
Colorado	Breakdown not available ⁶	Determined locally ⁶
Connecticut CDCC	Extended day, 2,212; Wraparound, 389	5 days per week ⁵
Connecticut SRP	Extended day, 8,162; School day, 1,754; Part day, 2,182	5 days per week ⁴
Delaware	Breakdown not available	5 days per week
District of Columbia	Breakdown not available	5 days per week
Florida	Breakdown not available ⁶	Determined locally ⁵
Georgia	School day, 80,430	5 days per week
Hawaii	School day, 365	5 days per week
Illinois	School day, 11,739; Part day, 63,415	5 days per week
Indiana	Multiple operating schedules, 415 ⁴	Determined locally ⁴
Iowa Shared Visions	Extended day, 843; School day, 616; Part day, 237	Determined locally, varies by program ⁷
Iowa SVPP	Breakdown not available	Determined locally, must be at least 10 hours/week ⁶
Kansas Preschool	Breakdown not available	Determined locally ³
Kansas State Pre-K	Part day, 7,060	Determined locally ²
Kentucky	Breakdown not available ⁹	Determined locally ¹⁰
Louisiana 8(g)	School day, 2,261	5 days per week
Louisiana LA4	School day, 16,171 ⁷	5 days per week ⁷
Louisiana NSECD	School day, 1,300	5 days per week
Maine	Breakdown not available ⁵	Determined locally ⁶
Maryland	School day, 10,094; Part day, 20,287	5 days per week ⁶
Massachusetts 391	Multiple operating schedules, 5,857	Determined locally ⁶
Massachusetts UPK	Extended day, 7,017; School day, 476; Part day, 47	Determined locally ⁶
Michigan	School day, 23,548; Part day, 7,966; GSRP/Head Start Blend, 5,598 ⁵	4 days per week
Minnesota	Breakdown not available	Determined locally ⁵
Mississippi	Extended day, 148; School day, 1,612	5 days per week
Missouri	School day, 3,107; Part day, 1,152 ⁵	Determined locally ⁶
Nebraska	Breakdown not available	Determined locally ³
Nevada	Part day, 1,398	4 days per week ⁷
New Jersey Abbott	School day, 43,177 ⁵	5 days per week
New Jersey ECPA	School day, 2,936; Part day, 4,289 ⁵	5 days per week
New Jersey ELLI	School day, 265; Part day, 366 ⁵	5 days per week
New Mexico	Breakdown not available	Determined locally ³
New York	School day, 68,832; Part day, 43,288	5 days per week ⁵
North Carolina	Breakdown not available	5 days per week
Ohio	Breakdown not available	Determined locally ⁴
Oklahoma	School day, 32,211; Part day, 7,874	5 days per week ⁴
Oregon	Extended day, 761; Part day, 6,828; Home-based, 73	Determined locally
Pennsylvania RTL	Breakdown not available	5 days per week
Pennsylvania HSSAP	Breakdown not available	Determined locally ²
Pennsylvania K4 & SBPK	Breakdown not available	5 days per week
Pennsylvania Pre-K Counts	School day, 10,592; Part day, 2,864	5 days per week
Rhode Island	School day, 306; 6-hour school day with before and after care, 67	5 days per week
South Carolina 4K	Part day, 19,757	5 days per week
South Carolina CDEP	Breakdown not available	5 days per week
Tennessee	School day, 16,274	5 days per week
Texas	Part day, 219,488	5 days per week
Vermont Act 62	Breakdown not available	Determined locally ⁴
Vermont EEI	Breakdown not available	Determined locally ⁴
Virginia	School day, 17,565; Part day, 685	5 days per week
Washington	Extended day, 567; School day, 1,359; Part day, 8,165 ^{3,4}	Determined locally ^{3,4}
West Virginia	School day, 14,120; Part day, 1,136 ⁶	Determined locally, 4 or 5 days/week is permissible ⁵
Wisconsin 4K	Breakdown not available	Determined locally ⁴
Wisconsin HdSt	Breakdown not available	Determined locally

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

STATE

OPERATING SCHEDULE

State-funded annual operating schedule

Alabama	School year or academic year
Alaska	School year or academic year
Arizona	Determined locally ⁵
Arkansas	School year or academic year
California	Determined locally
Colorado	School year or academic year
Connecticut CDCC	State-determined operating schedule ⁶
Connecticut SRP	Determined locally ⁶
Delaware	Determined locally ²
District of Columbia	School year or academic year
Florida	Determined locally ⁵
Georgia	School year or academic year
Hawaii	School year or academic year
Illinois	School year or academic year
Indiana	Determined locally ⁴
Iowa Shared Visions	Determined locally, varies by program ⁷
Iowa SVPP	School year or academic year ⁶
Kansas Preschool	Determined locally ³
Kansas State Pre-K	School year or academic year
Kentucky	School year or academic year ¹¹
Louisiana 8(g)	School year or academic year
Louisiana LA4	School year or academic year ⁷
Louisiana NSECD	School year or academic year
Maine	Determined locally ⁷
Maryland	School year or academic year
Massachusetts 391	Determined locally ⁶
Massachusetts UPK	Determined locally ⁶
Michigan	Determined locally ⁵
Minnesota	Determined locally ⁵
Mississippi	School year or academic year
Missouri	Determined locally ⁷
Nebraska	School year or academic year ³
Nevada	School year or academic year
New Jersey Abbott	School year or academic year ⁶
New Jersey ECPA	School year or academic year ⁵
New Jersey ELLI	School year or academic year ⁵
New Mexico	Determined locally ³
New York	School year or academic year ⁵
North Carolina	School year or academic year ³
Ohio	School year or academic year ⁴
Oklahoma	School year or academic year ⁴
Oregon	School year or academic year
Pennsylvania RTL	Determined locally, based on local school year
Pennsylvania HSSAP	School year or academic year ²
Pennsylvania K4 & SBPK	School year or academic year
Pennsylvania Pre-K Counts	180 days per year ⁴
Rhode Island	School year or academic year
South Carolina 4K	School year or academic year
South Carolina CDEP	State-determined operating schedule, 180 days
Tennessee	School year or academic year
Texas	School year or academic year
Vermont Act 62	School year or academic year ⁴
Vermont EEI	School year or academic year ⁴
Virginia	School year or academic year
Washington	Part day and School day are based on the school year; Extended day is full calendar year ⁵
West Virginia	School year or academic year ⁵
Wisconsin 4K	Determined locally ⁴
Wisconsin HdSt	Determined locally ⁶

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

STATE

AGE ELIGIBILITY

	Minimum age for eligibility	Maximum age for preschool
Alabama	4 by September 1	5 by August 31
Alaska	4 by September 1	5 by September 1
Arizona	No minimum age	5 by September 1
Arkansas	3 by August 1	4 by August 1
California	3 by September 2	5 by September 2
Colorado	3 by October 1 ⁷	Determined locally ⁷
Connecticut CDCC	3 by January 1 ⁷	6 by January 1
Connecticut SRP	2 years, 9 months by September 1	5 by January 1
Delaware	4 by August 31	5 by August 31
District of Columbia	4 by September 30	5 by September 30
Florida	4 by September 1	5 by August 31
Georgia	4 by September 1	5 by September 1
Hawaii	4 by July 31	5 by July 31
Illinois	3 by September 1	5 by September 1
Indiana	4 by August 1	4 years, 11 months by August 1
Iowa Shared Visions	3 by September 15	5 years, 11 months by September 15
Iowa SVPP	4 by September 15	5 years, 11 months by September 15
Kansas Preschool	4 by August 31	4 years, 11 months by August 31
Kansas State Pre-K	4 by August 31	4 years, 11 months by August 31
Kentucky	3 by August 1	4 by August 1
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA4	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 by September 1
Massachusetts 391	2 years, 9 months by September 1	Determined locally
Massachusetts UPK	2 years, 9 months by September 1	Determined locally
Michigan	4 by October 1	5 by October 1
Minnesota	3 by September 1	4 years, 11 months by September 1
Mississippi	4 by September 1	4 years, 11 months by September 1
Missouri	3 by July 31	5 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	4 years, 11 months by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	3 by locally determined date	4 by locally determined date
New Mexico	4 by August 31	4 years, 11 months by August 31
New York	3 years, 11 months by December 1 ³	4 years, 11 months by December 1
North Carolina	4 by August 31	5 by August 31
Ohio	3 by August 1 or September 30	5 by August 1 or September 30
Oklahoma	4 by September 1	5 by September 1
Oregon	3 by September 1	4 years 11 months by September 1
Pennsylvania RTL	Determined locally ⁵	Determined locally ⁵
Pennsylvania HSSAP	Determined locally	Determined locally
Pennsylvania K4 & SBPK	Determined locally ⁴	Determined locally
Pennsylvania Pre-K Counts	Determined locally ⁵	Determined locally ⁵
Rhode Island	4 by September 1	5 by September 1
South Carolina 4K	4 by September 1	Determined locally
South Carolina CDEP	4 by September 1	5 years, 11 months by September 1
Tennessee	4 by August 15 ⁷	5 by August 15 ⁷
Texas	3 by September 1	4 by August 31
Vermont Act 62	3 by locally determined date ⁵	6 by locally determined date ⁵
Vermont EEI	3 by locally determined date	5 by locally determined date
Virginia	4 by September 30	4 years, 11 months by September 30
Washington	3 by August 31	4 years, 11 months by August 31
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1	5 by September 1
Wisconsin HdSt	3 by September 1	5 by September 1

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

STATE

AGE ELIGIBILITY

Does state policy allow any exceptions to the age requirement for pre-K or kindergarten eligibility

	Minimum kindergarten age	
Alabama	5 by September 1	No
Alaska	5 by September 1	No ⁵
Arizona	5 by September 1	No
Arkansas	5 by August 1	Yes ⁶
California	5 by September 2	Yes ⁴
Colorado	5 by October 1 ⁷	No
Connecticut CDCC	5 by January 1	Yes ⁸
Connecticut SRP	5 by January 1	Yes ⁷
Delaware	5 by August 31	No ³
District of Columbia	3 by September 30	Yes ⁹
Florida	5 by September 1	Yes ⁷
Georgia	5 by September 1	Yes ⁶
Hawaii	5 by July 31	No
Illinois	5 by September 1	Yes ⁴
Indiana	5 by August 1	Yes ⁵
Iowa Shared Visions	5 by September 15	Yes
Iowa SVPP	5 by September 15	Yes ⁷
Kansas Preschool	5 by August 31	No ⁴
Kansas State Pre-K	5 by August 31	No
Kentucky	5 by October 1	Yes ¹²
Louisiana 8(g)	5 by September 30	Yes ²
Louisiana LA4	5 by September 30	Yes ⁸
Louisiana NSECD	5 by September 30	No
Maine	5 by October 15	No ⁸
Maryland	5 by September 1	Yes ⁷
Massachusetts 391	Determined locally	Yes ⁷
Massachusetts UPK	Determined locally	Yes ⁸
Michigan	5 by October 1	Yes ⁶
Minnesota	5 by September 1	Yes ⁶
Mississippi	5 by September 1	No
Missouri	5 by July 31	Yes ⁸
Nebraska	5 by August 1	Yes ⁴
Nevada	5 by September 30	Yes ⁸
New Jersey Abbott	5 by locally determined date	Yes ⁷
New Jersey ECPA	5 by locally determined date	Yes ⁶
New Jersey ELLI	5 by locally determined date	Yes ⁶
New Mexico	5 by August 31	No
New York	5 years, 11 months by December 1	Yes ⁶
North Carolina	5 by August 31	No ⁴
Ohio	5 by August 1 or September 30 ⁵	Yes ⁵
Oklahoma	5 by September 1	Yes ⁵
Oregon	5 by September 1	No ⁵
Pennsylvania RTL	Determined locally ⁵	Yes ⁵
Pennsylvania HSSAP	Determined locally	Yes ³
Pennsylvania K4 & SBPK	Determined locally	No ⁴
Pennsylvania Pre-K Counts	Determined locally ⁵	Yes ⁵
Rhode Island	5 by September 1	No ²
South Carolina 4K	5 by September 1	Yes ⁵
South Carolina CDEP	5 by September 1	Yes ⁴
Tennessee	5 by August 1 ⁷	Yes ⁸
Texas	5 by September 1	No ⁴
Vermont Act 62	5 by locally determined date ⁵	Yes ⁶
Vermont EEI	5 by locally determined date	Yes ⁵
Virginia	5 by September 30	Yes ³
Washington	5 by August 31	Yes ⁶
West Virginia	5 by September 1	Yes ⁷
Wisconsin 4K	5 by September 1	Yes ⁵
Wisconsin HdSt	5 by September 1	Yes ⁷

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

STATE

AGE ELIGIBILITY

State policy on enrolling children in state pre-K when they are eligible for kindergarten

Alabama	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Alaska	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁵
Arizona	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Arkansas	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year; Other circumstances based on individual child needs and as approved via waiver request ⁷
California	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Colorado	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Connecticut CDCC	Other than the provision of care for half-day kindergarten students, there is no policy for Child Day Care, Contracted programs regarding the enrollment of K-eligible students ⁸
Connecticut SRP	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents ⁷
Delaware	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ³
District of Columbia	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Florida	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁷
Georgia	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may only enroll in pre-K if they have not yet attended 4-year-old pre-K ⁶
Hawaii	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁴
Indiana	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁵
Iowa Shared Visions	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Iowa SVPP	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Other ⁸
Kansas Preschool	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁴
Kansas State Pre-K	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Kentucky	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Other: On a space-available basis if local funds are used ¹²
Louisiana 8(g)	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Louisiana LA4	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Louisiana NSECD	Children may not enroll in this state pre-K initiative 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 pre-K ⁸
Maryland	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁷
Massachusetts 391	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁷
Massachusetts UPK	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁸
Michigan	Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents
Minnesota	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Mississippi	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year; Other: Only children age four on or before September 1st may enroll in the pre-k program
Missouri	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁸

State policy on enrolling children in state pre-K when they are eligible for kindergarten

Nebraska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁴
Nevada	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁸
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁷
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
New Mexico	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
New York	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
North Carolina	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
Ohio	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁵
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁵
Oregon	Children may not enroll in this state pre-K initiative 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 pre-K ^{5,6}
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ³
Pennsylvania K4 & SBPK	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Pennsylvania Pre-K Counts	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁵
Rhode Island	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ²
South Carolina 4K	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
South Carolina CDEP	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁴
Tennessee	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁸
Texas	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year ⁴
Vermont Act 62	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
Vermont EEI	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or 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 pre-K at local program's discretion only, not solely at the request of parents
Washington	Children may not enroll in this state pre-K initiative if they are age-eligible for kindergarten at the start of the year
West Virginia	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents ⁷
Wisconsin 4K	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; Kindergarten age-eligible children may enroll in and repeat 4-year-old pre-K; Kindergarten age-eligible children with documented disabilities may enroll in pre-K; State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Wisconsin HdSt	Kindergarten age-eligible children may enroll in pre-K at the local program's discretion or at the request of parents; State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K

STATE

INCOME REQUIREMENT

Aside from age, how is eligibility determined for individual children for this state prekindergarten initiative?

Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll
Alaska	Eligibility is determined by individual child or family characteristics in addition to age
Arizona	Eligibility is determined by individual child or family characteristics in addition to age
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age
California	Eligibility is determined by individual child or family characteristics in addition to age
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut CDCC	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut SRP	All age-eligible children in districts/towns offering the program may enroll
Delaware	Eligibility is determined by individual child or family characteristics in addition to age ⁴
District of Columbia	All age-eligible children in the District 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
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
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age
Iowa SVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁹
Kansas Preschool	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Kansas State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age ^{3,4}
Kentucky	Eligibility is determined by individual or child characteristics in addition to age ¹³
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ³
Louisiana LA4	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	Determined locally ⁹
Maryland	Eligibility is determined by individual child or family characteristics in addition to age ⁸
Massachusetts 391	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁸
Massachusetts UPK	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁹
Michigan	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age ⁷
Mississippi	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
Missouri	Determined locally ⁹
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll
New Jersey Abbott	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁸
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll ²
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁷
New Mexico	All age-eligible children in locations offering the program are eligible ⁴
New York	Eligibility depends on the grant ⁷
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
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon	Eligibility is determined by individual child or family characteristics in addition to age
Pennsylvania RTL	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ^{3,4}
Pennsylvania K4 & SBPK	All children in districts offering the program, or in the entire state, may enroll (K4); Eligibility may be determined by individual or family characteristics (SBPK)
Pennsylvania Pre-K Counts	Eligibility is determined by individual child or family characteristics in addition to age
Rhode Island	All age-eligible children in communities offering the program may enroll ³
South Carolina 4K	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina CDEP	Eligibility is determined by individual child or family characteristics in addition to age
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont Act 62	All age-eligible children in districts offering the program, or in the entire state, may enroll
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Virginia	Eligibility is determined by individual child or family characteristics in addition to age
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Wisconsin 4K	All age-eligible children in districts/towns offering the program may enroll ⁶
Wisconsin HdSt	Programs follow Federal Head Start eligibility requirements and local selection criteria ⁷

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

STATE

INCOME REQUIREMENT

What was the state-specified income requirement during the 2014-2015 program year?

Alabama	No income requirement
Alaska	Eligible for free lunch, or 130% of FPL
Arizona	200% of FPL or below
Arkansas	200% of FPL ⁸
California	70% state median income
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL ⁸
Connecticut CDCC	Income less than 75% of the state median income
Connecticut SRP	60% of children enrolled in each municipality must meet the income guideline of at or below 75% SMI ⁸
Delaware	100% of FPL ⁴
District of Columbia	No income requirement
Florida	No income requirement
Georgia	No income requirement
Hawaii	200% of FPL
Illinois	Low income is one of the risk factors taken into account in determining eligibility ⁵
Indiana	127% of FPL
Iowa Shared Visions	Eligible for free lunch, or 130% of FPL
Iowa SVPP	No income requirement
Kansas Preschool	Eligible for free or reduced-price lunch, or 185% of FPL ⁵
Kansas State Pre-K	Eligible for free lunch, or 130% of FPL ³
Kentucky	150% of FPL ¹³
Louisiana 8(g)	Eligible for free or reduced-price lunch, or 185% of FPL ³
Louisiana LA4	Eligible for free or reduced-price lunch, or 185% of FPL ⁹
Louisiana NSECD	Eligible for free or reduced-price lunch, or 185% of FPL ⁶
Maine	No income requirement ⁹
Maryland	Eligible for free or reduced-price lunch, or 185% of FPL ⁸
Massachusetts 391	No income requirement
Massachusetts UPK	No income requirement ⁹
Michigan	250% of FPL ⁶
Minnesota	No income requirement ⁷
Mississippi	No income requirement
Missouri	No income requirement ⁹
Nebraska	Eligible for free or reduced-price lunch, or 185% of FPL ⁵
Nevada	No income requirement
New Jersey Abbott	No income requirement
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
New York	No income requirement ⁷
North Carolina	75% state median income ⁵
Ohio	0-200% of FPL ⁶
Oklahoma	No income requirement ⁴
Oregon	100% of FPL ⁶
Pennsylvania RTL	No income requirement ⁶
Pennsylvania HSSAP	100% of FPL ⁴
Pennsylvania K4 & SBPK	No income requirement
Pennsylvania Pre-K Counts	300% of FPL ⁶
Rhode Island	No income requirement
South Carolina 4K	Eligible for free or reduced-price lunch, or 185% of FPL
South Carolina CDEP	Eligible for free or reduced-price lunch, or 185% of FPL ⁵
Tennessee	Eligible for free or reduced-price lunch, or 185% of FPL ⁹
Texas	Eligible for free or reduced-price lunch, or 185% of FPL ⁵
Vermont Act 62	No income requirement
Vermont EEI	Eligible for free or reduced-price lunch, or 185% of FPL ⁶
Virginia	No income requirement
Washington	110% of FPL
West Virginia	No income requirement
Wisconsin 4K	No income requirement
Wisconsin HdSt	Programs follow Federal Head Start eligibility requirements and local selection criteria ⁷

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

STATE

INCOME REQUIREMENT

To whom, or to what percentage of children, does the income requirement apply?

Alabama	NA
Alaska	35%
Arizona	100%
Arkansas	90%
California	85%
Colorado	53%
Connecticut CDCC	100%
Connecticut SRP	60% ⁸
Delaware	90% ⁴
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii	98.6%
Illinois	NA ⁵
Indiana	100%
Iowa Shared Visions	80% ⁸
Iowa SVPP	NA
Kansas Preschool	50% ⁵
Kansas State Pre-K	100%
Kentucky	50%
Louisiana 8(g)	Priority is given to students who qualify for free or reduced-price-lunch ³
Louisiana LA4	100% ⁹
Louisiana NSECD	100%
Maine	NA ⁹
Maryland	100% ⁸
Massachusetts 391	NA
Massachusetts UPK	NA ⁹
Michigan	90% ⁶
Minnesota	NA ⁷
Mississippi	NA
Missouri	NA ⁹
Nebraska	70% ⁵
Nevada	NA
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	100% ⁷
New Mexico	NA
New York	NA ⁷
North Carolina	80% ⁵
Ohio	100% ⁶
Oklahoma	NA
Oregon	80% ⁶
Pennsylvania RTL	NA
Pennsylvania HSSAP	90% ⁴
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	100%
Rhode Island	NA
South Carolina 4K	100%
South Carolina CDEP	100%
Tennessee	100% ⁹
Texas	All children that are enrolling under that criteria ⁵
Vermont Act 62	NA
Vermont EEI	100% ⁶
Virginia	NA
Washington	90%
West Virginia	NA
Wisconsin 4K	NA
Wisconsin HdSt	90% ⁷

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

STATE	OTHER ELIGIBILITY REQUIREMENTS Risk factors besides income that can be used to determine eligibility	How many of the specified risk factors must be present for eligibility?
Alabama	Not applicable	NA
Alaska	Disability or developmental delay of the child; Homelessness or unstable housing	None
Arizona	Not applicable	NA
Arkansas	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty ⁸	1 ⁸
California	History of abuse, neglect, or family violence; Homelessness or unstable housing; Other state-specified risk factors: CalWORKS cash aid recipients	1
Colorado	Low parental education; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Teen parent; Child is or was in foster care; Other locally determined risk factors ⁸	1 ⁸
Connecticut CDCC	In addition to the overall requirement of 75% of the SMI, a proportion of families fitting with the federal portion of funding must fall below 200% of the federal poverty level	None
Connecticut SRP	Not applicable	NA
Delaware	Disability or developmental delay of the child; History of abuse, neglect, or family violence; Homelessness or unstable housing; Parental substance abuse; Child is or was in foster care; Parent is on active military duty ⁴	None
District of Columbia	Not applicable	NA
Florida	Not applicable	NA
Georgia	Not applicable	NA
Hawaii	Disability or developmental delay of the child; Non-English speaking family; Other state-specified risk factors: Children who reside in a public school district, under chapter 302A, that is in need of improvement based on the criteria of the federal No Child Left Behind Act of 2001	None
Illinois	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty; low income ⁵	2 ⁵
Indiana	No, there are no risk factors other than the state-specified income requirement	Not applicable
Iowa Shared Visions	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty ⁸	1 ⁸
Iowa SVPP	None	NA
Kansas Preschool	Low parental education level; Non-English speaking family; Teen parent; Parent is on active military duty; EC referral; Single parent; Developmental delay- lower than expected developmental progress; DCF social services referral ⁵	1
Kansas State Pre-K	Low parental education level; Non-English speaking family; Teen parent; DCF social services referral; Single parent; Developmental delay; Migrant status	1
Kentucky	Disability or developmental delay of the child; Homelessness or unstable housing; Child is or was in foster care ¹³	1
Louisiana 8(g)	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty ³	None
Louisiana LA4	Homelessness or unstable housing; Child is or was in foster care	None ⁹
Louisiana NSECD	None	None
Maine	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty; Locally determined risk factors	None
Maryland	Disability or developmental delay of the child; Homelessness or unstable housing; Risk that child will not be ready for kindergarten ⁸	1 ⁸
Massachusetts 391	Not applicable ^{9,10}	NA
Massachusetts UPK	Not applicable ⁹	NA
Michigan	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty; Income level ⁶	1
Minnesota	Homelessness or unstable housing; Child is or was in foster care ⁷	1 ⁷
Mississippi	None	None
Missouri	Locally determined risk factors ⁹	None ⁹

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STATE	OTHER ELIGIBILITY REQUIREMENTS Risk factors besides income that can be used to determine eligibility	How many of the specified risk factors must be present for eligibility?
Nebraska	Disability or developmental delay of the child; Non-English speaking family; Teen parent; Low birth weight or other child health risk ⁵	None ⁵
Nevada	Not applicable ⁹	NA ⁹
New Jersey Abbott	Not applicable	NA
New Jersey ECPA	Not applicable	NA
New Jersey ELLI	Locally determined risk factors ⁷	None
New Mexico	Not applicable ⁴	NA
New York	Other state-specified risk factors ⁷	NA ⁷
North Carolina	Disability or developmental delay of the child; Non-English speaking family; Risk that child will not be ready for kindergarten; Parent is on active military duty; Chronic health condition; Child has an IEP	1
Ohio	None	None
Oklahoma	Not applicable	NA
Oregon	Currently homeless or foster children; Locally determined risk factors ⁶	None ⁶
Pennsylvania RTL	Locally determined risk factors ⁶	NA ⁶
Pennsylvania HSSAP	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty ⁴	NA
Pennsylvania K4 & SBPK	Not applicable (K4); Determined locally (SBPK)	NA
Pennsylvania Pre-K Counts	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty	None
Rhode Island	None	
South Carolina 4K	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Risk that child will not be ready for kindergarten; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty	No
South Carolina CDEP	Disability or developmental delay of the child; Risk that child will not be ready for kindergarten ⁵	None ⁵
Tennessee	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty; Locally determined risk factors ⁹	1 ⁹
Texas	Homelessness or unstable housing; Non-English speaking family; Child is or was in foster care; Parent is on active military duty ⁵	No ⁵
Vermont Act 62	Not applicable	NA
Vermont EEI	Disability or developmental delay of the child; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Geographic isolation ⁶	1 ⁶
Virginia	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty; Locally determined risk factors ⁵	1 ⁴
Washington	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent Low birth weight or other child health risk; Child is or was in 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 ⁷	None
West Virginia	Disability or developmental delay of the child	None
Wisconsin 4K	Not applicable	NA
Wisconsin HdSt	Disability or developmental delay of the child; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child is or was in foster care; Parent is on active military duty; Programs follow Federal Head Start eligibility requirements and local selection criteria ⁷	None ⁷

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STATE

OTHER ELIGIBILITY REQUIREMENTS

	Is there a sliding payment scale based on income?	Is child eligibility for this state-funded pre-K program ever reassessed after a child has been enrolled in the program?
Alabama	Yes ⁴	No
Alaska	No	No
Arizona	No ⁷	Yes ⁸
Arkansas	Yes ⁸	No
California	Yes ⁵	Yes ⁶
Colorado	No	No
Connecticut CDCC	Yes	No
Connecticut SRP	Yes ⁹	Yes ¹⁰
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Hawaii	No	No
Illinois	No	No
Indiana	No	No
Iowa Shared Visions	Yes	No
Iowa SVPP	No	No
Kansas Preschool	No	No
Kansas State Pre-K	No	No
Kentucky	Determined locally ¹⁴	No
Louisiana 8(g)	No	No
Louisiana LA4	No ¹⁰	No
Louisiana NSECD	No	No
Maine	No	Yes ¹⁰
Maryland	No	No
Massachusetts 391	Determined locally ¹¹	No
Massachusetts UPK	Determined locally ¹⁰	No
Michigan	Yes	No
Minnesota	No	Yes ⁸
Mississippi	No	No
Missouri	Yes ¹⁰	No
Nebraska	Determined locally ⁶	No
Nevada	No	Yes ¹⁰
New Jersey Abbott	No	Yes ⁹
New Jersey ECPA	No	Yes ⁷
New Jersey ELLI	No	Yes ⁸
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio	Yes ⁶	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania Pre-K Counts	No	No
Rhode Island	No	No
South Carolina 4K	No	No
South Carolina CDEP	No	No
Tennessee	No	No
Texas	No	No ⁶
Vermont Act 62	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No

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STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 18 ⁵	4-year-olds, 1:10 ⁵
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	3-year-olds, 26; 4-year-olds, 30 ⁹	3-year-olds, 1:13; 4-year-olds, 1:15 ⁹
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut CDCC	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Connecticut SRP	3- and 4-year-olds, 20 ¹¹	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
District of Columbia	3-year-olds, 16; 4-year-olds, 20 ¹⁰	3-year-olds, 1:8; 4-year-olds, 1:10 ¹⁰
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 ⁷	4-year-olds, 1:11 ⁷
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 ⁹	3- and 4-year-olds, 1:8
Iowa SVPP	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds, 1:10
Kansas Preschool	4-year-olds, 20	4-year-olds, 1:10
Kansas State Pre-K	4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20 ¹⁵	3- and 4-year-olds, 1:10 ¹⁵
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana LA4	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20 ⁷	4-year-olds, 1:10 ⁷
Maine	4-year-olds, No limit ¹¹	4-year-olds, 1:15 ¹¹
Maryland	3- and 4-year-olds, 20 ⁹	3- and 4-year-olds, 1:10 ⁹
Massachusetts 391	3- and 4-year-olds, 20 ¹²	3- and 4-year-olds, 1:7-10 ¹²
Massachusetts UPK	3- and 4-year-olds, 20	3- and 4-year-olds, 1:6-10 ¹¹
Michigan	4-year-olds, 18	4-year-olds, 1:8 ⁷
Minnesota	3-year-olds, 15; 4-year-olds, 20	3-year-olds, 2:15; 4-year-olds, 1:10
Mississippi	4-year-olds, 20	4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20 ¹¹	3- and 4-year-olds, 1:10 ¹¹
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10
New Jersey Abbott	3- 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	4-year-olds, 20	4-year-olds, 1:10
New York	3- and 4-year-olds, 20 ⁸	3-year-olds, 1:8; 4-year-olds, 1:9 ⁸
North Carolina	4-year-olds, 18	4-year-olds, 1:9 ⁶
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14 ⁹
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania RTL	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3- and 4-year-olds, 20 ⁵	3- and 4-year-olds, 1:10 ⁵
Pennsylvania K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK) ⁵	3- and 4-year-olds, No limit (K4); 1:10 (SBPK) ⁵
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20 ⁷	3- and 4-year-olds, 1:10 ⁷
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20 ¹⁰	3-year-olds, 1:8; 4-year-olds, 1:10 ¹⁰
Texas	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, No limit ⁷
Vermont Act 62	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Vermont EEI	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 ⁸
West Virginia	3- and 4-year-olds, 20 ⁸	3- and 4-year-olds, 1:10 ⁸
Wisconsin 4K	4-year-olds, Determined locally ⁷	4-year-olds, Determined locally ⁷
Wisconsin HdSt	3-year olds, 17; 4-year-olds 20 ⁸	3-year olds, 2:17; 4-year-olds 1:10 ⁸

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STATE

PROGRAM STANDARDS

Meal requirement

Alabama	Lunch; Snack ⁶
Alaska	Lunch; Snack
Arizona	Child care regulatory agencies (licensing and certification) requirements define when meals and snacks are required ¹⁰
Arkansas	Breakfast; Lunch; Snack
California	Requirements depend on length of program day ⁸
Colorado	Requirements depend on length of program day ⁹
Connecticut CDCC	Breakfast; Lunch; Snack ⁹
Connecticut SRP	Requirements depend on length of program day ¹²
Delaware	One meal and one snack
District of Columbia	Breakfast; Lunch ¹¹
Florida	Depends on length of program day ⁸
Georgia	Lunch ⁸
Hawaii	Lunch
Illinois	Lunch and snack (school day); Snack (part day) ⁶
Indiana	Requirements depend on length of program day ⁶
Iowa Shared Visions	At least one meal; Requirements depend on length of program day ¹⁰
Iowa SVPP	Snack ¹⁰
Kansas Preschool	Snack (part day); Lunch and one snack (school day) ⁶
Kansas State Pre-K	No meals are required
Kentucky	Breakfast or Lunch
Louisiana 8(g)	Lunch; Snack
Louisiana LA4	Breakfast; Lunch; Snack ¹¹
Louisiana NSECD	Breakfast; Lunch; Snack
Maine	No meals are required ¹²
Maryland	Breakfast and/or Lunch; Requirements depend on length of program day ¹⁰
Massachusetts 391	Requirements depend on length of program day ¹³
Massachusetts UPK	Requirements depend on length of program day ¹²
Michigan	Requirements depend on length of program day ⁸
Minnesota	Breakfast; Lunch ⁹
Mississippi	At least one meal; All programs voluntarily provide snacks
Missouri	Requirements depend on length of program day ¹²
Nebraska	One meal and one snack ⁷
Nevada	Snack ¹¹
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; Requirements depend on length of program day ⁵
New York	Requirements depend on length of program day ⁹
North Carolina	Lunch and either Breakfast or Snack
Ohio	Requirements depend on length of program day ⁸
Oklahoma	Lunch ⁶
Oregon	At least one meal; Requirements depend on length of program day ⁷
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	Snack (part day); Snack and Meal (full day)
Rhode Island	Lunch; Snack
South Carolina 4K	Snack
South Carolina CDEP	Lunch ⁶
Tennessee	Breakfast; Lunch; Snack
Texas	Requirements depend on length of program day ⁸
Vermont Act 62	No meals are required ⁷
Vermont EEI	No meals are required ⁷
Virginia	No meals are required ⁵
Washington	At least one meal; Requirements depend on length of program day ⁹
West Virginia	At least one meal ⁹
Wisconsin 4K	Requirements depend on length of program day ⁸
Wisconsin HdSt	Requirements depend on length of program day ⁹

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STATE

PROGRAM STANDARDS

Screening and referral requirements

Alabama	Screening required: Vision; Hearing; Immunizations; Psychosocial/behavioral; Dental; Full physical exam; Determined locally: Height/weight/BMI; Blood pressure; Developmental ⁷
Alaska	Screening required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Determined locally: Blood pressure; Psychosocial/behavioral; Full physical exam
Arizona	Screening required: Immunizations; Determined locally: Vision; Hearing; Height/weight; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam ¹¹
Arkansas	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Blood pressure; Psychosocial/behavioral; Developmental; Full physical exam; Determined locally: Dental
California	Screening required: Immunizations; Full physical exam; Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental ⁹
Colorado	Screening and referral required: Immunizations; Developmental; Full physical exam; Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental
Connecticut CDCC	Screening required: Immunizations; Full physical exam; Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental
Connecticut SRP	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Delaware	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
District of Columbia	Screening required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ¹²
Florida	Screenings/referrals determined locally ⁹
Georgia	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental ⁹
Hawaii	Screening required: Full physical exam; Referral required: Psychosocial/behavioral; Developmental ¹³
Illinois	Screening and referral required: Vision; Hearing; Height/weight; Immunizations; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Indiana	None
Iowa Shared Visions	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam; Determined locally: Dental ¹¹
Iowa SVPP	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam; Determined locally: Blood pressure
Kansas Preschool	Determined locally: Vision; Hearing; Immunizations; Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁷
Kansas State Pre-K	Screening required: Vision; Hearing; Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁵
Kentucky	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Developmental; Full physical exam; Determined locally: Dental ¹⁶
Louisiana 8(g)	Screening required: Vision; Hearing; Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁴
Louisiana LA4	Screening and referral required: Vision; Hearing; Screening required: Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Louisiana NSECD	Screening and referral required: Vision; Hearing; Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental ⁸
Maine	Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ¹³
Maryland	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam; Determined locally: Dental; Developmental ¹¹
Massachusetts 391	Screening required: Vision; Hearing; Height/weight; Immunizations; Blood pressure; Psychosocial/behavioral; Developmental; Full physical exam ¹⁴
Massachusetts UPK	Screening required: Vision; Hearing; Developmental; Determined locally: Height/weight; Blood pressure; Psychosocial/behavioral; Dental; Full physical exam ¹³
Michigan	Screening and referral required: Vision; Hearing; Height/weight; Blood pressure; Immunizations; Developmental; Full physical exam; Determined locally: Dental; Psychosocial/behavioral ⁹
Minnesota	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Mississippi	Screening and referral required: Vision; Hearing; Screening required: Height/weight/BMI; Immunizations; Developmental; Determined locally: Blood pressure; Psychosocial/behavioral; Dental; Full physical exam
Missouri	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Full physical exam; Determined locally: Blood pressure; Psychosocial/behavioral ¹³

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

STATE

PROGRAM STANDARDS

Screening and referral requirements

Nebraska	Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Nevada	Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ¹²
New Jersey Abbott	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Determined locally: Blood pressure; Psychosocial/behavioral; Full physical exam
New Jersey ECPA	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Determined locally: Blood pressure; Psychosocial/behavioral; Full physical exam
New Jersey ELLI	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Determined locally: Blood pressure; Psychosocial/behavioral; Full physical exam
New Mexico	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ^{6,7}
New York	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ¹⁰
North Carolina	Screening required: Vision; Hearing; Height/weight; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Ohio	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam; Determined locally: Blood pressure ⁹
Oklahoma	Screening and referral required: Vision; Hearing; Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁷
Oregon	Screening and referral required: Vision; Hearing; Height/weight; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁸
Pennsylvania RTL	Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Pennsylvania HSSAP	Screening required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Determined locally: Full physical exam
Pennsylvania K4 & SBPK	Screening required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Determined locally: Psychosocial/behavioral; Dental; Developmental; Full physical exam
Pennsylvania Pre-K Counts	Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁸
Rhode Island	Screening and referral required: Vision; Hearing; Height/weight; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam
South Carolina 4K	Screening and referral required: Immunizations; Developmental; Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Full physical exam ⁶
South Carolina CDEP	Screening and referral required: Vision; Hearing; Immunizations; Developmental; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Full physical exam
Tennessee	Screening and referral required: Developmental; Screening required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Full physical exam; Determined locally: Dental ¹¹
Texas	Screening required: Vision; Hearing; Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁸
Vermont Act 62	Determined locally: Psychosocial/behavioral; Developmental; Screening required: Vision; Hearing; Immunizations; Height/weight/BMI; Blood pressure; Dental; Full physical exam ⁸
Vermont EEI	Determined locally: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ⁸
Virginia	Screening and referral required: Vision; Hearing; Immunizations; Determined locally: Height/weight/BMI; Blood pressure; Psychosocial/behavioral; Dental; Developmental; Full physical exam
Washington	Screening and referral required: Vision; Hearing; Height/weight/BMI; Immunizations; Dental; Developmental; Full physical exam; Determined locally: Blood pressure; Psychosocial/behavioral
West Virginia	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam ¹⁰
Wisconsin 4K	Screening required: Immunizations; Developmental; Referral required: Full physical exam; Determined locally: Vision; Hearing; Height/weight; Psychosocial/behavioral; Dental ⁹
Wisconsin HdSt	Screening and referral required: Vision; Hearing; Height/weight/BMI; Blood pressure; Immunizations; Psychosocial/behavioral; Dental; Developmental; Full physical exam

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

Support services for English Language Learners and families

Alabama	Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; A systematic, written plan must be in place on how to work with individual DLL/ELL; Determined locally: Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; English-only immersion programs are permitted; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; There is state-level policy regulating services for DLL/ELL ⁸
Alaska	Professional development or coaching is provided for teachers; Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are available; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL
Arizona	Bilingual instruction is permitted in child's home language; Professional development or coaching is provided for teachers; Determined locally: All pre-K classes must be conducted in English; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored
Arkansas	Bilingual instruction is permitted in child's home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; Determined locally: Dual language immersion programs are permitted; Summer language programs are available; A home language survey is sent home at the beginning of the school year; Programs are required to screen and assess all children in their home language
California	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLL/ELL; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Children are permitted to be pulled out for English language instruction; A home language survey is sent home at the beginning of the school year; Programs are required to have an approved written policy for serving children who are DLL/ELL ¹⁰
Colorado	State policy does not regulate services for English Language Learners
Connecticut CDCC	State policy does not regulate services for English Language Learners
Connecticut SRP	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Determined locally: Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language ¹³
Delaware	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers ⁵
District of Columbia	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Professional development or coaching is provided for teachers ¹³
Florida	State policy does not regulate services for English Language Learners ¹⁰
Georgia	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; A home language survey is sent home at the beginning of the school year; Professional development or coaching is provided for teachers; Determined locally: Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages ¹⁰
Hawaii	Professional development or coaching is provided for teachers ⁴
Illinois	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; There is state-level policy regulating services for DLL/ELL; Determined locally: Summer language programs are available
Indiana	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; Professional development or coaching is provided for teachers ⁷

Support services for English Language Learners and families

Iowa Shared Visions	Bilingual instruction is permitted in child's home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLL/ELL; Determined locally: All pre-K classes must be conducted in English only; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Children are permitted to be pulled out for English language instruction; Programs are required to have an approved written policy for serving children who are DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers ¹²
Iowa SVPP	Bilingual instruction is permitted in child's home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLL/ELL; Determined locally: Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Children are permitted to be pulled out for English language instruction; Programs are required to have an approved written policy for serving children who are DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers ¹¹
Kansas Preschool	Summer language programs are available; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Determined locally: Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction ⁸
Kansas State Pre-K	Summer language programs are available; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; There is state-level policy regulating services for DLL/ELL; Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages ⁷
Kentucky	Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers ¹⁷
Louisiana 8(g)	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; A home language survey is sent home at the beginning of the school year
Louisiana LA4	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Children are permitted to be pulled out for English language instruction; Determined locally: Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored ¹²
Louisiana NSECD	Bilingual instruction is permitted in child's home language; A home language survey is sent home at the beginning of the school year; Determined locally: Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; Information about enrolled children's program and performance must be presented to families in their home language
Maine	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: English-only immersion programs are permitted; Transitional bilingual programs are available; Children are permitted to be pulled out for English language instruction; The quality of bilingual instruction is monitored ¹⁴

Support services for English Language Learners and families

Maryland	Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers ¹²
Massachusetts 391	There is state-level policy regulating services for DLL/ELL ¹⁵
Massachusetts UPK	There is state-level policy regulating services for DLL/ELL ¹⁴
Michigan	Bilingual instruction is permitted in child's home language; Programs are required to screen and assess all children in their home language; Determined locally: Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages ¹⁰
Minnesota	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Determined locally: Summer language programs are available; A home language survey is sent home at the beginning of the school year; Professional development or coaching is provided for teachers ¹⁰
Mississippi	A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; There is state-level policy regulating services for DLL/ELL; Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored
Missouri	Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers
Nebraska	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Determined locally: Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers ⁸
Nevada	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: All pre-K classes must be conducted in English only; Monolingual non-English classes are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored ¹³
New Jersey Abbott	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: Transitional bilingual programs are available; Summer language programs are available ¹⁰

Support services for English Language Learners and families

New Jersey ECPA	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: Transitional bilingual programs are available; Summer language programs are available ¹⁰
New Jersey ELLI	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: Transitional bilingual programs are available; Summer language programs are available ¹⁰
New Mexico	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Determined locally: Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English ⁸
New York	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; A systematic, written plan must be in place on how to work with individual DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language ¹⁰
North Carolina	Programs are required to screen and assess all children in their home language; Professional development or coaching is provided for teachers; Recruitment and outreach information is provided to families in appropriate home languages; Programs are required to have an approved written policy for serving children who are DLL/ELL; Determined locally: Translators or bilingual staff are available if some children do not speak English ⁷
Ohio	State policy does not regulate services for English Language Learners
Oklahoma	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers; Determined locally: Children are grouped in small groups with other children from the same home language ⁸
Oregon	All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Recruitment and outreach information is provided to families in appropriate home languages; Professional development or coaching is provided for teachers; Determined locally: Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction ⁹
Pennsylvania RTL	Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored
Pennsylvania HSSAP	Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored

Support services for English Language Learners and families

Pennsylvania K4 & SBPK	Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored ⁶
Pennsylvania Pre-K Counts	Information about enrolled children's program and performance must be presented to families in their home language; Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored
Rhode Island	Recruitment and outreach information is provided to families in appropriate home languages; Programs are required to screen and assess all children in their home language; Professional development or coaching is provided for teachers
South Carolina 4K	All pre-K classes must be conducted in English only; Determined locally: Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers
South Carolina CDEP	All pre-K classes must be conducted in English only; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: English-only immersion programs are permitted; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL ⁷
Tennessee	All pre-K classes must be conducted in English only; Professional development or coaching is provided for teachers; Determined locally: Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language ¹²
Texas	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are permitted to be pulled out for English language instruction; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; A systematic, written plan must be in place on how to work with individual DLL/ELL ⁹
Vermont Act 62	Determined locally: Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers
Vermont EEI	Determined locally: All pre-K classes must be conducted in English only; Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers
Virginia	State policy does not regulate services for English Language Learners

Support services for English Language Learners and families

Washington	Bilingual instruction is permitted in child's home language; Dual language immersion programs are permitted; Transitional bilingual programs are available; A home language survey is sent home at the beginning of the school year; Determined locally: Monolingual non-English classes are permitted; English-only immersion programs are permitted; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Recruitment and outreach information is provided to families in appropriate home languages; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; Professional development or coaching is provided for teachers ¹⁰
West Virginia	Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers; Determined locally: Bilingual instruction is permitted in child's home language; Summer language programs are available; Programs are required to screen and assess all children in their home language
Wisconsin 4K	Information about enrolled children's program and performance must be presented to families in their home language; Determined locally: Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available ;Summer language programs are available; Children are grouped in small groups with other children from the same home language; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; A systematic, written plan must be in place on how to work with individual DLL/ELL; The quality of bilingual instruction is monitored; Professional development or coaching is provided for teachers ¹⁰
Wisconsin HdSt	Bilingual instruction is permitted in child's home language; Monolingual non-English classes are permitted; Dual language immersion programs are permitted; English-only immersion programs are permitted; Transitional bilingual programs are available; Translators or bilingual staff are available if some children do not speak English; Children are permitted to be pulled out for English language instruction; Recruitment and outreach information is provided to families in appropriate home languages; A home language survey is sent home at the beginning of the school year; Information about enrolled children's program and performance must be presented to families in their home language; A systematic, written plan must be in place on how to work with individual DLL/ELL; Determined locally: Summer language programs are available; Children are grouped in small groups with other children from the same home language; Programs are required to screen and assess all children in their home language; Programs are required to have an approved written policy for serving children who are DLL/ELL; Professional development or coaching is provided for teachers ¹⁰

STATE

PROGRAM STANDARDS

Support services required for all programs

Alabama	Parenting support or training; Parent involvement activities; Health services for children; Transition-to-kindergarten activities; Parent conferences and/or home visits
Alaska	Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services ⁶
Arizona	Transition-to-kindergarten activities; Parent conferences and/or home visits
Arkansas	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition (beyond meals that are provided); Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits
California	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
Colorado	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Connecticut CDCC	Parent involvement activities
Connecticut SRP	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Family literacy and support to Dual Language Learners; Other locally determined support services ¹⁴
Delaware	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
District of Columbia	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Florida	None
Georgia	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services ¹⁰
Hawaii	There is state-level policy regulating services for DLL/ELL; Professional development or coaching is provided for teachers ⁴
Illinois	Parenting support or training; Parent involvement activities; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits
Indiana	Parent involvement activities; Parent conferences and/or home visits; Family engagement activities
Iowa Shared Visions	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
Iowa SVPP	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
Kansas Preschool	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Kansas State Pre-K	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits
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 ¹⁸
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
Louisiana LA4	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services ¹³
Louisiana NSECD	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; Other locally determined support services ⁹
Maine	Parent conferences and/or home visits
Maryland	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Massachusetts 391	Transition-to-kindergarten activities; Parent conferences and/or home visits ¹⁶
Massachusetts UPK	Transition-to-kindergarten activities; Parent conferences and/or home visits ¹⁵
Michigan	Parent involvement activities; Health services for children; Information about nutrition (beyond meals that are provided); Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits
Minnesota	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits
Mississippi	Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services
Missouri	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits ¹⁴

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

STATE

PROGRAM STANDARDS

Support services required for all programs

Nebraska	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other services, based on family need
Nevada	Parenting support or training; Parent involvement activities; Other locally determined support services
New Jersey Abbott	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
New Jersey ECPA	Parent involvement activities; Health services for children; Transition-to-kindergarten activities; Parent conferences and/or home visits
New Jersey ELLI	Parent involvement activities; Health services for children; Information about nutrition; Transition-to-kindergarten activities; Parent conferences and/or home visits
New Mexico	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
New York	Parenting support or training; 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
North Carolina	Parent involvement activities; Health services for children; Information about nutrition (beyond meals that are provided); Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other support services as needed
Ohio	Parent involvement activities; Health services for children; Information about nutrition; Transition-to-kindergarten activities; Parent conferences and/or home visits; Referral to social services
Oklahoma	Parenting support or training; Parent involvement activities; Health services for children; Information about nutrition; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services ⁷
Oregon	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 (beyond meals that are provided); Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Mental health services
Pennsylvania RTL	No comprehensive services are required
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	No comprehensive services are required
Pennsylvania Pre-K Counts	Parent involvement activities; Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits ⁹
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 (beyond meals that are provided); Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits
South Carolina 4K	No comprehensive services are required; Other locally determined support services ⁷
South Carolina CDEP	Parenting support or training; Parent involvement activities; Referral to social services; Parent conferences and/or home visits; Other locally determined support services
Tennessee	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other locally determined support services ¹¹
Texas	Support services determined locally
Vermont Act 62	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits
Vermont EEI	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits
Virginia	Parent involvement activities; Health services for children; Referral to social services; Other locally determined support services
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 ¹¹
West Virginia	Parent involvement activities; Transition-to-kindergarten activities; Parent conferences and/or home visits
Wisconsin 4K	Parent involvement activities; Health services for children; Referral to social services; Some comprehensive services are required, but specific services are determined locally; Other services: When districts partner with Head Start, they must provide services per Head Start Federal standards. Requirements depend on how the services are defined. Parent involvement is required when districts obtain additional funds for parent outreach. Required: Referral for special education as needed; Access to school nurse, school psychologist, social worker; Referral for suspected abuse/neglect ¹¹
Wisconsin HdSt	Education services or job training for parents; Parenting support or training; Parent involvement activities; Health services for parents; Health services for children; Information about nutrition (beyond meals that are provided); Referral to social services; Transition-to-kindergarten activities; Parent conferences and/or home visits; Other services are provided in accordance with Head Start Performance Standards ¹⁰

STATE

STATEWIDE EARLY LEARNING STANDARDS

Title of the ELS document

Alabama	Alabama Developmental Standards for Preschool Children
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards Infant and Toddler Developmental Guidelines ¹²
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations
Colorado	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards ¹⁰
Connecticut SRP	Connecticut Early Learning and Development Standards ¹⁵
Delaware	Delaware Early Learning Foundations
District of Columbia	District of Columbia Early Learning Standards
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia Early Learning and Development Standards
Hawaii	Hawaii Early Learning and Development Standards ⁵
Illinois	Illinois Early Learning and Development Standards ⁷
Indiana	Indiana's Early Learning Foundations
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Bulletin 136 - The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth - Five Years
Louisiana LA4	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	Maryland Early Learning Standards ¹³
Massachusetts 391	Guidelines for Preschool Learning Experiences Early English Language Development Standards (E-ELD): Massachusetts Guidelines to Support DLLs, 2.5-5.5 years Pre-K Science, Technology and Engineering Standards ¹⁷
Massachusetts UPK	Guidelines for Preschool Learning Experiences Early English Language Development Standards (E-ELD): Massachusetts Guidelines to Support DLLs, 2.5-5.5 years Pre-K Science, Technology and Engineering Standards ¹⁶
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
Missouri	Missouri Early Learning Goals
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 Early Learning & Development Standards; Ohio Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards
Oregon	Head Start Early Learning Outcomes
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina 4K	Good Start Grow Smart, Early Learning Standards ⁸
South Carolina CDEP	Good Start Grow Smart, Early Learning Standards ⁸
Tennessee	Revised Tennessee Early Learning Developmental Standards for 4 year olds
Texas	Texas Prekindergarten Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2014-15 ECEAP Performance Standards and Washington State Early Learning and Development Guidelines
West Virginia	Policy 2520.15 Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K)
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards

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

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STATEWIDE EARLY LEARNING STANDARDS

Web address where this document can be accessed

Alabama	http://children.alabama.gov/uploadedFiles/File/DevelopmentalStandardshandbook.pdf
Alaska	https://education.alaska.gov/publications/earlylearningguidelines.pdf
Arizona	http://www.azed.gov/early-childhood/2011/11/03/resources-and-publications/
Arkansas	http://www.arkansas.gov/childcare/programsupport/pdf/aeceframework.pdf
California	www.cde.ca.gov/sp/cd/re/cddpublications.asp#preschool
Colorado	http://www.cde.state.co.us/sites/default/files/Early%20Learning%20Guidelines.pdf
Connecticut CDCC	http://www.ct.gov/oec/elds
Connecticut SRP	http://www.ct.gov/oec/elds
Delaware	http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=879&dataid=1674&FileName=PresscELFFinalJul2010.pdf
District of Columbia	http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/bt5_uploads/feldsfyo.pdf
Georgia	www.gelds.dec.state.ga.us
Hawaii	http://earlylearning.hawaii.gov/standards/hawaii-early-learning-and-development-standards-helds/
Illinois	http://www.isbe.net/earlychi/pdf/early_learning_standards.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 SVPP	https://www.educateiowa.gov/documents/early-childhood/2014/10/iowa-early-learning-standards-2012
Kansas Preschool	www.ksde.org
Kansas State Pre-K	www.ksde.org
Kentucky	http://kidsnow.ky.gov/Improving-Early-Care/Documents/Kentucky%20Early%20Childhood%20Standards.pdf
Louisiana 8(g)	http://bese.louisiana.gov/documents-resources/policies-bulletins
Louisiana LA4	http://www.louisianabelieves.com/docs/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=7
Louisiana NSECD	http://www.louisianabelieves.com/docs/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=7
Maine	www.maine.gov/doe/publicpreschool
Maryland	http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report_appendix_2016.pdf
Massachusetts 391	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf https://www.wida.us/standards/EarlyYears.aspx http://www.mass.gov/edu/birth-grade-12/early-education-and-care/curriculum-and-learning/
Massachusetts UPK	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf https://www.wida.us/standards/EarlyYears.aspx http://www.mass.gov/edu/birth-grade-12/early-education-and-care/curriculum-and-learning/
Michigan	http://www.michigan.gov/gsrp
Minnesota	http://education.state.mn.us/MDE/EdExc/EarlyChildRes/index.html
Mississippi	www.mde.k12.ms.us/ec
Missouri	http://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf
Nebraska	http://www.education.ne.gov/OEC/pubs/ELG/3_5_English.pdf
Nevada	www.doe.nv.gov/Early_Childhood/
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/
New Mexico	https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_web_version_Jan11.pdf
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 http://earlychildhoodohio.org/sutq.php
Oklahoma	http://ok.gov/sde/sites/ok.gov/sde/files/documents/files/PASS_PreK_OSDE.pdf
Oregon	Not available
Pennsylvania RTL	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Rhode Island	www.rields.com
South Carolina 4K	https://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina CDEP	https://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/article/early-learning-development-standards
Texas	http://tea.texas.gov/pkg.aspx
Vermont Act 62	http://education.vermont.gov/documents/vels_poster.pdf
Vermont EEI	http://education.vermont.gov/documents/vels_poster.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	Guidelines: http://www.del.wa.gov/publications/development/docs/Guidelines.pdf Performance standards: http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf
West Virginia	http://wvde.state.wv.us/policies/policy.php?p=2520.15
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Year state pre-K program adopted this set of standards	Year this set of standards was last revised
Alabama	2012	2012
Alaska	2006	2006
Arizona	2009	2013
Arkansas	2004	2013 ⁹
California	2008	2015
Colorado	2013	2013
Connecticut CDCC	2013	2013
Connecticut SRP	2013	2013
Delaware	2003	2010
District of Columbia	2012	2013
Florida	2011	2011
Georgia	2013-2014	2013
Hawaii	2014	Endorsed by ELAB and Governor in 2012
Illinois	2013	2013
Indiana	2012	2015
Iowa Shared Visions	2015 ¹³	2012
Iowa SVPP	2007 ¹²	2012 ¹²
Kansas Preschool	2006	2013
Kansas State Pre-K	2006	2013
Kentucky	2003	2013
Louisiana 8(g)	2013 ⁵	2013
Louisiana LA4	2013 ¹⁴	2013
Louisiana NSECD	2013 ¹⁰	2013
Maine	2015	2014
Maryland	2015	2015
Massachusetts 391	2003, 2014, 2013 ¹⁷	2003, 2014, 2013 ¹⁷
Massachusetts UPK	2003, 2014, 2013 ¹⁶	2003, 2014, 2013 ¹⁶
Michigan	1986	2013
Minnesota	2003	Under revision
Mississippi	2013	2013
Missouri	2013	2013
Nebraska	2013	2013
Nevada	2004	2010
New Jersey Abbott	2002	2013
New Jersey ECPA	2002	2013
New Jersey ELLI	2002	2013
New Mexico	2005	2014
New York	2011 ¹²	2011 ¹²
North Carolina	2013	2013
Ohio	2012 (ELDS); 2013 (ELPS)	2011 (ELDS); 2009 (ELPS)
Oklahoma	1996	Under revision ⁹
Oregon	2012	Under revision
Pennsylvania RTL	2005	2014
Pennsylvania HSSAP	2005	2014
Pennsylvania K4 & SBPK	2005	2014
Pennsylvania Pre-K Counts	2005	2014 ¹⁰
Rhode Island	2013	2013
South Carolina 4K	2007	Under revision ⁸
South Carolina CDEP	2007	Under revision ⁸
Tennessee	2012	2012
Texas	2008	2008; Currently being revised
Vermont Act 62	2003	2015
Vermont EEI	2003	2015
Virginia	2004	2013
Washington	2014 for Standards; 2012 for Guidelines	2014 for Standards; 2012 for Guidelines
West Virginia	2004	2015
Wisconsin 4K	2003	2013
Wisconsin HdSt	2003	2013

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

Are early learning standards aligned with the Common Core standards for early grades?

Are early learning standards aligned with state's college and career

STATE	Are early learning standards aligned with the Common Core standards for early grades?	Are early learning standards aligned with state's college and career
Alabama	Yes	Yes
Alaska	No	No
Arizona	Yes	Yes
Arkansas	Yes	Yes
California	Yes	Yes
Colorado	Yes	No
Connecticut CDCC	Yes	Alignment is in progress
Connecticut SRP	Yes	Alignment is in progress
Delaware	Yes	Yes
District of Columbia	Yes	Yes
Florida	No ¹¹	Not reported
Georgia	Yes	Yes
Hawaii	Yes	Alignment is in progress
Illinois	Yes	Yes
Indiana	No ⁸	No ⁸
Iowa Shared Visions	Yes	Yes ¹⁴
Iowa SVPP	Yes ¹²	Yes ¹²
Kansas Preschool	Yes	Yes
Kansas State Pre-K	Yes	Yes
Kentucky	Yes ¹⁹	Yes
Louisiana 8(g)	Yes ⁵	No
Louisiana LA4	Yes ¹⁴	No
Louisiana NSECD	Yes ¹⁰	Yes
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts 391	Yes	Yes
Massachusetts UPK	Yes	Yes
Michigan	Yes	Yes
Minnesota	Alignment is in progress	Alignment is in progress
Mississippi	Yes	Yes ²
Missouri	Alignment is in progress	Alignment is in progress
Nebraska	No ⁹	Alignment is in progress
Nevada	Yes ¹⁴	No
New Jersey Abbott	Yes ¹¹	Yes
New Jersey ECPA	Yes ¹⁰	Yes
New Jersey ELLI	Yes ¹¹	Yes
New Mexico	Yes	Yes
New York	Yes ¹²	Yes
North Carolina	Yes ⁸	Yes ⁸
Ohio	Yes	Yes
Oklahoma	No ⁹	Yes
Oregon	Alignment is in progress ¹⁰	Alignment is in progress
Pennsylvania RTL	Yes	Yes
Pennsylvania HSSAP	Yes	Yes
Pennsylvania K4 & SBPK	Yes	Yes
Pennsylvania Pre-K Counts	Yes ¹⁰	Yes
Rhode Island	Yes ⁴	Yes
South Carolina 4K	No ⁸	Alignment is in progress ⁸
South Carolina CDEP	No ⁸	Alignment is in progress ⁸
Tennessee	Yes ¹³	Yes
Texas	No	No
Vermont Act 62	Alignment is in progress	Alignment is in progress
Vermont EEI	Yes	Alignment is in progress
Virginia	No	No
Washington	Yes	No
West Virginia	Yes	Yes
Wisconsin 4K	Yes ¹²	Alignment is in progress
Wisconsin HdSt	Yes ¹¹	Alignment is in progress

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

NEGP domains addressed in standards

Alabama	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Alaska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arizona	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arkansas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
California	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Colorado	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Connecticut CDCC	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Connecticut SRP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Delaware	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
District of Columbia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Hawaii	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Illinois	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Indiana	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Iowa Shared Visions	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Iowa SVPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas Preschool	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas State Pre-K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kentucky	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana 8(g)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana LA4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Massachusetts 391	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Massachusetts UPK	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Michigan	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Minnesota	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Mississippi	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Missouri	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

NEGP domains addressed in standards

Nebraska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nevada	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey Abbott	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ECPA	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ELLI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Mexico	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New York	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Ohio	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oklahoma	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oregon	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania RTL	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania HSSAP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania K4 & SBPK	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania Pre-K Counts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Rhode Island	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina CDEP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Tennessee	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Texas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont Act 62	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont EEI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Washington	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
West Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

STATE

PERSONNEL

Minimum teacher degree requirement

Alabama	BA (public and nonpublic) ⁹
Alaska	BA (public and nonpublic) ⁷
Arizona	Quality First Scholarships: 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 (public and nonpublic) ¹³
Arkansas	AR Teacher Licensure (public); BA in Early Childhood (nonpublic) ¹⁰
California	The California Child Development Associate Teacher Permit (public and nonpublic) ¹¹
Colorado	CDA (public and nonpublic) ¹⁰
Connecticut CDCC	CDA plus 12 Early Childhood credits (nonpublic)
Connecticut SRP	CDA plus 12 Early Childhood credits (public and nonpublic) ¹⁶
Delaware	AA (public and nonpublic)
District of Columbia	BA (public) ¹⁴
Florida	BA (summer); CDA or equivalent plus specified training (school year) ¹²
Georgia	BA (public and nonpublic) ¹¹
Hawaii	BA in Elementary Education (public)
Illinois	BA (public and nonpublic)
Indiana	Other (public and nonpublic) ⁹
Iowa Shared Visions	BA (public); CDA (nonpublic) ¹⁵
Iowa SVPP	BA with Iowa Teaching License (public and nonpublic)
Kansas Preschool	BA (public and nonpublic)
Kansas State Pre-K	BA (public)
Kentucky	BA (public and nonpublic) ²⁰
Louisiana 8(g)	BA (public)
Louisiana LA4	BA (public and nonpublic) ¹⁵
Louisiana NSECD	BA (nonpublic) ¹¹
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic) ¹⁴
Massachusetts 391	BA (public); No requirement (nonpublic) ¹⁸
Massachusetts UPK	BA (public); No requirement (nonpublic) ¹⁷
Michigan	BA (public and nonpublic) ¹¹
Minnesota	BA (public); AA (nonpublic) ¹¹
Mississippi	BA/BS (public and nonpublic)
Missouri	BA/BS (public and nonpublic)
Nebraska	BA (public and nonpublic) ¹⁰
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)
New York	BA and NYS teaching certificate (public); BA in Early Childhood or related field with 5-year plan to become certified (nonpublic) ¹³
North Carolina	BA (public and nonpublic) ⁹
Ohio	AA (public and nonpublic) ¹⁰
Oklahoma	BA (public) ¹⁰
Oregon	BA/BS (public); AA (nonpublic) ^{11, 12}
Pennsylvania RTL	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic) ⁶
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania Pre-K Counts	BA (public and nonpublic) ¹¹
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEP	BA in Early Childhood Education (public); Working towards AA (nonpublic) ⁹
Tennessee	BA (public and nonpublic)
Texas	BA (public); No requirement (nonpublic) ¹⁰
Vermont Act 62	BA (public); AA or CDA or child care certificate (nonpublic) ⁹
Vermont EEI	BA (public); Other (nonpublic) ⁹
Virginia	BA (public); High School Diploma or Equivalent (nonpublic) ⁶
Washington	AA (public and nonpublic) ¹²
West Virginia	BA (public and nonpublic) ¹¹
Wisconsin 4K	BA and Early Childhood teacher license (public and nonpublic) ¹³
Wisconsin HdSt	Follows federal Head Start regulations ¹²

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

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Alabama	Public: ECE (P-3); Nonpublic: CD (Pre-K) ⁹
Alaska	Public and nonpublic: ECE endorsement P-3 (P-3) ⁷
Arizona	Quality First Scholarships: 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 (public and nonpublic) ¹³
Arkansas	Public: AR Teacher Licensure, Pre-K through 4th grade; Nonpublic: BA Degree in Early Childhood Education or related field with a minimum of 12 hours in EC, Pre-K ¹⁰
California	Public and nonpublic: The California Child Development Associate Teacher Permit (Pre-K) ¹¹
Colorado	Public and nonpublic: Early Childhood course ¹⁰
Connecticut CDCC	Nonpublic: CDA plus 12 Early Childhood credits (Pre-K 3- and 4-year-olds)
Connecticut SRP	Public and nonpublic: CDA plus 12 Early Childhood credits (Pre-K 3- and 4-year-olds)
Delaware	None ⁶
District of Columbia	Public: State licensure ¹⁴
Florida	BA or higher in ECE prekindergarten or primary education preschool education family and consumer science or teacher certification in any area (summer); CDA or equivalent and specified training about performance standards and emergent literacy training (school year) ¹²
Georgia	Public and nonpublic: Elementary Grades (P-8); Special Education General Curriculum Consultative/ECE (P-5); ECE (P-5); Special Education Preschool (3-5 endorsement (P)) Birth to Five ¹¹
Hawaii	Public: Hawaii Teacher Standards Board License (K-6)
Illinois	Public and nonpublic: Professional Educator License with Early Childhood Education Endorsement (Birth through 3rd Grade) ⁸
Indiana	None ⁹
Iowa Shared Visions	Public: EC Endorsement with or without special education (Birth-3rd); EC Endorsement PreK-K (Birth-Kindergarten); Nonpublic: AA in EC Education or Child Development (Birth-Kindergarten)
Iowa SVPP	Public and nonpublic: EC including special education (Birth-3rd); EC without special education (Birth-3rd); EC, Pre-K-K (Pre-K-K) ¹³
Kansas Preschool	Public and nonpublic: Early Childhood Unified (Birth through third grade); Early Childhood Unified (Birth through kindergarten); Early Childhood (Birth to five); Early Childhood Handicapped (Birth to five) ⁹
Kansas State Pre-K	Public: Early Childhood Unified (Birth through third grade); Early Childhood Unified (Birth through kindergarten); Early Childhood (Birth to five); Early Childhood Handicapped (Birth to five); Elementary Education with EC Endorsement (K-6); Elementary Education (K-6)
Kentucky	Public and nonpublic: Interdisciplinary Early Childhood Education certification (Birth-K) ²⁰
Louisiana 8(g)	Public: Early Interventionist (3 years-K); Nursery School (3-5 years); PK-3 (4 years to 3rd grade) Noncategorical preschool handicapped; Kindergarten ⁶
Louisiana LA4	Public and nonpublic: Kindergarten (PreK and kindergarten); Nursery School (3-5 years); Early Interventionist (3 years to kindergarten); PK-3 (PK through 3rd grade); Noncategorical preschool handicapped (3 years through kindergarten); EC Endorsement with or without Special Education (Birth-3rd) ¹⁵
Louisiana NSECD	Nonpublic: Early Interventionist (3 yrs to K); Nursery School (3-5 years); Kindergarten (5 years); PK-3 (4 years-3rd grade); Noncategorical preschool handicapped (3-5 years) ¹¹
Maine	Public and nonpublic: 081 Early Childhood Education (Pre-K)
Maryland	Public and nonpublic: Early Childhood (Pre-K-Grade 2) ¹⁴
Massachusetts 391	Public: Early Childhood Teacher of Students with and without Disabilities (Pre-K to grade 2); Nonpublic: EEC Lead Teacher Certification for Preschool Age (Preschool) ¹⁸
Massachusetts UPK	Public: Early Childhood Teacher of Students with and without Disabilities (Pre-K to grade 2); Nonpublic: Early Childhood Certificate (Preschool) ¹⁷
Michigan	Public and nonpublic: Elementary Teaching Certificate with EC Endorsement; BA in CD with focus on preschool teaching ¹¹
Minnesota	Public: EC Endorsement with or without Special Ed (Early Childhood); Birth-Third grade license (EC-3rd grade); Nonpublic: Pre-K-K (Birth-K) (Preschool); AA in ECE or CD (Preschool)
Mississippi	Public and nonpublic: Early Childhood Education, Child Development, or an equivalent field (Pre-K); BA/BS in any field with 12 credit hours in Early Childhood Education, Child Development, or an equivalent field (Pre-K); BA/BS in any field and have a specialized Early Childhood training program deemed equivalent by MDE to 12 hours of approved coursework (Pre-K)
Missouri	Public and nonpublic: Early Childhood Education (Birth-3rd grade); Early Childhood Special Education (Birth-3rd grade); Four-year Child Development degree ¹⁵

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

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Nebraska	Public and nonpublic: Early Childhood Inclusive (Birth through 3rd grade); Elementary Education with Early Childhood Education (Age 3 through elementary grades); Special Education with Early Childhood Special Education Endorsement (Birth through elementary grades) ¹⁰
Nevada	Public and nonpublic: Early Childhood Endorsement (Birth-2nd grade); Early Childhood Special Education (Birth-2nd grade) ¹⁵
New Jersey Abbott	Public and nonpublic: P-3 certificate (P-3); K-5 certificate (P-5); Teacher of Students with Disabilities (P-12); Nursery school (P-K); Teacher of the Deaf or Hard of Hearing, Handicapped, or Blind/Partially Sighted (P-12) ¹²
New Jersey ECPA	Public and nonpublic: P-3 certificate (P-3); K-5 certificate (P-5); Teacher of Students with Disabilities (P-12); Nursery school (P-K); Teacher of the Deaf or Hard of Hearing, Handicapped, or Blind/Partially Sighted (P-12) ¹¹
New Jersey ELLI	Public and nonpublic: P-3 certificate (P-3); K-5 certificate (P-5); Teacher of Students with Disabilities (P-12); Nursery school (P-K); Teacher of the Deaf or Hard of Hearing, Handicapped, or Blind/Partially Sighted (P-12) ¹²
New Mexico	Public: Early Childhood License (Birth to grade 3); Early Childhood License (Birth to pre-K); Early Childhood License (Pre-K to grade 3) ⁹
New York	Public and nonpublic: ECE Certification (Birth to 2nd grade); Certificate in Students with Disabilities (Birth to grade 2); Teaching Certificate (N-6, pre-K-6); Nonpublic: AA in ECE or CD ^{11,13}
North Carolina	Public and nonpublic: NC B-K Lateral Entry License (Birth through kindergarten); NC B-K Standard Professional I License (Birth through kindergarten); NC B-K Standard Professional II License (Birth through kindergarten); NC Preschool/Pre-K/K Add-on License (Preschool 4-year-olds) ¹⁰
Ohio	Public and nonpublic: Pre-K-3 (Pre-K-3); Pre-K (Pre-K); Early Childhood Intervention Specialist (Pre-K-3); K-3 or K-8 Certificate, plus 4 courses in Early Childhood Education (Pre-K); Pre-K Associate (Pre-K) ¹⁰
Oklahoma	Public and nonpublic: Four-year-olds and Younger (Birth-Pre-K); Public: Early Childhood Certification (Early Childhood Certification) ¹⁰
Oregon	Public and nonpublic: AA in ECE (Preschool)
Pennsylvania RTL	Public: ECE PK-4 (PK-4); ECE N-3 (N-3) ⁷
Pennsylvania HSSAP	Public: ECE PK-4 (PK-4); ECE N-3 (N-3) ⁶
Pennsylvania K4 & SBPK	Public and nonpublic: ECE PK-4 (PK-4); ECE N-3 (N-3); Nonpublic: Elementary (K-6)
Pennsylvania Pre-K Counts	Public: ECE PK-4 (PK-4); ECE N-3 (N-3) ¹¹
Rhode Island	Public and nonpublic: Early Childhood Certification (Pre-K to grade 2)
South Carolina 4K	Public: Early Childhood Education Licensure (Pre-K-2nd grade); Early Childhood Endorsement (Pre-K-3rd grade)
South Carolina CDEP	Public: Early Childhood Education Licensure (4K-2nd grade) ⁹
Tennessee	Public and nonpublic: Early Childhood Ed Pre-K-3 (Pre-K-3); Early Development and Learning (B-K); Special Education Early Childhood (Pre-K-3) ¹⁴
Texas	Public: Generalist (EC-6); Bilingual (EC-6); ESL (EC-6); Special Education (EC-6); Nonpublic: None ¹⁰
Vermont Act 62	Public: Teacher License with Early Childhood or Early Childhood Special Education Endorsement (Birth-grade 3); Nonpublic: CDA (Birth-preschool); Child Care Certificate (Birth-preschool) ⁹
Vermont EEI	Public: EC Educator (Birth-grade 3); EC Educator-Limited (Birth-K); EC Special Educator (Birth-6 yrs); Nonpublic: AA or CDA ⁹
Virginia	Public: Early Primary (Pre-K-3); Elem Ed (Pre-K-6)
Washington	Public and nonpublic: 30 quarter credits in ECE (Birth-age 8) ¹²
West Virginia	Public: EC Endorsement (PK/K); Preschool Special Needs (Pre-K/PSN); Nonpublic: Community Program Permanent Authorization (Pre-K) ¹¹
Wisconsin 4K	Public and nonpublic: Early Childhood Endorsement with or without Special Education; EC Endorsement (Birth to age 8, birth to grade 11, or kindergarten) ¹³
Wisconsin HdSt	Per Federal Head Start Regulations ¹²

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

STATE

PERSONNEL

	Education level of teachers during 2014-2015, percent	Education level of teachers during 2014-2015, number
Alabama	BA, 80%; MA, 20%; Other, .3%	BA, 337; MA, 83; Other, 1
Alaska	Breakdown not available	Breakdown not available
Arizona	High School, 2%; CDA, 2%; AA, 7%; BA, 11%; MA, 1%; Other, 9% ¹⁴	High School, 42; CDA, 35; AA, 121; BA, 185; MA, 23; Other, 197 ¹⁴
Arkansas	Breakdown not available ¹¹	CDA, 15; AA, 64; BA, 833; MA, 107; Other, 385 home visiting credential ¹¹
California	Breakdown not available	Breakdown not available
Colorado	Breakdown not available	Breakdown not available
Connecticut CDCC	CDA, 4.4%; AA, 32.1%; BA, 47.8%; MA, 9.1%; Other, 6.6% ¹¹	CDA, 24; AA, 176; BA, 262; MA, 50; Other, 36 ¹¹
Connecticut SRP	CDA, 2.7%; AA, 23.3%; BA, 49.8%; MA, 20.2%; Other, 4% ¹⁷	CDA, 33; AA, 283; BA, 604; MA, 245; Other, 49 ¹⁷
Delaware	Breakdown not available	Breakdown not available
District of Columbia	AA, 10.40%; BA, 53.10%; MA, 28.10%; PhD, .3%; No information, 8.1%	AA, 37; BA, 189; MA, 100; PhD, 1; No information, 29
Florida	CDA, 66%; AA, 21%; BA, 11%; MA, 2%	CDA, 8,284; AA, 2,618; BA, 1,311; MA, 227
Georgia	AA, 1.6%; BA, 70.25%; MA, 23.75%; Other, 4.36% ¹¹	AA, 63; BA, 2,689; MA, 909; Other, 167 ¹¹
Hawaii	BA, 90%; MA, 10%	BA, 18; MA, 2
Illinois	Breakdown not available	Breakdown not available
Indiana	Breakdown not available	Breakdown not available
Iowa Shared Visions	CDA, 1%; AA, 5%; BA, 77%; MA, 17%	CDA, 1; AA, 6; BA, 90; MA, 20
Iowa SVPP	BA, 100% ¹⁴	BA, 664 ¹⁴
Kansas Preschool	BA, 100%	BA, 81
Kansas State Pre-K	Breakdown not available	Breakdown not available
Kentucky	BA, 32%; MA, 68% ²¹	Breakdown not available ²¹
Louisiana 8(g)	BA, 100%	BA, 134
Louisiana LA4	BA, 100% ¹⁶	BA, 930 ¹⁶
Louisiana NSECD	BA, 68%; MA, 31%; PhD, 1% ¹²	BA, 57; MA, 26; PhD, 1 ¹²
Maine	BA, 70.81%; MA, 25.95%; Advanced study/doctorate, 3.24%	BA, 131; MA, 48; Advance study/doctorate, 6
Maryland	BA, 100% ¹⁵	Breakdown not available ¹⁵
Massachusetts 391	Breakdown not available ¹⁹	Breakdown not available ¹⁹
Massachusetts UPK	Breakdown not available ¹⁷	Breakdown not available ¹⁷
Michigan	CDA, 1%; BA, 71%; MA, 28% ¹³	CDA, 18; BA, 1,497; MA, 589 ¹³
Minnesota	Breakdown not available	Breakdown not available ¹¹
Mississippi	BA, 100%	BA, 111
Missouri	BA, 100% ¹⁶	BA, 213 ¹⁶
Nebraska	Breakdown not available	Breakdown not available
Nevada	High school diploma/GED, 5.7%; BA, 48.5%; MA, 42.8%; Other, 2.8%	High school diploma/GED, 2; BA, 17; MA, 15; Other, 1
New Jersey Abbott	BA, 73.2%; MA, 26.2%; PhD, .5%	BA, 2,278; MA, 816; PhD, 17
New Jersey ECPA	Breakdown not available	Breakdown not available
New Jersey ELLI	Breakdown not available	Breakdown not available
New Mexico	High school diploma/GED, 3.95%; CDA, 3.66%; AA, 9.3%; BA, 64.51%; MA, 18.31%; Education specialist, .28%	High school diploma/GED, 14; CDA, 13; AA, 33; BA, 229; MA, 65; Education specialist, 2
New York	Breakdown not available ¹³	Breakdown not available ¹³
North Carolina	BA, 85%; MA, 15% ⁹	BA, 1,685; MA, 297 ⁹
Ohio	AA, 12%; BA, 43%; MA, 44%; Other, 1% ¹⁰	AA, 149; BA, 534; MA, 567; Other, 12 ¹⁰
Oklahoma	BA, 81.87%; MA, 18.08%; Other, 1%	BA, 1,576; MA, 348; Other, .05
Oregon	CDA, 7%; AA, 28%; BA, 48%; MA, 17%	CDA, 32; AA, 118; BA, 200; MA, 68
Pennsylvania RTL	Breakdown not available	Breakdown not available
Pennsylvania HSSAP	Breakdown not available	Breakdown not available
Pennsylvania K4 & SBPK	Breakdown not available	Breakdown not available
Pennsylvania Pre-K Counts	High school diploma/GED, .2%; CDA, .2%; AA, 1%; BA, 65%; MA, 22%	High school diploma/GED, 2; CDA, 2; AA, 10; BA, 538; MA, 180
Rhode Island	BA, 100%	BA, 17
South Carolina 4K	BA, 46%; MA, 53%; Doctorate, .26% ⁷	BA, 218; MA, 250; Doctorate, 1 ⁹
South Carolina CDEP	BA, 43%; MA, 56%; Doctorate, .6% ¹⁰	BA, 257; MA, 330; Doctorate, 4 ¹⁰
Tennessee	BA, 51%; MA, 44%; Other, 5% ¹⁵	BA, 483; MA, 417; Other, 48 ¹⁵
Texas	BA, 100%	BA, 9,068
Vermont Act 62	Breakdown not available	Breakdown not available
Vermont EEI	CDA, 5%; BA, 52%; MA, 22%; Other, 21%	CDA, 7; BA, 70; MA, 30; Other, 29
Virginia	CDA, 2%; AA, 1%; BA, 97%	Breakdown not available ⁷
Washington	Data not available ¹³	Data not available ¹³
West Virginia	Breakdown not available	Breakdown not available
Wisconsin 4K	BA, 73%; MA, 26%	Breakdown not available
Wisconsin HdSt	Breakdown not available	Breakdown not available

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

STATE

PERSONNEL

	Teacher in-service requirement	Minimum assistant teacher degree requirement
Alabama	30 clock hours/year	CDA or 9 hours of approved coursework in Child Development (public and nonpublic)
Alaska	6 credit hours/5 years	CDA (public and nonpublic) ⁷
Arizona	18 clock hours/year ¹⁵	HSD or Equivalent (public and nonpublic) ¹³
Arkansas	30 clock hours/year ¹²	CDA (public and nonpublic)
California	105 clock hours/5 years	HSD or Equivalent (public and nonpublic) ¹²
Colorado	15 clock hours/year	No minimum degree required (public and nonpublic) ¹¹
Connecticut CDCC	20 clock hours/year ¹²	Other (nonpublic) ¹³
Connecticut SRP	9 clock hours/year ¹⁸	No minimum degree required (public and nonpublic) ¹⁹
Delaware	18 hours/year	HSD or Equivalent (public and nonpublic) ⁵
District of Columbia	30 clock hours/year ¹⁵	Other (public and nonpublic) ¹⁶
Florida	10 clock hours/year ¹²	None (public and nonpublic) ¹³
Georgia	15 clock hours/year ¹²	CDA (public and nonpublic) ¹³
Hawaii	21 ⁶	AA (public)
Illinois	120 clock hours/5 years	Other (public and nonpublic) ⁹
Indiana	20 clock hours/year	Other (public and nonpublic) ⁹
Iowa Shared Visions	6 credit hours/5 years ¹⁶	HSD or Equivalent (public and nonpublic) ¹⁷
Iowa SVPP	15 clock hours per school year ¹⁵	Other (public and nonpublic) ¹⁶
Kansas Preschool	15 hours/year	CDA (public and nonpublic) ¹⁰
Kansas State Pre-K	15 hours/year	CDA (public)
Kentucky	24 clock hours/year	HSD or Equivalent (public and nonpublic) ²²
Louisiana 8(g)	18 clock hours/year	HSD or Equivalent (public and nonpublic) ⁷
Louisiana LA4	18 clock hours/year	HSD or Equivalent (public) ¹⁷
Louisiana NSECD	18 clock hours/year ¹³	CDA (nonpublic) ¹⁴
Maine	6 credit hours/5 years	Educator Technician II (public and nonpublic) ¹⁵
Maryland	24 hours/year	Determined locally (public); HSD or Equivalent (nonpublic) ¹⁶
Massachusetts 391	150 clock hours/5 years ²⁰	HSD or Equivalent (public and nonpublic) ²¹
Massachusetts UPK	20 clock hours/year ¹⁸	HSD or Equivalent (public and nonpublic) ¹⁹
Michigan	16 clock hours/year ¹²	CDA (public and nonpublic) ¹³
Minnesota	15 clock hours/year ¹²	CDA (public and nonpublic) ¹¹
Mississippi	15 clock hours/year	AA (public); Other (nonpublic) ³
Missouri	22 clock hours/year ¹⁷	CDA (public and nonpublic) ¹⁸
Nebraska	12 clock hours/year	CDA or 12 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic)
Nevada	6 credit hours/5 years	HSD or Equivalent (public and nonpublic)
New Jersey Abbott	100 clock hours/5 years	HSD or Equivalent (public and nonpublic) ¹³
New Jersey ECPA	100 clock hours/5 years	HSD or Equivalent (public and nonpublic) ¹²
New Jersey ELLI	100 clock hours/5 years	HSD or Equivalent (public and nonpublic) ¹³
New Mexico	45 clock hours/year	Other (public and nonpublic) ¹⁰
New York	175 clock hours/5 years	HSD + 9 credits in EC and Level I Teaching Assistance Certification (public); HSD (nonpublic)
North Carolina	75 credit hours/5-year BK SPII Licensure cycle ¹¹	CDA or AA in Early Childhood Education (public and nonpublic) ¹²
Ohio	20 clock hours/2 years ⁷	HSD or Equivalent (public and nonpublic)
Oklahoma	None ¹¹	HSD or Equivalent (public) ¹²
Oregon	15 clock hours/year	CDA (public and nonpublic) ¹³
Pennsylvania RTL	180 hours/5 years	Meets NCLB requirements (public and nonpublic) ⁸
Pennsylvania HSSAP	15 hours/year	CDA (public and nonpublic) ⁶
Pennsylvania K4 & SBPK	180 hours/5 years	No minimum degree required (K4); Meets NCLB requirements (SBPK) (public and nonpublic) ⁷
Pennsylvania Pre-K Counts	180 hours/5 years	Meets NCLB requirements (public and nonpublic) ¹²
Rhode Island	20 clock hours/year	HSD plus 12 college credits in ECE (public and nonpublic)
South Carolina 4K	6 credit hours/5 years	No minimum degree required (public)
South Carolina CDEP	15 clock hours/year ¹¹	Completion of ECD 101 course within 1 year of being hired (public and nonpublic) ¹²
Tennessee	18 hours/year ¹⁶	Other (public and nonpublic) ¹⁷
Texas	150 clock hours/5 years	HSD or Equivalent (public); No requirement (nonpublic) ¹¹
Vermont Act 62	9 credit hours/7 years ¹⁰	AA (public); HSD + 30 hours or 3-credit course in CD (nonpublic) ¹¹
Vermont EEI	9 credit hours/7 years (public); 12 clock hours/year (nonpublic) ¹⁰	AA (public); HSD + 30 hours or 3-credit course in CD (nonpublic) ¹¹
Virginia	15 clock hours/year	HSD or Equivalent (public); No minimum degree required (nonpublic)
Washington	15 hours/year	CDA or 12 credits in ECE (public and nonpublic)
West Virginia	15 clock hours/year	CDA (public and nonpublic) ¹²
Wisconsin 4K	6 credit hours/5 years ¹⁴	Determined locally (public and nonpublic) ¹⁵
Wisconsin HdSt	15 clock hours/year ¹³	Determined locally (public and nonpublic) ¹²

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

STATE

PERSONNEL

Assistant teacher specialized training requirement

Alabama	Public and nonpublic: CDA (Pre-K); 9 credits of college coursework in CD or EC (CD or EC)
Alaska	None ⁷
Arizona	None
Arkansas	Public and nonpublic: CDA
California	None ¹²
Colorado	None ¹¹
Connecticut CDCC	None ¹³
Connecticut SRP	None ¹⁹
Delaware	None
District of Columbia	None ¹⁶
Florida	None ¹³
Georgia	Public and nonpublic: CDA (B-5); Public: State Paraprofessional Certification (P-8) ¹³
Hawaii	None
Illinois	Public and nonpublic: Professional Educator License with Early Childhood Education Endorsement (Pre-K to Age 21) ⁹
Indiana	None ⁹
Iowa Shared Visions	None ¹⁷
Iowa SVPP	Public and nonpublic: Para-educator, generalist, and EC (Pre-K); CDA (Pre-K); Twelve hours college credit in EC topics (Pre-K) ¹⁶
Kansas Preschool	Public and nonpublic: CDA (EC); AA (EC) ¹⁰
Kansas State Pre-K	Public: CDA (Pre-K); Highly-qualified para (Pre-K-6)
Kentucky	None ²²
Louisiana 8(g)	None ⁷
Louisiana LA4	None ¹⁷
Louisiana NSECD	Nonpublic: CDA (Pre-K); AA (Early Childhood or Elementary Education) ¹⁴
Maine	Public: MRTQ Level IV on Career Lattice (Pre-K); Nonpublic: Educational Technician II ¹⁵
Maryland	None ¹⁶
Massachusetts 391	None ²²
Massachusetts UPK	None ¹⁹
Michigan	Public and nonpublic: AA in Early ECE/CD (Pre-K); CDA (Pre-K) ¹³
Minnesota	Public and nonpublic: CDA ¹¹
Mississippi	Public and nonpublic: AA in Early Childhood Education or Child Development (Pre-K); AA in any field and a CDA, Montessori certification, or equivalent certification (Pre-K) ³
Missouri	Public and nonpublic: CDA Two-year AA in Child Care/Education, or Sixty college hours with a minimum of three college credit hours in early childhood, child development, or child/family related courses, and experience working in a program with young children and their families ¹⁸
Nebraska	None
Nevada	None
New Jersey Abbott	None ¹³
New Jersey ECPA	None ¹²
New Jersey ELLI	None ¹³
New Mexico	Public: Education Assistant (Pre-K-12) ¹⁰
New York	Public: Level 1, 2, or 3 Teaching Assistant Certificate; Nonpublic: HSD or meeting licensing agency standards ¹⁴
North Carolina	Public and nonpublic: CDA (B-K); Public: NCLB (B-K) ¹²
Ohio	None
Oklahoma	None ¹²
Oregon	Public and nonpublic: CDA ¹³
Pennsylvania RTL	None ⁸
Pennsylvania HSSAP	None ⁶
Pennsylvania K4 & SBPK	None ⁷
Pennsylvania Pre-K Counts	None ¹²
Rhode Island	None
South Carolina 4K	None
South Carolina CDEP	Public and nonpublic: ECD 101 in TEACH program (4K) ¹²
Tennessee	None ¹⁷
Texas	None ¹¹
Vermont Act 62	None ¹¹
Vermont EEI	None ¹¹
Virginia	None
Washington	Public and nonpublic: CDA or 12 credits in ECE
West Virginia	Public and nonpublic: Early Childhood Classroom Assistant Teacher Authorization (Pre-K & K) ¹²
Wisconsin 4K	None ¹⁵
Wisconsin HdSt	None ¹²

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

STATE

RESOURCES

	Total fiscal year 2015	How much of total spending came from...
Alabama	\$48,280,183	State, \$38,624,146; Required local sources, \$9,656,037
Alaska	\$2,000,000	State, \$2,000,000 ⁸
Arizona	\$35,829,787 ¹⁶	State, \$35,829,787 ¹⁶
Arkansas	\$111,000,000	State, \$103,500,000; Federal, \$7,500,000
California	\$721,985,757 ¹³	State, \$622,930,873; Federal, \$97,401,943; Required local, \$1,652,941 ¹³
Colorado	\$83,099,166	State, \$54,408,293; Required local, \$28,690,873
Connecticut CDCC	\$32,905,922	State, \$17,304,299; Federal, \$15,604,622
Connecticut SRP	\$116,788,445	State, \$101,847,578; Required local, \$14,640,867; Non-required local, \$300,000 ²⁰
Delaware	\$5,985,300	State, \$5,985,300
District of Columbia	\$220,821,329	District, \$207,226,639; Federal, \$13,594,690
Florida	\$383,703,444	State, \$383,703,444
Georgia	\$312,053,998	State, \$312,053,998
Hawaii	\$2,800,000	State, \$2,800,000
Illinois	\$280,678,583	State, \$237,573,973; Non-required local sources, \$43,104,610 ¹⁰
Indiana	\$1,193,169	State, \$1,073,852; Local, \$119,316
Iowa Shared Visions	\$23,510,522	State, \$7,716,479; Required local, \$1,543,295; Non-required local, \$14,250,748 ¹⁸
Iowa SVPP	\$69,790,458 ¹⁷	State, \$69,790,458 ¹⁷
Kansas Preschool	\$4,799,812	State, \$4,799,812
Kansas State Pre-K	\$13,597,560	State, \$13,597,560
Kentucky	\$143,722,575	State, \$71,767,687; Federal, \$52,875,734; Non-required local, \$19,079,154 ²³
Louisiana 8(g)	\$8,427,096 ⁸	State, \$8,427,096 ⁸
Louisiana LA4	\$76,303,029 ¹⁸	State, \$34,920,517; Federal, \$39,655,852; Required local, \$1,726,660 ¹⁸
Louisiana NSECD	\$7,181,440	State, \$7,181,440
Maine	\$13,877,541	State, \$13,877,541
Maryland	\$108,517,116 ¹⁷	State, \$108,517,116
Massachusetts 391	\$11,936,442 ²³	State, \$8,978,875; Federal, \$2,957,567 ²³
Massachusetts UPK	\$39,601,224 ²⁰	State, \$6,300,000; Federal, \$33,301,224 ²⁰
Michigan	\$239,275,000 ¹⁴	State, \$239,275,000 ¹⁴
Minnesota	\$10,804,944	State, \$10,804,944
Mississippi	\$6,621,722 ⁴	State, \$3,128,426; Required local, \$3,128,246; Non-required local, \$365,050 ⁴
Missouri	\$13,677,763	State, \$13,677,763
Nebraska	\$68,953,915	State, \$33,313,438; Federal, \$28,546,560; Required local, \$7,093,917 ¹¹
Nevada	\$4,786,562 ¹⁶	State, \$3,338,875; Federal, \$1,447,687 ¹⁶
New Jersey Abbott	\$575,383,000	State, \$575,383,000
New Jersey ECPA	\$42,329,000	State, \$42,329,000 ¹³
New Jersey ELLI	\$2,280,300 ¹⁴	State, \$2,280,300 ¹⁴
New Mexico	\$39,654,300	State, \$33,554,300; Federal, \$6,100,000
New York	\$741,851,094 ¹⁵	State, \$741,851,094 ¹⁵
North Carolina	\$209,257,136	State, \$123,543,465; Federal, \$68,354,723; Non-required local sources, \$17,358,948
Ohio	\$44,360,000	State, \$44,360,000
Oklahoma	\$311,926,352 ¹³	State, \$148,690,138; Federal, \$35,904,050; Required local, \$127,005,888; Non-required local, \$326,276 ¹³
Oregon	\$66,263,178	State, \$66,263,178
Pennsylvania RTL	\$5,735,048	State, \$5,735,048
Pennsylvania HSSAP	\$38,721,977	State, \$38,721,977
Pennsylvania K4 & SBPK	\$6,908,540	State, \$6,908,540
Pennsylvania Pre-K Counts	\$95,224,626	State, \$95,224,626
Rhode Island	\$2,950,000	State, \$2,950,000
South Carolina 4K	\$13,013,846 ¹⁰	State, \$13,013,846 ¹⁰
South Carolina CDEP	\$47,328,637	State, \$47,238,637; Federal, \$90,000 ^{13,14}
Tennessee	\$108,826,976	State, \$84,941,414; Required local, \$23,885,562
Texas	\$798,801,324	State, \$786,601,324; Federal, \$12,200,000
Vermont Act 62	\$43,994,576 ¹²	State, \$43,994,576 ¹²
Vermont EEI	\$1,000,917	State, \$1,000,917
Virginia	\$107,445,000 ⁸	State, \$68,300,254; Required local, \$39,144,746 ⁸
Washington	\$83,065,649	State, \$76,676,973; Federal, \$6,388,676
West Virginia	\$151,008,002	State, \$92,612,807; Federal, \$56,849,071; Non-required local sources, \$1,546,124
Wisconsin 4K	\$287,000,000 ¹⁶	State, \$179,000,000; Required local, \$108,000,000 ¹⁶
Wisconsin HdSt	\$6,264,100	State, \$6,264,100

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STATE

RESOURCES

State funding sources and amounts

Alabama	State of Alabama Education Trust Fund Budget, \$38,624,146
Alaska	State, \$2,000,000 ⁸
Arizona	State Tobacco Tax, \$35,829,786 ¹⁶
Arkansas	General revenue, \$103,500,000
California	General Fund, \$622,930,873 ¹³
Colorado	General Fund; General Fund Exempt, State Public School Fund (CF), State Education Fund, \$54,408,293
Connecticut CDCC	General Fund, \$17,304,299
Connecticut SRP	State School Readiness Funds, \$90,614,479; Parent fee subsidies/Care4Kids, \$10,128,711; State Quality Enhancement Funds, \$1,104,388 ²⁰
Delaware	State, \$5,985,300
District of Columbia	District Funds, \$207,226,693
Florida	General Revenue, \$383,703,444
Georgia	Lottery, \$312,053,998
Hawaii	State General Funds, \$2,800,000
Illinois	State, \$237,573,973
Indiana	State, \$1,073,852 ¹⁰
Iowa Shared Visions	General Funds, \$7,716,479
Iowa SVPP	State, \$69,790,458 ¹⁷
Kansas Preschool	Children's Initiative Fund (Tobacco Settlement), \$4,799,812
Kansas State Pre-K	State General Funds, \$13,597,560
Kentucky	State, \$71,767,687
Louisiana 8(g)	Kevin P. Reilly Louisiana Education Quality Support Fund - 8(g), \$8,427,096 ⁸
Louisiana LA4	State General Funds, \$34,920,517 ¹⁸
Louisiana NSECD	State General Funds, \$7,181,440
Maine	State, \$13,877,541
Maryland	General Revenue Funds, \$108,517,116
Massachusetts 391	IPLE Grant (391) Budget Allocation, \$38,978,875 ²³
Massachusetts UPK	UPK Budget Allocation, \$6,300,000 ²⁰
Michigan	State School Aid Fund, \$239,275,000
Minnesota	State General Fund, \$10,804,944
Mississippi	State General Funds, \$3,128,426 ⁵
Missouri	Early Childhood Development, Education and Care Fund (Tobacco Settlement Fund), \$11,328,551; General Revenue, \$2,349,212
Nebraska	State grant funds, lottery funds, and a one-time only appropriation for the Early Childhood Education grants, \$6,536,548; State Aid formula for participation of preschoolers, \$26,776,890
Nevada	State, \$3,338,875 ¹⁶
New Jersey Abbott	State Preschool Education Aid, \$575,383,000
New Jersey ECPA	Preschool Education Aid, \$42,329,000
New Jersey ELLI	Preschool Education Aid, \$2,280,300
New Mexico	State General Funds, \$33,554,300
New York	State, \$741,851,094
North Carolina	General Fund, \$48,007,756.38 Lottery, \$75,535,709 ¹³
Ohio	General Revenue Funds, \$44,360,000
Oklahoma	State Aid Funding Formula, \$143,119,465; Other state sources, \$5,570,673 ¹³
Oregon	State General Fund, \$66,263,178
Pennsylvania RTL	General Fund, \$5,735,048
Pennsylvania HSSAP	General Fund, \$38,721,977
Pennsylvania K4 & SBPK	General Fund, \$6,908,540
Pennsylvania Pre-K Counts	General Fund, \$95,224,626
Rhode Island	General Revenue Funds, \$2,950,000
South Carolina 4K	EIA Appropriations, \$13,013,846 ¹⁰
South Carolina CDEP	EIA Appropriations, \$34,324,437; General State Funds, \$12,914,200 ¹³
Tennessee	State Education Budget, \$84,941,414
Texas	Foundation School Program, \$753,101,324; Texas School Ready Grant Program, \$3,500,000; Supplemental Funding for Prekindergarten, \$30,000,000 ¹²
Vermont Act 62	State, \$43,994,574
Vermont EEI	General Fund, \$1,000,917
Virginia	Lottery, \$68,300,254
Washington	State General Fund, \$36,676,973; Opportunity Pathways Account (Lottery), \$40,000,000
West Virginia	State Aid Funding, \$92,612,807
Wisconsin 4K	General Revenue, \$179,000,000 ¹⁶
Wisconsin HdSt	State, \$6,264,100

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STATE

RESOURCES

	Federal funding sources and amounts	School funding or state aid formula?
Alabama		No
Alaska		No
Arizona		No
Arkansas	TANF Transfer, \$7,500,000	No
California	CCDF, \$97,401,943 ¹³	No
Colorado		Yes ¹²
Connecticut CDCC	Social Services Block Grant, \$15,604,622	No
Connecticut SRP	USDA CACFP, amounts not reported ²⁰	Yes ²¹
Delaware		No
District of Columbia	Head Start, \$13,594,690; CCDF, amount not reported TANF, amount not reported	Yes ¹⁷
Florida		Yes ¹⁴
Georgia		No
Hawaii		No
Illinois		No
Indiana	CACFP, amounts not reported	No
Iowa Shared Visions	Head Start TANF USDA Child and Adult Care Food Program, amounts not reported ¹⁸	No
Iowa SVPP		Yes
Kansas Preschool		No
Kansas State Pre-K		Yes ⁷
Kentucky	Title I, \$10,607,311; IDEA Part B, \$8,103,451; Head Start through districts, \$31,986,112; Other (HHS, Title II, NSLP, etc.), \$2,178,860 ²³	Yes ²⁴
Louisiana 8(g)		Yes ⁸
Louisiana LA4	TANF, \$39,655,852 ¹⁸	Yes ¹⁸
Louisiana NSECD		No
Maine		Yes ¹⁶
Maryland		Yes ¹⁷
Massachusetts 391	Early Childhood Special Education Grant Fund Code (IDEA), \$2,957,567 ²⁴	No
Massachusetts UPK	TANF/CCDF funds, \$33,301,224 ^{20,21}	No
Michigan		Yes ¹⁴
Minnesota		No
Mississippi	Title I Title II IDEA, amounts not reported	Yes ⁷
Missouri		No
Nebraska	IDEA Part B, \$25,750,602; Head Start, \$1,562,525; Title 1 Part A, \$1,232,803; Title 1 Part C, \$630	Yes ¹¹
Nevada	Title I, \$1,447,687; ECSE-Part B 619, amount not reported	No
New Jersey Abbott	TANF CCDF IDEA USDA Child and Adult Care Food Program McKinney-Vento Homeless Assistance Act Title I, amounts not reported	Yes ¹⁴
New Jersey ECPA	TANF IDEA Title I CACFP/NSLP/NSBP Head Start, amounts not reported	Yes ¹³
New Jersey ELLI	TANF IDEA Title I CACFP/NSLP/NSBP Head Start, amounts not reported	Yes ¹⁴
New Mexico	TANF, \$6,100,000 ¹¹	No
New York		Yes ¹⁶
North Carolina	Head Start, \$19,369,969; Title I, \$14,113,612; Preschool Disabilities, \$10,969,715; CACFP, \$3,843,709; TANF, \$19,842,334	No
Ohio	Title I, amount not reported ¹¹	No ¹²
Oklahoma	\$35,905,050: includes funds from Title I (Parts A, B, C, D); Title II (Parts A, B, D); Title IV; Title V; Title VII; Title III; Title VI; Federal Direct Fund; IDEA; Federal Grants-In-Aid; Adult Education and Literacy; Other federal sources, amounts not reported ¹³	Yes ¹³
Oregon	CACFP; CCDF Federal Head Start, amounts not reported	No
Pennsylvania RTL		Yes ⁹
Pennsylvania HSSAP		No
Pennsylvania K4 & SBPK		No
Pennsylvania Pre-K Counts		No
Rhode Island	Breakdown not available ⁵	Yes ⁵
South Carolina 4K		Yes ¹¹
South Carolina CDEP	Title I, \$90,000 ¹⁴	No
Tennessee		Yes ¹⁸
Texas	Texas Workforce Commission, \$12,200,000 ¹²	Yes ¹³
Vermont Act 62		Yes ¹³
Vermont EEI		No
Virginia		Yes ⁸
Washington	CCDF, \$6,388,676	No
West Virginia	Title I, \$123,695; IDEA, \$5,003,954; TANF/CCDF, \$5,438,396; Head Start, \$46,283,026	Yes ¹³
Wisconsin 4K	TANF; CCDF; IDEA; USDA; Title 1, amounts not reported ¹⁶	Yes ¹⁶
Wisconsin HdSt	TANF; CCDF; IDEA; USDA Federal Head Start, amounts not reported ¹⁴	No

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

STATE

RESOURCES

Agencies eligible to receive funding directly

Alabama	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Military child care, Community, College/University
Alaska	Public schools, Head Start
Arizona	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Arkansas	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Education Service Cooperative Public Schools ¹³
California	Public schools, Head Start, Private agencies, Faith-based centers without religious content
Colorado	School districts
Connecticut CDCC	Head Start, Private agencies, Faith-based centers, Municipalities, Human Resource Development Agencies, Nonprofit Corporations
Connecticut SRP	Municipalities, Religious Education Service Centers, Public Schools have fiduciary responsibility but may contract with a variety of other agencies
Delaware	Public schools, Head Start, Private agencies, Faith-based centers
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers
Florida	Early Learning Coalitions
Georgia	Public schools, Head Start, Private agencies, Faith-based centers, University and technical schools, Military bases, Charter schools
Hawaii	Public schools
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Indiana	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers, Any public or private non-profit organization
Iowa SVPP	Public schools ¹⁸
Kansas Preschool	Public schools, Head Start, Private agencies, Faith-based centers ¹¹
Kansas State Pre-K	Public schools
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA4	Public schools, Charter schools
Louisiana NSECD	Private agencies, Faith-based centers, BESE-approved nonpublic schools ¹⁵
Maine	Public schools
Maryland	Public schools ¹⁸
Massachusetts 391	Public schools, Head Start, Private agencies, Family child care homes, Other EEC licensed center-based programs
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Private schools
Michigan	Intermediate School Districts ¹⁵
Minnesota	Head Start
Mississippi	Public schools, Head Start, Private agencies
Missouri	Public schools, Head Start, Private agencies, Family child care homes
Nebraska	Public schools, Educational service units ¹²
Nevada	Public schools, Head Start, Private agencies, Faith-based centers
New Jersey Abbott	Public schools ¹⁴
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Regional Education Cooperatives, Municipalities, Universities, Charter schools, Bureau of Indian Education Schools, Tribes ¹²
New York	Public schools, For SUFDPK, twenty-five community-based agencies received a grant directly
North Carolina	Public school, Head Start, Public-private partnerships (local Smart Start partnerships), Other nonprofits
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private agencies, Faith-based centers, Community colleges, Institutions of higher education, Education service districts, Government agencies ¹⁴
Pennsylvania RTL	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania Pre-K Counts	Public schools, Head Start, Private agencies, PDE licensed nursery schools
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers
South Carolina 4K	Public schools
South Carolina CDEP	Public schools, SC First Steps
Tennessee	Public schools
Texas	Public schools, Charter schools
Vermont Act 62	Public schools
Vermont EEI	Public schools, Head Start, Private agencies, Family child care homes, Parent-child centers
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private agencies, Family child care homes, Local governments, Colleges/universities, Educational service districts ¹⁴
West Virginia	Public schools
Wisconsin 4K	Public schools ¹⁷
Wisconsin HdSt	Head Start

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

STATE

RESOURCES

	Agencies with which subcontracting is permitted	Is there a required local match?
Alabama	None	Yes ¹⁰
Alaska	Head Start	No
Arizona	None	No
Arkansas	Public schools	Yes ¹⁴
California	Public schools, Head Start, Private agencies, Faith-based centers without religious content	No
Colorado	Head Start, Private agencies, Faith-based centers, Public agencies such as city recreation centers or university and college labs' school programs, Charter schools	No ¹²
Connecticut CDCC	Head Start, Private agencies, Faith-based centers	No
Connecticut SRP	Public schools, Head Start, Private agencies, Faith-based centers, Regional Education Service Centers	No
Delaware	None	No
District of Columbia	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	No
Florida	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Boys and Girls Clubs, the YMCA ¹⁵	No
Georgia	None	No
Hawaii	None	No
Illinois	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	No
Indiana	None	Yes ¹¹
Iowa Shared Visions	Public schools, Head Start, Private agencies, Faith-based centers	Yes ¹⁹
Iowa SVPP	Head Start, Private agencies, Faith-based centers ¹⁸	No
Kansas Preschool	Other settings ¹¹	No
Kansas State Pre-K	Public schools	No
Kentucky	Public schools, Head Start, Private agencies, Faith-based settings without religious content ²⁵	No
Louisiana 8(g)	None	No
Louisiana LA4	Head Start, Private agencies, Charter schools	No
Louisiana NSECD	Head Start, Private agencies, Faith-based centers, Other settings ¹⁵	No
Maine	Head Start, Private agencies, Family child care homes	Yes ¹⁷
Maryland	Head Start, Private agencies, Faith-based centers ¹⁸	No
Massachusetts 391	Public schools, Head Start, Private agencies, Other EEC licensed center-based programs	No
Massachusetts UPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Private schools	No
Michigan	Public schools, Head Start, Private agencies, Faith-based centers, For-profit public or private agencies ¹⁵	Yes ¹⁴
Minnesota	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	No
Mississippi	Public schools, Private agencies	Yes ⁶
Missouri	Public schools, Head Start, Private agencies, Family child care homes	No
Nebraska	Head Start, Private agencies	Yes ¹³
Nevada	None	No
New Jersey Abbott	Public schools, Head Start, Private agencies, Faith-based centers without religious content ¹⁴	No
New Jersey ECPA	Public schools, Head Start, Private agencies, Other settings: Faith-based centers without religious content ¹⁴	No
New Jersey ELLI	Public schools, Head Start, Private agencies, Other settings: Faith-based centers without religious content ¹⁵	Yes ¹⁶
New Mexico	Head Start, Private agencies, Faith-based centers ¹²	No
New York	Head Start, Private agencies, Faith-based centers, Family child care homes, Libraries and museums ¹⁷	No
North Carolina	Public schools, Head Start, Private agencies, Faith-based centers	Yes ¹⁴
Ohio	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	No
Oklahoma	Public schools, Head Start, Private agencies, Faith-based centers	No
Oregon	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Community colleges, Institutions of higher education, Education service districts, Government agencies ¹⁴	No
Pennsylvania RTL	Public schools, Head Start, Private agencies	No
Pennsylvania HSSAP	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	No
Pennsylvania K4 & SBPK	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	No
Pennsylvania Pre-K Counts	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, PDE licensed nursery schools	No
Rhode Island	Public schools, Head Start, Private agencies, Faith-based centers	No
South Carolina 4K	Public schools	No
South Carolina CDEP	Public schools, Head Start, Private agencies, Faith-based centers	No
Tennessee	Head Start, Private agencies, Faith-based centers, Institutions of Higher Education, Housing Authorities, Adult Learning Centers ¹⁹	Yes ²⁰
Texas	Public schools, Head Start, Private agencies, Faith-based centers	No
Vermont Act 62	Head Start, Private agencies, Family child care homes ¹⁴	No
Vermont EEI	Private agencies, Family child care homes	No
Virginia	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes	Yes ⁸
Washington	Public schools, Head Start, Private agencies, Faith-based centers, Family child care homes, Local governments, Colleges/universities, Educational service districts ¹⁴	No
West Virginia	Head Start, Private agencies, Licensed faith-based centers without religious content	No
Wisconsin 4K	Head Start, Child care centers, Faith-based centers, Family child care homes ¹⁷	Yes
Wisconsin HdSt	Public schools, Private agencies, Family child care homes	No

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STATE

MONITORING

Information collected for monitoring purposes

Alabama	Structured observations of classroom quality (CLASS, 2 times per year, Structured coaching occurs at least monthly, monitoring completed monthly); Documentation of children's learning and/or child outcomes (TS GOLD-ongoing documentation of observation-based assessments, Three checkpoints per year. PPVT is used in randomly selected classrooms, ASQ-3.) Documentation of program-level outcomes (TS GOLD, PPVT, CLASS, Learning Environment Checklist); Review of program facilities and safety procedures (Monthly); Results of program self-assessments (Annually); Review of program records (Monthly) ¹¹
Alaska	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments
Arizona	Structured observations of classroom quality (ERS – 12-15 months (1-2 star programs); 24-27 months (3-5 star programs); CLASS a- 12-15 months (1-2 star programs); 24-27 months (3-5 star programs); Quality First Points Scale – 24-27 months (3-5 star programs); Documentation of children's learning and/or child outcomes (No specific tool required – 24-27 months for 3-5 star programs); Documentation of program-level outcomes (Star Rating calculated using structured observations of classroom quality - 12-15 months (1-2 star programs), 24-27 months (3-5 star programs)); Review of program facilities and safety procedures (DHS Child Care Licensing - annual visit DES Certified Homes - twice per year); Participation in a state quality rating system (Quality First participation is required); Review of program records: (Child eligibility and enrollment is reviewed at each site. Approximately 25% of programs are monitored each year.) ¹⁷
Arkansas	Structured observations of classroom quality (ECERS, ITERS, annually); Documentation of children's learning and/or child outcomes (Work sampling, annually); Documentation of program-level outcomes (Better Beginnings- QRIS, annually); Review of program facilities and safety procedures (AR Minimum Licensing Requirements, annually); Review of Program Records (COPA Data Management System, annually)
California	Structured observations of classroom quality (ECERS); Documentation of children's learning and/or child outcomes (DRDP Tech, within 60 days of the initial enrollment and not to exceed every 6 months thereafter); Documentation of program-level outcomes (Environmental Rating Scale self-assessment, parent surveys annually, parent-teacher conferences every 6 months); Review of program facilities and safety procedures (Summary information is provided by the contractor on an annual basis); Results of program self-assessments: Specify frequency and tools (Summary information is provided by the contractor on an annual basis); Participation in a state quality rating system (Voluntary); Review of program records (Agencies are required to submit agency-wide program and fiscal audits each year and data on children and families served each month. Agencies are responsible for prioritizing program improvement areas.)
Colorado	Structured observations of classroom quality (District Advisory Councils use Colorado Quality Standards two times per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD three times per year); Review of program facilities and safety procedures (Child Care Licensing Requirements); Results of program self-assessments (Colorado Shines- Quality Improvement Rating System); Participation in a state quality rating system (Colorado Shines- Quality Improvement Rating System); Review of program records (Colorado Shines- Quality Improvement Rating System) ^{13,14}
Connecticut CDCC	Documentation of program-level outcomes (NAEYC accreditation or Head Start approval is required); Review of program facilities and safety procedures (Through OEC Child Care Licensing); Other (Monthly enrollment reports, Community collaboration documents, Subcontractor monitoring plans)
Connecticut SRP	Structured observations of classroom quality (ECERS annually during 3-year window before NAEYC accreditation); Documentation of children's learning and/or child outcomes (Learning experience plans); Documentation of program-level outcomes (NAEYC and Head Start); Review of program facilities and safety procedures (State child care licensing); Results of program self-assessments (Year-end evaluation); Review of program records (Monthly reports) ²²
Delaware	Documentation of children's learning and/or child outcomes (TS GOLD); Documentation of program-level outcomes (HS Performance Standards); Review of program facilities and safety procedures (HS Performance Standards); Results of program self-assessments (HS Self-assessment); Participation in a state quality rating system (Stars (DE's QRIS); Review of program records (Manual); Other: (Classroom observations using a tool that is aligned with the Head Start monitoring tool) ⁷
District of Columbia	Structured observations of classroom quality (CLASS); Documentation of children's learning and/or child outcomes (Individual child outcome assessment for all Pre-K-age children enrolled); Documentation of program-level outcomes (Outcomes reports); Participation in a state quality rating system (Tier-level status monitoring); Results of program self-assessments (Measurable activities and outcomes reports); Review of program facilities and safety procedures (Annual licensing); Review of program records (Reports including copies of all expenditure invoices made with Pre-K enhancement and expansion funding, enrollment and attendance reports, specific measurable activities and outcomes reports); Other (Budget amendment and modification requests) ¹⁸
Florida	Structured observations of classroom quality (ECERS and CLASS; Instrument is locally determined, annually); Documentation of children's learning and/or child outcomes (Florida VPK Assessment, Pre- and Post-Assessment); Documentation of program-level outcomes (EHOSTM, and Florida Assessments for Instruction in Reading (FAIR), annually); Review of program facilities and safety procedures (DCF licensing monitoring, three times per year); Review of program records (Child and provider eligibility determination documentation, child attendance, provider reimbursement annually)
Georgia	Structured observations of classroom quality (CLASS, annually); Documentation of children's learning and/or child outcomes (WSO ratings throughout the school year, report to parents at least two times per school year); Review of program facilities and safety procedures (Child care centers are monitored for health and safety throughout the year); Results of program self-assessments (Programs are required to complete the Grant Requirement Checklist, Instructional Quality guides for the learning environment, daily schedule, lesson plans and assessment); Participation in a state quality rating system (Participation in QRIS is voluntary); Review of program records (Review of children's records, roster reporting, Grant Requirement Checklist, and Roster Verification Checklist)
Hawaii	Structured observations of classroom quality (CLASS, 2X per year); Documentation of children's learning and/or child outcomes (TS GOLD, 3X per year); Documentation of program-level outcomes (CLASS observations, 3 times per year); Review of program records (Fiscal monitoring occurs annually, information is provided to OEL at the end of each quarter to ensure schools are meeting program requirements)
Illinois	Structured observations of classroom quality (ECERS-R or CLASS at least once every 3 years); Documentation of children's learning and/or child outcomes (Review child portfolios during on-site monitoring visit at least every 3 years); Documentation of program-level outcomes (Follow-up data on children through the Student Information System); Review of program facilities and safety procedures (Annual Health, Life, Safety Inspection of school buildings, Child care centers must meet licensing requirements); Results of program self-assessments (Reviewed during on-site visit); Participation in a state quality rating system (All Preschool for All programs are required to participate in ExceleRate Illinois, Quality Recognition and Improvement System); Review of program records (Reviewed during on-site visit); Other (Compliance Review) ¹¹
Indiana	Structured observations of classroom quality (CLASS, ECERS); Documentation of children's learning and/or child outcomes (ISTAR-KR, PPVT, SCBE, Bracken School Readiness); Review of program facilities and safety procedures; Participation in a state quality rating system (Must be either Level 3 or 4); Review of program records (Subject to state audit procedures)

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STATE

MONITORING

Information collected for monitoring purposes

Iowa Shared Visions	Documentation of children's learning and/or child outcomes (3 times per year, Teaching Strategies GOLD online); Documentation of program-level outcomes (annual reporting); Results of program self-assessments (annual reporting); Review of program records (annual reporting)
Iowa SVPP	Structured observations of classroom quality (The Iowa Quality Preschool Program Standards, Head Start Standards, or NAEYC Standards); Documentation of children's learning and/or child outcomes (GOLD assessment checkpoint data three times per year); Documentation of program-level outcomes (The Iowa Quality Preschool Program Standards, Head Start Standards, or NAEYC Standards); Review of program facilities and safety procedures; Review of program records (State longitudinal data system reports (student data), Basic education data system reports (program-level data), and Early childhood reports (Teacher qualifications, hours of operation, curriculum, assessment, agency)); Other (Certified annual report ensures that districts are expending the funds appropriately)
Kansas Preschool	Documentation of children's learning and/or child outcomes (Kansas Early Learning Inventory for Fours (KELI-4) twice a year); Review of program facilities and safety procedures (programs will either be licensed as child care or other agency that survey elementary schools); Results of program self-assessments (Classroom practices Transition survey (annual)); Other (Family survey Protective factors survey)
Kansas State Pre-K	Documentation of children's learning and/or child outcomes (KELI-4 Kansas Early Learning Inventory for Fours (twice annually)); Documentation of program-level outcomes; Results of program self-assessments (Classroom practices, Transition survey); Other (Family survey Protective factors survey)
Kentucky	Structured observations of classroom quality (ECERS-R, District observers achieve interrater reliability and evaluate all preschool classrooms. Regional Training Centers evaluate again 30% of all classrooms with ECERS, minimum one per site, randomly selected); Documentation of children's learning and/or child outcomes (TS GOLD, COR, LAP, AEPS, and Work Sampling, BRIGANCE K screen scores as one of multiple measures of school readiness to determine if preschool students are succeeding); Documentation of program-level outcomes (Districts complete a self-assessment of program implementation. Supporting documentation is identified as evidence of compliance or progress toward compliance.); Review of program facilities and safety procedures (Desk review process); Review of program records (Examples include online student files, classroom schedules, parent handbooks, newsletters, communication logs, recruitment plan/activities, and other district-level preschool documentation) ^{26,27}
Louisiana 8(g)	Structured observations of classroom quality (CLASS, frequency determined locally); Documentation of children's learning and/or child outcomes (DSC twice a year, Ongoing portfolio assessment); Documentation of program-level outcomes (Compliance with program guidelines, Progress-to-date report, and End-of-year report annually); Review of program records (Audited financial reports, annual)
Louisiana LA4	Structured observations of classroom quality (CLASS Observations piloted in 29 parishes); Documentation of children's learning and/or child outcomes (Developing Skills Checklist and/or Teaching Strategies GOLD); Documentation of program-level outcomes (CLASS Data, Teaching Strategies GOLD data); Review of program facilities and safety procedures (Program facilities and safety standards monitored by the Department of Health and Hospitals and State Fire Marshall); Results of program self-assessments (CLASS Observations conducted by local, reliable observers); Participation in a state quality rating system (Waiver allowed in 29 pilot communities); Review of program records (Monitoring of monthly, quarterly, and semi-annual reports, Annual desk reviews for compliance with program guidelines) ¹⁹
Louisiana NSECD	Structured observations of classroom quality (CLASS Observations in the fall and spring by local, contracted, and third party agencies); Documentation of children's learning and/or child outcomes (TS GOLD assessment tool (ongoing). DSC or other age-appropriate tool can be used but not required) Documentation of program-level outcomes (TANF-based Program Performance Indicators are reported monthly); Review of program facilities and safety procedures (Sites must meet all safety and sanitation requirements for BESE-approval and/or child care licensing); Results of program self-assessments (NSECD Performance Review and End-of-the-Year Reporting is collected annually); Participation in a state quality rating system (Providers receiving public funds are required to participate in Community Networks; Review of program records (Programs are audited annually by NSECD Program Manager)
Maine	Other ¹⁸
Maryland	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Review of program records; Other: Pre-K Monitoring Tool ¹⁹
Massachusetts 391	Structured observations of classroom quality (ECERS and CLASS as part of QRIS, as needed); Documentation of program-level outcomes (Grant applications and grant performance reporting, three times per year); Review of program facilities and safety procedures (As part of QRIS site visit/observation and/or EEC licensing renewal visits, every 3 years); Results of program self-assessments (Self-assessment required for QRIS using program tool, as needed); Participation in a state quality rating system (QRIS Rating Status, reviewed at least 2 times a year per grant requirement); Other (Budgets and other fiscal reports, at least 2 times per year) ²⁵
Massachusetts UPK	Structured observations of classroom quality (ECERS and CLASS as part of QRIS); Documentation of children's learning and/or child outcomes (Work Sampling System®, Creative Curriculum Developmental Continuum®, GOLD™ by Teaching Strategies, High Scope COR, at least twice per year); Documentation of program-level outcomes (Annually); Review of program facilities and safety procedures (As part of the QRIS site visit/observation and/or EEC licensing renewal visits every 3 years); Results of program self-assessments (Self-assessment required for QRIS using program tool, as needed); Participation in a state quality rating system (QRIS Rating Status, reviewed at least 2 times a year per grant requirement); Review of program records; Other (Budgets and other fiscal reports at least 2 times per year) ²²
Michigan	Structured observations of classroom quality (PQA at least 3 times per year); Documentation of children's learning and/or child outcomes (AEPS, COR, CC, WSS, ASQ, Battelle, DIAL-3 at enrollment and ongoing); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system (Minimum 3-star rating required under law); Review of program records ¹⁶
Minnesota	Review of program facilities and safety procedures (DHS Licensing); Results of program self-assessments; Participation in a state quality rating system (Program application); Review of program records ¹³
Mississippi	Structured observations of classroom quality (ECERS); Documentation of children's learning and/or child outcomes (Curriculum assessments and kindergarten readiness assessment, annually); Documentation of program-level outcomes (In progress); Review of program facilities and safety procedures (Child care centers are licensed through the State Health Department, Schools are accredited and follow the MS Early Learning Guidelines for Classrooms Serving Four-Year-Olds); Review of program records (This is reviewed annually using the ELC Monitoring Tool)
Missouri	Documentation of children's learning and/or child outcomes (DRDP-PS 2010, First 60 days of the year and 6 months later); Review of program facilities and safety procedures (DHSS, Child care licensing annual); Results of program self-assessments (Annual self-monitoring report); Review of program records (Annual completion reports)
Nebraska	Structured observations of classroom quality (A portion of school districts receive ECERS observations each year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD); Review of program facilities and safety procedures (Facility and safety indicators are reported); Review of program records

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MONITORING

Information collected for monitoring purposes

Nevada	Structured observations of classroom quality (ECERS and ELLCO, every other year); Documentation of children's learning and/or child outcomes (PPVT and EOWPVT, pre- and post-tests WIDA-DLLs); Documentation of program-level outcomes (Formal annual and longitudinal evaluation, every 2 years); Review of program facilities and safety procedures (Annual site visits); Results of program self-assessments (Programs complete mid-year and end-of-year program reports that include a program improvement plan); Review of program records (Annual site visits, Auditing every other year)
New Jersey Abbott	Structured observations of classroom quality (Locally determined, Most districts use ECERS); Documentation of children's learning and/or child outcomes (High/Scope's COR, Teaching Strategies GOLD, ELAS, locally selected tools); Documentation of program-level outcomes (Informal data tool collected annually by the Department of Education); Review of program facilities and safety procedures (During annual SAVS); Results of program self-assessments (During annual SAVS); Participation in a state quality rating system (Participation is tracked and data collected through an NJDHS data system); Review of program records (During annual SAVS and also in annual program plan review) ¹⁵
New Jersey ECPA	Review of program records (Annual budget and program plan) ¹⁵
New Jersey ELLI	Review of program records (Annual budget and program plan) ¹⁷
New Mexico	Structured observations of classroom quality (ECERS-R and E Self-assessments annually); Documentation of children's learning and/or child outcomes (New Mexico Pre-K Observation Assessment); Documentation of program-level outcomes (Pre-K administrative reports, fall and spring); Review of program facilities and safety procedures (Results of self-assessments (ECERS-R and ECERS-E) Child care licensing for non-public programs); Results of program self-assessments (Reported to state agency annually as part of program monitoring); Participation in a state quality rating system (Non-public programs); Review of program records (Annual program monitoring) ¹³
New York	Structured observations of classroom quality (Determined locally, many programs use ECERS-R and CLASS, annually); Documentation of children's learning and/or child outcomes (Locally determined from state-approved list, annually); Documentation of program-level outcomes (Annual year-end report); Results of program self-assessments (Teacher qualification data, Basic educational data system information on each enrolled pre-K student); Participation in a state quality rating system (Teacher qualification data, Basic educational data system information on each enrolled pre-K student); Review of program records (Teacher qualification data, Basic educational data system information on each enrolled pre-K student); Other (Teacher qualification data Basic educational data system information on each enrolled pre-K student) ¹⁸
North Carolina	Structured observations of classroom quality (ECERS-R (used for NC Rated License Assessment, Star-ratings/QRIS System)); Documentation of children's learning and/or child outcomes (Requires use of approved instructional/formative assessment system); Documentation of program-level outcomes (Results of program self-assessments and participation in the Star-rated License System); Review of program facilities and safety procedures (Participation in QRIS (Star-rated facility Licensing System)); Results of program self-assessments (QRIS ratings include classroom measure (ECERS); and Pre-K requires separate Pre-K self-assessment at program and classrooms levels (program policy monitoring system)); and Pre-K requires separate Pre-K self-assessment at program and classrooms levels (program policy monitoring system)); Review of program records (Contractor monitoring managed at state level through sample of on-site visits and desk audits (Fiscal and Policy (formative) monitoring process)) Other ^{15,16}
Ohio	Structured observations of classroom quality (Ohio Child Observation Tool Upon entry into Step Up to Quality 3, 4, or 5 star rating); Documentation of children's learning and/or child outcomes (Ages & Stages Questionnaire Early learning assessment, twice a year); Documentation of program-level outcomes (Review of professional development hours, observations, transition plans, family engagement Upon entry into Step Up to Quality and renewals); Participation in a state quality rating system (Checklist Upon entry into Step Up to Quality and renewals); Results of program self-assessments (Required to report annually to state); Review of program facilities and safety procedures (Checklist Annual licensing site visit); Review of program records (On-site and desk reviews annually)
Oklahoma	Review of program facilities and safety procedures; Review of program records; State policy does not require collection of information for monitoring purposes ¹⁴
Oregon	Structured observations of classroom quality (CLASS - Triennially and as needed); Documentation of children's learning and/or child outcomes (TS GOLD - quarterly checkpoint reports, Review of program's school readiness goals, annually); Documentation of program-level outcomes (Compliance with federal Head Start Performance Standards - monitoring reviews triennially and as needed Program Information Reports, annually); Review of program facilities and safety procedures (Compliance with federal Head Start Performance Standards - monitoring reviews triennially and as needed Program Information Reports, annually); Results of program self-assessments (Review of self-assessments and improvement plans, annually); Participation in a state quality rating system (Review of state licensing and QRIS reports, quarterly Program report, annually and as updated); Review of program records (Monitoring reviews triennially and as needed) ¹⁵
Pennsylvania RTL	Review of program records (Grant budget documents only) ¹⁰
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS ERS or approved local tool, annually); Documentation of children's learning and/or child outcomes (Approved assessment tools aligned with outcomes framework); Documentation of program-level outcomes (Locally determined, annually); Review of program facilities and safety procedures (Program review instrument (PRI)); Results of program self-assessments (PRI); Participation in a state quality rating system (Optional participation); Review of program records (PRI)
Pennsylvania K4 & SBPK	State policy does not require collection of information for monitoring purposes ⁹
Pennsylvania Pre-K Counts	Structured observations of classroom quality (ERS, classroom observation tools, annually); Documentation of children's learning and/or child outcomes (Approved assessment tool, twice annually); Documentation of program-level outcomes (Program review instrument, annually); Review of program facilities and safety procedures (ERS, annually); Results of program self-assessments (ERS PRI); Review of program records (PRI, annual site visit) ¹³

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

STATE

MONITORING

Information collected for monitoring purposes

Rhode Island	Structured observations of classroom quality (Structured ECERS once per year with average score of 5 or more, CLASS once per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, ongoing); Documentation of program-level outcomes (Teaching Strategies GOLD, three times per year); Review of program facilities and safety procedures (State-created reporting tools, annually); Results of program self-assessments (State-created reporting tools, annually); Participation in a state quality rating system (Ongoing, Required to be reviewed under 2013 BrightStars standards); Review of program records (State-created monitoring tools, annually) ⁶
South Carolina 4K	Other ¹²
South Carolina CDEP	Structured observations of classroom quality (Informal ELLCO assessment completed annually for new classrooms as part of start-up requirement); Documentation of children's learning and/or child outcomes (Portfolio assessment and readiness assessment); Review of program facilities and safety procedures (Department of Social Services requires licensing with at least bi-annual visits); Review of program records; Other (Professional development plans, annually)
Tennessee	Structured observations of classroom quality (Biannually for new teachers); Documentation of children's learning and/or child outcomes (At least annually); Review of program facilities and safety procedures (Minimum of two visits per year by program evaluator); Results of program self-assessments (Plan of action submitted after using ECERS and ELLCO assessment tools); Review of program records (As needed or requested for documents related to VPK operations, Records pertaining to meeting health and safety regulations are reviewed through visits listed above); Other (The department collects various information throughout the year as well as through the application process End-of-year report and family survey) ²¹
Texas	State policy does not require collection of information on monitoring purposes
Vermont Act 62	Structured observations of classroom quality (ECERS: Pre-K programs must have at least 3 STARs in VT's QRIS); Documentation of children's learning and/or child outcomes (TSG fall and spring); Review of program facilities and safety procedures (Must comply with child care licensing regulations, Participation in a state quality rating system (Annual reports to the state QRIS administrator) ^{15,16}
Vermont EEI	Documentation of children's learning and/or child outcomes (Teaching Strategies Gold, fall and spring); Participation in a state quality rating system ¹²
Virginia	Documentation of children's learning and/or child outcomes (PALS Pre-K, twice a year); Documentation of program-level outcomes; Other (Review of Head Start MOU between Head Start and VPI) ⁹
Washington	Structured observations of classroom quality (ECERS & CLASS as part of QRIS, every 3 years); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, 3 times a year); Documentation of program-level outcomes (health outcomes, annually); Review of program facilities and safety procedures (On-site review of program facilities and safety procedures, approximately every 4 years); Results of program self-assessments (on DEL form, annually); Participation in a state quality rating system ("Early Achievers" Must rate at level 4 or 5 by March 2016); Review of program records (Monthly review via database, on-site review approximately every 4 years); Other (Intensive on-site review of all ECEAP Performance Standards, approximately every 4 years)
West Virginia	Structured observations of classroom quality (ECERS-R once every three years in each classroom, along with other observations during school year when ECERS-R is not completed); Documentation of children's learning and/or child outcomes (Child assessment summaries); Documentation of program-level outcomes (Aggregated child assessment summaries); Review of program facilities and safety procedures (Pre-K Observational Checklist, Head Start Health and Safety Screener, or Pre-K Health and Safety Checklist); Results of program self-assessments; Review of program records (WV Universal Pre-K program reviews in each county program once every three years); Other (Submission of site and classroom information in each county is annually required; (Fiscal, program data, and collaboration), Pre-K program design data (Status of each county program)) ¹⁴
Wisconsin 4K	State policy does not require collection of information for monitoring purposes
Wisconsin HdSt	All monitoring is done by Head Start

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

STATE

MONITORING

How is monitoring information collected by the state?

Alabama	Site visits (Monthly); Submission of information by program or local entity (At least 3 times per year)
Alaska	Site visits (by staff of the state oversight agency on a 3-year cycle, by consultants twice per year); submission of information by program or local entity (twice per year data and narrative report once per year). Monitoring information is collected through other means (audio/video conference visits done throughout the year and two data reports per year)
Arizona	Site visits (At least every other year during the QRIS assessment process) ¹⁷
Arkansas	Site visits by staff of the oversight agency or consultants employed by the state (annually); Submission of information by program or local entity (annually or as required from monitoring visit results)
California	Site visits (on an as-needed basis based on a priority order using programmatic, contract, fiscal, and other compliance data); Submission of information by program or local entity (Agencies are required to submit agency-wide program and fiscal audits each year and data on children and families served each month); Other (Summary information is provided by the contractor on an annual basis)
Colorado	Site visits (Two years, more frequently in programs with identified needs); Submission of information by program or local entity (Annually); Other (Department of Human Services child care licensing visits, financial records submission and auditing) ^{13,14}
Connecticut CDCC	Site visits (When need arises or when staff availability permits); Submission of information by program or local entity (Varies based upon type of information being submitted)
Connecticut SRP	Site visits (Random sampling); Submission of information by program or local entity (RFP site evaluations); Other (Monthly Reports)
Delaware	Site visits (twice a year); Submission of information by program or local entity (Quarterly reports PIR); Other (Annual self assessment and triannual monitoring review)
District of Columbia	Site visits (Annually); Submission of information by program or local entity (Annually)
Florida	Site visits (As needed); Submission of information by program or local entity (Quarterly); Monitoring information is collected through other means (DCF monitors all licensed programs at least three times per year and posts reports online)
Georgia	Site visits (At least annually based on needs and assessment); Submission of information by program or local entity (Roster reporting four times per year, AUP, LSS Audits, Reconciliation Reports annually at the end of the school year); Other (Programs with a Pre-K classroom that is participating in the state's QRIS are also observed with ECERS-R)
Hawaii	Site visits; Submission of information by program or local entity (Quarterly)
Illinois	Site visits (On a 3-year cycle or more frequently, if needed); Submission of information by program or local entity (Annually - Enrollment data in the Illinois Student Information System on each child, Annual application, continuous quality improvement plan after site visit, and then follow-up plan annually) ¹²
Indiana	Site visits (Annual licensing monitoring visits, bi-annual for registered programs), annual PTQ rating visits, PTQ coaching visits (Monthly); Submission of information by program or local entity; Other (Annual fiscal audits)
Iowa Shared Visions	Site visits (As determined necessary by state consultants); Submission of information by program or local entity (Annually in 2 reporting formats); Other (Site visits completed every five years by NAEYC, information can be requested as deemed necessary) ²⁰
Iowa SVPP	Site visits (Annually); Submission of information by program or local entity (Continuing programs) ¹⁹
Kansas Preschool	Submission of information by program or local entity (Annually)
Kansas State Pre-K	Submission of information by program or local entity (Annually/ Twice annually depending upon instrument)
Kentucky	Site visits (at least once every 5 years); Submission of information by program or local entity ²⁸
Louisiana 8(g)	Site visits (Annually); Submission of information by program or local entity (Annually) ⁹
Louisiana LA4	Site visits (CLASS visits to a percentage (determined locally) of classrooms in the 29 community network pilots; Data collected monthly); Submission of information by program or local entity (Enrollment reported monthly; Collaboration efforts/enrollment reported monthly; Support services reported semi-annually; Monitoring information collected annually)
Louisiana NSECD	Site visits (Annually unless deemed necessary by the Program Manager to provide technical assistance or requested by the provider);
Maine	Submission of information by program or local entity (Annually)
Maryland	Site visits (2 per school year); Submission of information by program or local entity; Other (Data collection 3 times per year)
Massachusetts 391	Site visits (All programs in the IPLE grant are visited within a 3-year cycle); Submission of information by program or local entity (Annually or informally as needed); Annual grant review; Other (Ongoing)
Massachusetts UPK	Site visits (Approximately once per year); Submission of information by program or local entity (Annually or informally as needed; Submission of assessment data and annual grant review; Other (Ongoing)
Michigan	Site visits; Submission of information by program or local entity ¹⁶
Minnesota	Site visits (At least 3- or 5-year rotating schedule); Submission of information by program or local entity (Monthly)
Mississippi	Site visits (Annually); Submission of information by program or local entity (Documentation is submitted quarterly and annually)
Missouri	Site visits (Varies based on program need; consultants - 14-16 hours of on-site consultation throughout program year); Submission of information by program or local entity (Annual completion report); Other (Licensing and accreditation)

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

STATE

MONITORING

How is monitoring information collected by the state?

Nebraska	Site visits (A percentage of programs are visited by staff annually); Submission of information by program or local entity (All programs submit a program report and complete other state-required information annually) ¹⁴
Nevada	Site visits (Annually); Submission of information by program or local entity (Twice a year)
New Jersey Abbott	Site visits (Several times per year and as needed to provide technical assistance; By consultants employed by the state, a consortium of universities perform ECERS on randomly selected classrooms in each district as part of a longitudinal study); Submission of information by program or local entity (Once per year as part of district's Preschool Program Plan for the following year)
New Jersey ECPA	Site visits (Annually or as needed/requested); Submission of information by program or local entity (Annually)
New Jersey ELLI	Site visits (Annually or as needed/requested); Submission of information by program or local entity (Annually)
New Mexico	Site visits (State staff: At least once per year and more as needed; Contracted consultants through UNM: At least monthly); Submission of information by program or local entity (2 program reports annually, child outcome information twice per year; Pre-K database maintains a variety of program information and demographics)
New York	Site visits (Varies); Submission of information by program or local entity (Final program reports and program modification request applications) ¹⁹
North Carolina	Site visits (For program compliance, Annually or more frequently as determined by needs); Submission of information by program or local entity (QRIS program evaluations and NC Educator Effectiveness Teacher Evaluation System); Other: Teacher effectiveness visits (Mentoring, evaluation); per prescribed process and schedule set forth in State Education Board Policy Teacher evaluation, Mentoring, BK licensure data and information ¹⁶
Ohio	Site visits (Programs receive annual licensing visit, On-site quality rating visit every 2 years for 3-star centers and every 3 years for 4-5 star-centers); Submission of information by program or local entity (Annual submission of program information to state, includes program documentation, teacher credentials, child assessment, self-assessment, observations) ¹³
Oklahoma	Site visits (Two audits per year)
Oregon	Site visits (Triennially and as needed); Submission of information by program or local entity (Monthly, quarterly, and annually)
Pennsylvania RTL	Submission of information by program or local entity
Pennsylvania HSSAP	Site visits (At least once annually) ⁷
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Site visits (At least once annually); Submission of information by program or local entity (Monthly submission to PELICAN system quarterly and annual reporting)
Rhode Island	Site visits, (at least annually); Submission of information by program or local entity; Other (Online monitoring of TSG GOLD implementation Frequency of online monitoring in development)
South Carolina 4K	None
South Carolina CDEP	Site visits (DSS: Annual; DOE varies: For new sites annual, for continuing sites randomly selected); Submission of information by program or local entity (Annually)
Tennessee	Site visits (2 visits per year); Submission of information by program or local entity (Plan of Action for ECERS and ELLCO for new staff); Other (On-going desk monitoring of data collected from Education Information System, including enrollment, demographic, attendance, age compliance, class size, monthly financial reports, end-of-year reports, and annual family surveys)
Texas	None
Vermont Act 62	Submission of information by program or local entity ¹⁷
Vermont EEI	Submission of information by program or local entity (Annually) ¹³
Virginia	Submission of information by program or local entity (Twice a year) ⁹
Washington	Site visits (Varies by program risk, Every four years at minimum); Submission of information by program or local entity (Continuous via ELMS data system, Periodic deliverables)
West Virginia	Site visits (At a minimum, once every three years); Submission of information by program or local entity (Fiscal, program data, and collaboration information) ¹⁴
Wisconsin 4K	Site visits by staff of the oversight agency or consultants employed by the state (Annually); Submission of information by program or local entity (Annually or more frequently for start-up grantees); Fiscal audits
Wisconsin HdSt	Submission of information by program or local entity (Such as LEA) (Annually)

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

STATE

MONITORING

How is monitoring information used by the state?

Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Alaska	Not applicable
Arizona	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS) ¹⁸
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
California	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Colorado	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To report child progress results for state legislature
Connecticut CDCC	To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Connecticut SRP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Delaware	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
District of Columbia	To identify needs that will guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring
Florida	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents; To assist teachers with understanding individual children's strengths and areas where additional support may be needed ¹⁶
Georgia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Hawaii	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring
Illinois	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Indiana	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS)
Kansas Preschool	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; Provide data to funder
Kansas State Pre-K	To make changes to state policies regarding the preschool program; Instrument is provided to State Board of Education, leadership, and policy makers
Kentucky	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents; To inform the QRIS process in 2015-2016
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Maine	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Maryland	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Massachusetts 391	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents ²³

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

STATE

MONITORING

How is monitoring information used by the state?

Massachusetts UPK	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents ²³
Michigan	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Minnesota	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS)
Mississippi	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Missouri	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Nebraska	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Nevada	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program ¹⁶
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
New York	To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents ²⁰
North Carolina	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents; Provide feedback to the public about the quality of services and teacher effectiveness ¹⁵
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Oklahoma	To identify programs for corrective action or sanctions; To make changes to state policies regarding the preschool program ¹⁵
Oregon	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Pennsylvania RTL	Monitoring of grant
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents ⁷
Pennsylvania K4 & SBPK	Not applicable
Pennsylvania Pre-K Counts	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Rhode Island	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring

STATE

MONITORING

How is monitoring information used by the state?

South Carolina 4K	Not applicable
South Carolina CDEP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Tennessee	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Texas	Determined locally
Vermont Act 62	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To measure program on a Quality Rating and Improvement Scale (QRIS); To provide feedback to parents
Vermont EEI	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To provide feedback to parents ¹³
Virginia	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Washington	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale (QRIS)
West Virginia	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Wisconsin 4K	For administrative oversight and trend identification
Wisconsin HdSt	The state relies on federal monitoring of the Head Start programs

STATE

MONITORING

Was there a formal evaluation measuring program quality and/or effectiveness?

Alabama	Yes, measuring both process quality and program impact/child outcomes
Alaska	Yes, measuring process quality (e.g., ECERS, CLASS) ⁹
Arizona	No ¹⁹
Arkansas	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math)
California	No
Colorado	Yes, measuring both process quality and program impact/child outcomes ¹⁵
Connecticut CDCC	No
Connecticut SRP	No
Delaware	Yes, measuring both process quality and program impact/child outcomes
District of Columbia	Yes, measuring process quality (e.g., ECERS, CLASS)
Florida	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math) ¹⁷
Georgia	Yes, measuring both process quality and program impact/child outcomes
Hawaii	No
Illinois	Yes, measuring both process quality and program impact/child outcomes
Indiana	Ongoing ¹²
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes
Iowa SVPP	Yes, measuring impact and child outcomes
Kansas Preschool	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math)
Kansas State Pre-K	No
Kentucky	Yes, measuring process quality (e.g., ECERS, CLASS) ²⁹
Louisiana 8(g)	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math) ¹⁰
Louisiana LA4	No ²⁰
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes ¹⁶
Maine	No
Maryland	No
Massachusetts 391	No
Massachusetts UPK	Yes, measuring process quality (e.g., ECERS, CLASS)
Michigan	Yes, measuring both process quality and program impact/child outcomes ¹⁷
Minnesota	No
Mississippi	Yes
Missouri	Yes, measuring both process quality and program impact/child outcomes
Nebraska	No
Nevada	Yes, measuring both process quality and program impact/child outcomes ¹⁷
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes ¹⁷
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, measuring both process quality and program impact/child outcomes ¹⁴
New York	No
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring both process quality and program impact/child outcomes ¹⁴
Oklahoma	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math)
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	No
South Carolina CDEP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring both process quality and program impact/child outcomes ²²
Texas	No
Vermont Act 62	No ¹⁸
Vermont EEI	No
Virginia	Yes, measuring both process quality and program impact/child outcomes ¹⁰
Washington	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math)
West Virginia	Yes, measuring both process quality and program impact/child outcomes
Wisconsin 4K	Yes, measuring both process quality and program impact/child outcomes
Wisconsin HdSt	No

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

STATE

MONITORING

When was the most recent formal evaluation of state pre-K program and what was evaluated?

Alabama	2014
Alaska	Not reported
Arizona	A validation study for Quality First was launched in September, 2015 ¹⁹
Arkansas	2015
California	NA
Colorado	2014 ¹⁵
Connecticut CDCC	NA
Connecticut SRP	NA
Delaware	2007
District of Columbia	2014
Florida	Ongoing, Annually
Georgia	2015
Hawaii	NA
Illinois	2012
Indiana	Ongoing
Iowa Shared Visions	2008
Iowa SVPP	2012-2013, 2013-2014, and 2014-2015
Kansas Preschool	2014
Kansas State Pre-K	NA
Kentucky	2014 ²⁹
Louisiana 8(g)	2013
Louisiana LA4	NA
Louisiana NSECD	2014
Maine	NA
Maryland	NA
Massachusetts 391	NA
Massachusetts UPK	2009
Michigan	2015
Minnesota	NA
Mississippi	2015
Missouri	2003
Nebraska	NA
Nevada	2014 ¹⁷
New Jersey Abbott	2015
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	2010 ¹⁹
New York	NA
North Carolina	2013
Ohio	November 2012 for ELLCO and 2014 for child outcomes; TQRIS evaluation occurring now
Oklahoma	2011
Oregon	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	2011
South Carolina 4K	NA
South Carolina CDEP	2010
Tennessee	2015 ²²
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	2011
Washington	2014
West Virginia	2009
Wisconsin 4K	2014
Wisconsin HdSt	NA

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

STATE

MONITORING

Documentation of evaluation

Alabama	http://tinyurl.com/PPVT2014 and www.children.alabama.gov
Alaska	Not available online
Arizona	NA
Arkansas	ARC.arkansas.gov
California	NA
Colorado	http://www.cde.state.co.us/cpp/legreports.htm
Connecticut CDCC	NA
Connecticut SRP	NA
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/ECAP06%2007%20State%20Report.pdf
District of Columbia	http://osse.dc.gov/service/resources-regulations-and-reports
Florida	Report is available at: http://www.oppaga.state.fl.us/Summary.aspx?reportNum=12-0617
Georgia	http://www.dec.state.ga.gov/BftS/Research.aspx
Hawaii	NA
Illinois	http://www.isbe.net/earlychi/preschool/pfa-report/pfa-3-5/default.htm
Indiana	http://www.in.gov/fssa/pathstoquality/3764.htm
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2014/10/shared-visions-preschool-07-evaluation
Iowa SVPP	https://www.educateiowa.gov/documents/annual-condition-education-report-pk-12/2016/01/annual-condition-education-report-2015
Kansas Preschool	http://www.ksde.org
Kansas State Pre-K	NA
Kentucky	http://kidsnow.ky.gov/Improving-Early-Care/Documents/Early%20Care%20and%20Education%20Evaluation%20Final%20Report%202012-2014.pdf
Louisiana 8(g)	Not available online ¹⁰
Louisiana LA4	NA
Louisiana NSECD	Not available online
Maine	NA
Maryland	NA
Massachusetts 391	NA
Massachusetts UPK	Not available online
Michigan	www.highscope.org and www.nieer.org
Minnesota	NA
Mississippi	http://www.peer.state.ms.us/reports/rpt600.pdf
Missouri	http://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	http://nieer.org/publications/latest-research/abbott-preschool-program-longitudinal-effects-study-fifth-grade-follow , http://www.state.nj.us/education/ece/research/elichome.htm
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	https://www.newmexicoprek.org/Docs/NIEER%20Reports/NIEER_PreK_Evaluation_Impacts_From_The_Fourth_Year_November_2010.pdf
New York	NA
North Carolina	http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NC%20Pre-K%20Eval%202013-2014%20Report.pdf
Ohio	Not available online
Oklahoma	http://www.crocus.georgetown.edu/
Oregon	NA
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/Programs.aspx#13020-pre-k-programs
South Carolina 4K	NA
South Carolina CDEP	http://www.scstatehouse.gov/archives/EducationOversightComm/CDEPPReport1-12-10.pdf
Tennessee	http://peabody.vanderbilt.edu/research/pri/VPKthrough3rd_final_withcover.pdf http://peabody.vanderbilt.edu/research/pri/
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	http://jarc.virginia.gov/reports/Rpt364.pdf ¹⁰
Washington	http://www.wsipp.wa.gov/ReportFile/1576/Wsipp_Outcome-Evaluation-of-Washington-States-Early-Childhood-Education-and-Assistance-Program_Report.pdf
West Virginia	http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2012021.pdf 2009 REL-A study: http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2009070_sum.pdf 2009 Marshall University study available by request only; 2005 NIEER study: http://nieer.org/resources/research/multistate/wv.pdf 2003-2004 most comprehensive was SWEEP: http://fpg.unc.edu/resources/pre-kindergarten-eleven-states-ncedls-multi-state-study-pre-kindergarten-study-state-wide
Wisconsin 4K	2014 UW Madison part of national study on 4K in WI and NJ - reports still being published
Wisconsin HdSt	NA

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

STATE	MONITORING		
	Was the evaluation of state pre-K mandated by the 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(s)?
Alabama	No	Yes	Yes
Alaska	Not reported	Not reported	Yes
Arizona	NA	NA	Yes
Arkansas	Yes	Yes	Yes
California	NA	NA	Yes
Colorado	Yes	No	Yes
Connecticut CDCC	NA	NA	No ¹⁴
Connecticut SRP	NA	NA	Yes ²³
Delaware	No	Yes	Yes
District of Columbia	Yes	Yes	Yes
Florida	Yes ¹⁷	No	Yes
Georgia	Yes	Yes	Yes
Hawaii	NA	NA	Yes
Illinois	No	Yes	Yes ¹³
Indiana	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes ²¹
Iowa SVPP	Yes	Yes	Yes
Kansas Preschool	Yes	No	Yes ¹²
Kansas State Pre-K	NA	NA	Yes ⁸
Kentucky	No	Yes	Yes ³⁰
Louisiana 8(g)	No ¹⁰	Not reported	Yes
Louisiana LA4	NA	NA	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine	NA	NA	No
Maryland	NA	NA	Yes ²⁰
Massachusetts 391	NA	NA	Yes
Massachusetts UPK	Yes ²⁴	Yes ²⁴	Yes
Michigan	Yes	Yes	Yes ¹⁸
Minnesota	NA	NA	Yes
Mississippi	Yes	Yes	Yes
Missouri	Yes	Yes	Yes
Nebraska	NA	NA	Yes
Nevada	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes	Yes
New Jersey ECPA	NA	NA	Yes
New Jersey ELLI	NA	NA	Yes
New Mexico	Yes	Yes	Yes
New York	NA	NA	Yes
North Carolina	Yes	Yes	Yes
Ohio	No	Yes	Yes
Oklahoma	No	Yes	No ¹⁵
Oregon	NA	NA	Yes
Pennsylvania RTL	NA	NA	No
Pennsylvania HSSAP	NA	NA	Yes
Pennsylvania K4 & SBPK	NA	NA	No
Pennsylvania Pre-K Counts	NA	NA	Yes ¹⁴
Rhode Island	No	Yes	Yes
South Carolina 4K	NA	NA	Yes ¹³
South Carolina CDEP	Yes	Yes	Yes ¹⁵
Tennessee	No	Yes	Yes
Texas	NA	NA	No
Vermont Act 62	NA	NA	Yes
Vermont EEI	NA	NA	Yes
Virginia	No	Yes ¹⁰	Yes
Washington	Yes	Yes	Yes
West Virginia	No	Yes	Yes ¹⁵
Wisconsin 4K	No	Yes	Yes ¹⁸
Wisconsin HdSt	NA	NA	Yes

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STATE

MONITORING

Required assessment for pre-K

Alabama	TS GOLD
Alaska	Teaching Strategies Gold
Arizona	No specific tool required
Arkansas	Work Sampling
California	Desired Results Developmental Profile (DRDP)
Colorado	State policy requires the use of an approved assessment system to measure child outcomes. In 2014-2015, all programs elected to use Teaching Strategies GOLD.
Connecticut CDCC	NA
Connecticut SRP	Any assessment that is aligned with the CT Early Learning and Development Standards and CT Preschool Assessment Framework that address learning standards and outcomes ²³
Delaware	TS GOLD
District of Columbia	Determined locally
Florida	Florida Voluntary Prekindergarten (VPK) Assessment ¹⁷
Georgia	Pearson Work Sampling Online System Georgia Kindergarten Inventory of Developing Skills
Hawaii	No specific tools are required other than a research-based assessment tool Pre-K Program currently using TS GOLD
Illinois	Kindergarten is using a balanced assessment system
Indiana	ISTAR-KR
Iowa Shared Visions	Teaching Strategies GOLD online ²¹
Iowa SVPP	GOLD is required, IGDIs is optional
Kansas Preschool	KELI-4 myIGDI's ¹²
Kansas State Pre-K	KELI-4 ⁹
Kentucky	AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR Advantage (High/Scope), or WSS ³⁰
Louisiana 8(g)	DSC, TS GOLD, portfolios, or tools may be locally determined
Louisiana LA4	Programs are required to administer the Developing Skills Checklist and/or Teaching Strategies GOLD (For community Network Pilots only)
Louisiana NSECD	GOLD™ by Teaching Strategies® or another state-approved assessment tool that is developmentally appropriate, valid, reliable, and culturally sensitive
Maine	NA
Maryland	Local or recommended curriculum assessments ²⁰
Massachusetts 391	Determined locally ²⁵
Massachusetts UPK	Work Sampling System® Creative Curriculum Developmental Continuum® GOLD™ by Teaching Strategies and High Scope COR
Michigan	State list of approvable assessments here: http://www.michigan.gov/documents/mde/Child_Assessment_353323_7.pdf ¹⁸
Minnesota	Determined locally; Must comply with federal Head Start requirements
Mississippi	Kindergarten Readiness Assessment, selected assessments that are aligned with the standards, the Ages & Stages Questionnaire screener
Missouri	DRDP-PS 2010
Nebraska	Teaching Strategies GOLD
Nevada	PPVT and EOWPVT (WIDA for DLLs)
New Jersey Abbott	DOE-approved program quality assessment instrument; Performance-based assessment; District-needs assessment; Early childhood screening assessment at school entry to determine if child needs comprehensive diagnostic assessment
New Jersey ECPA	Performance-based assessment; District-needs assessment; Annual program evaluation
New Jersey ELLI	Performance-based assessment; District-needs assessment; Annual program evaluation
New Mexico	NM Pre-K Observational Assessment
New York	Determined locally
North Carolina	Assessments used must be approved by the NC Child Care Commission ¹⁷
Ohio	Early Learning Assessment
Oklahoma	NA
Oregon	TS GOLD
Pennsylvania RTL	NA
Pennsylvania HSSAP	Providers choose from a list of approved assessment tools
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Providers choose from a list of approved assessment tools ¹⁴
Rhode Island	TS GOLD
South Carolina 4K	mCLASS CIRCLE ¹³
South Carolina CDEP	mCLASS CIRCLE ¹⁵
Tennessee	Teachers complete an assessment of their choice to demonstrate student achievement ²³
Texas	NA
Vermont Act 62	TS GOLD
Vermont EEI	TS GOLD
Virginia	PALS Pre-K
Washington	Teaching Strategies GOLD
West Virginia	Early Learning Scale ¹⁵
Wisconsin 4K	PALS early literacy screening ¹⁸
Wisconsin HdSt	If the program is under contract with a public school, the State requires 4- and 5-year-old kindergarten programs to do the PALS early literacy assessment

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

STATE

MONITORING

Frequency of these assessments

Alabama	Ongoing
Alaska	Quarterly
Arizona	Ongoing
Arkansas	Three times per year
California	Within the first sixty days of enrollment and every six months after the initial assessment
Colorado	Observational assessment with assessment ratings three times per year
Connecticut CDCC	NA
Connecticut SRP	Locally determined
Delaware	Three times per year
District of Columbia	Not reported
Florida	Not reported
Georgia	Ongoing throughout the school year
Hawaii	Quarterly
Illinois	Ongoing
Indiana	At least twice: Once at the beginning of school and once at the end of the year
Iowa Shared Visions	Three times per year ²¹
Iowa SVPP	Three times per year
Kansas Preschool	KELI-4: Twice a year; myIGDI's: Three times a year
Kansas State Pre-K	Twice annually
Kentucky	Once in the fall (between August 1 and October 1) and spring (March 1 and May 1)
Louisiana 8(g)	Not reported
Louisiana LA4	DSC - Twice annually TS GOLD - Ongoing ²¹
Louisiana NSECD	Ongoing
Maine	NA
Maryland	One to four times per year
Massachusetts 391	Determined locally
Massachusetts UPK	Throughout the school year
Michigan	Varies
Minnesota	Three times per year
Mississippi	Twice a year
Missouri	First sixty days of the year and six months later
Nebraska	Ongoing with three checkpoints for school-year programs
Nevada	Twice annually (Pre and post)
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	Twice annually for programs funded for 450 hours, Three times annually for programs funded for 900 hours
New York	Not reported
North Carolina	Ongoing
Ohio	Twice per year
Oklahoma	NA
Oregon	Quarterly
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	Ongoing
South Carolina 4K	During the first forty-five days of school
South Carolina CDEP	During the first forty-five days of school
Tennessee	Not reported
Texas	NA
Vermont Act 62	Fall and spring checkpoints
Vermont EEI	Fall and spring checkpoints
Virginia	Fall and spring
Washington	Three times per year for school year models; Four times per year for extended day/year model
West Virginia	Three times per year
Wisconsin 4K	Annual process per the tool for 4K-2nd grade
Wisconsin HdSt	Per the PALS schedule

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

STATE

MONITORING

How are child-level pre-K assessments used?

Alabama	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness ¹²
Alaska	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program
Arizona	To make adjustments to curricula; To track child- and program-level outcomes over time
Arkansas	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
California	To inform parents and teachers; To develop individualized curricula; For program planning
Colorado	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Connecticut CDCC	Not applicable
Connecticut SRP	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
Delaware	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program
District of Columbia	Not reported
Florida	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child- and program-level outcomes over time
Georgia	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Hawaii	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child and program-level outcomes over time; To provide a measure of kindergarten readiness
Illinois	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To inform instruction
Indiana	To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Iowa Shared Visions	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program ²¹
Iowa SVPP	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time
Kansas Preschool	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time
Kansas State Pre-K	To guide teacher training, professional development, or technical assistance; Provide report to State Board of Education, leadership, policy makers
Kentucky	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; Data is collected and reported to meet OSEP requirements
Louisiana 8(g)	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
Louisiana LA4	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To make changes to state policies regarding the preschool program
Louisiana NSECD	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance; To provide a measure of kindergarten readiness
Maine	Not applicable
Maryland	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time
Massachusetts 391	Determined locally, and varies by program settings; Most frequently, these tools are used to make adjustments to curricula and to track child- and program-level outcomes over time
Massachusetts UPK	Determined locally, and varies by program settings; Most frequently, these tools are used to make adjustments to curricula and to track child- and program-level outcomes over time
Michigan	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program
Minnesota	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
Mississippi	To guide teacher training, professional development, or technical assistance; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Missouri	To make adjustments to curricula; To track child- and program-level outcomes over time

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STATE

MONITORING

How are child-level pre-K assessments used?

Nebraska	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program
Nevada	To guide teacher training, professional development, or technical assistance; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; Report outcome indicators to legislature ¹⁸
New Jersey Abbott	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program
New Jersey ECPA	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Jersey ELLI	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Mexico	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time
New York	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child- and program-level outcomes over time; To evaluate teacher performance
North Carolina	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To evaluate teacher performance; Inform and guide instructional planning and teaching practices
Ohio	To guide teacher training, professional development, or technical assistance; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance
Oklahoma	Not applicable
Oregon	To track child and program-level outcomes over time To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; At the program-level to guide teacher training, professional development, or technical assistance and to make adjustments to curricula
Pennsylvania RTL	Not applicable
Pennsylvania HSSAP	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; Focus and priority schools are required to use Kindergarten Entry Inventory within first 45 calendar days
Pennsylvania K4 & SBPK	Not applicable
Pennsylvania Pre-K Counts	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To make changes to state policies regarding the preschool program
Rhode Island	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
South Carolina 4K	To provide a measure of kindergarten readiness
South Carolina CDEP	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To provide a measure of kindergarten readiness
Tennessee	To evaluate teacher performance ²³
Texas	Not applicable
Vermont Act 62	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
Vermont EEI	To guide teacher training, professional development, or technical assistance; To make funding decisions about programs or grantees; To track child- and program-level outcomes over time
Virginia	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness
Washington	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To individualize instruction and supports for each child
West Virginia	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula; To track child- and program-level outcomes over time; To provide a measure of kindergarten readiness ¹⁵
Wisconsin 4K	To guide teacher training, professional development, or technical assistance; To make adjustments to curricula ¹⁸
Wisconsin HdSt	To guide teacher training, professional development, or technical assistance

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STATE

MONITORING

Does state policy require kindergarten programs in your state to assess children's learning and development?

Alabama	No ¹³
Alaska	Yes, to assess children's learning and development during the kindergarten year
Arizona	No ²⁰
Arkansas	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
California	No
Colorado	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁶
Connecticut CDCC	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁵
Connecticut SRP	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ²⁴
Delaware	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
District of Columbia	No
Florida	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
Georgia	Yes, to assess children's learning and development during the kindergarten year
Hawaii	Yes ⁷
Illinois	Other ¹⁴
Indiana	No
Iowa Shared Visions	Yes ²¹
Iowa SVPP	Yes ²⁰
Kansas Preschool	Yes, to assess children's learning and development during the kindergarten year ¹²
Kansas State Pre-K	Yes, to assess children's learning and development during the kindergarten year ¹⁰
Kentucky	Yes, to assess children's learning and development during the kindergarten year ³¹
Louisiana 8(g)	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹¹
Louisiana LA4	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
Louisiana NSECD	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
Maine	No
Maryland	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ²¹
Massachusetts 391	Yes, to assess children's learning and development during the kindergarten year
Massachusetts UPK	Yes, to assess children's learning and development during the kindergarten year ²⁵
Michigan	Yes ¹⁹
Minnesota	Yes, to assess children's learning and development during the kindergarten year
Mississippi	Yes, to assess children's learning and development during the kindergarten year
Missouri	No
Nebraska	No
Nevada	Yes ¹⁹
New Jersey Abbott	Yes, to assess children's learning and development during the kindergarten year
New Jersey ECPA	Yes, to assess children's learning and development during the kindergarten year
New Jersey ELLI	Yes, to assess children's learning and development during the kindergarten year
New Mexico	Yes, to assess children's learning and development during the kindergarten year ¹⁵
New York	At kindergarten entry and during kindergarten year ²¹
North Carolina	During the kindergarten year
Ohio	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁶
Oklahoma	Yes, to assess children's learning and development during the kindergarten year ¹⁵
Oregon	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
Pennsylvania RTL	Yes, to assess children's learning and development during the kindergarten year ¹¹
Pennsylvania HSSAP	Yes ⁸
Pennsylvania K4 & SBPK	Determined locally; Focus and priority must be to implement state-developed KEI ⁸
Pennsylvania Pre-K Counts	Yes, to assess children's learning and development during the kindergarten year ¹⁵
Rhode Island	Yes, to assess children's learning and development during the kindergarten year
South Carolina 4K	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁴
South Carolina CDEP	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁶
Tennessee	No
Texas	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁴
Vermont Act 62	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁹
Vermont EEI	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁴
Virginia	No ¹¹
Washington	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay)
West Virginia	Yes, to assess children's learning and development during the kindergarten year ¹⁶
Wisconsin 4K	Yes, at kindergarten entry (beyond any screening for disabilities or developmental delay) ¹⁹
Wisconsin HdSt	Yes, Early Literacy Screening

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

STATE

MONITORING

Nature of the assessments and tools used

Alabama	NA
Alaska	Developmental Profile
Arizona	NA
Arkansas	Qualls Early Learning Inventory Screening Instrument
California	
Colorado	In 2013, the READ Act officially replaced the Colorado Basic Literacy Act it requires literacy assessment in K-3. All students receive interim assessment three times per year. Students identified with a significant reading deficiency at any point in the year must receive diagnostic assessment within 30 days. Summative assessments are optional. Approved interim assessments: Aimsweb, i-Ready, DIBELS Next, IDEL, FAST, ISIP ER, Istation, PALS, and STAR; Approved diagnostic assessments include i-Ready, Aimsweb, DIBELS Next, FAST, PALS, STAR, NWEA-CPAA, PPVT, TVIP, VRMT-III, Amplify Burst Reading Assessments, and Woodcock-Munoz LS; Approved summative assessments include i-Ready, NWEA-MPG, and Terra Nova.
Connecticut CDCC	CT Kindergarten Entrance Inventory ¹⁵
Connecticut SRP	The Kindergarten Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development to use in the first six weeks of school and is based on the skills and knowledge outlined in the previous Connecticut Curriculum Framework and the current Connecticut Assessment Framework. CT is a charter state in the MD Enhanced Assessment Grant Consortium and will have a revised KEI in 2017 ²⁴
Delaware	TS GOLD
District of Columbia	NA
Florida	Florida Kindergarten Readiness Screener ¹⁷
Georgia	Georgia Kindergarten Inventory of Developing Skills (GKIDS) is the current kindergarten assessment. It is a formative assessment based on state standards that is given throughout the school year. As part of Georgia's Early Learning Challenge grant, DECAL is partnering with GaDOE to develop a kindergarten readiness assessment. This assessment is being developed as part of the existing GKIDS assessment given during the first 6 weeks of kindergarten beginning in the 2017-2018 school year.
Hawaii	An assessment tool and protocol has not yet been determined by the Department of Education
Illinois	In development ¹⁴
Indiana	NA
Iowa Shared Visions	State law requires the use of an approved universal screening tool for literacy three times per year, as well as progress monitoring for any student below benchmark. The majority of districts use the FAST assessment.
Iowa SVPP	State law requires an approved literacy screening assessment by October 1 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).
Kansas Preschool	Determined locally
Kansas State Pre-K	Determined locally
Kentucky	All kindergarten students are assessed with the BRIGANCE K screen to help determine level of school readiness. Since 2011-2012, school districts have been required to use diagnostic assessments and prompts that measure readiness in reading and mathematics. Decisions about these assessments are made locally and results are not collected. In addition, Kentucky implements a self-assessment system, the K-3 Program Review. Program Reviews are based on four domains (C/I, assessment, professional learning, leadership), each containing indicators on which schools must rate themselves using a rubric. Schools use information from program reviews to improve the quality of teaching and learning experiences for all students ³¹
Louisiana 8(g)	Brigance, ESI-R, Chicago, DSC, DIAL, DIBELS, DRA, Screening Test for Education Prerequisite Skills (STEPS), Miller Assessment for Preschoolers ¹¹
Louisiana LA4	Districts are required to administer the Developing Skills Checklist at kindergarten entry for children entering kindergarten for the first time. The DIBELS assessment is also required.
Louisiana NSECD	The Developing Skills Checklist (DSC) is used for kindergarten-entry assessment
Maine	NA
Maryland	Maryland Kindergarten Readiness Assessment
Massachusetts 391	Through the Massachusetts Kindergarten Entry Assessment Initiative, school districts that are recipients of the Quality Full Day Kindergarten Grant must utilize a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts may elect to choose either Teaching Strategies GOLD or Work Sampling System as the formative assessment tool. Other tools are determined locally to assess children's progress in kindergarten ²⁵
Massachusetts UPK	Through the Massachusetts Kindergarten Entry Assessment Initiative, school districts that are recipients of the Quality Full-Day Kindergarten Grant must utilize a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts may elect to choose either GOLD™ by Teaching Strategies® or Work Sampling System® as the formative assessment tool. Other tools are determined locally to assess children's progress in kindergarten ²⁵
Michigan	TS Gold ¹⁹
Minnesota	The state has begun reporting kindergarten entrance assessment through a program called Reading Well by Third Grade. This may be locally coordinated with the state-level Kindergarten Entry Assessment
Mississippi	Star Early Literacy by Renaissance Learning
Missouri	NA

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

STATE

MONITORING

Nature of the assessments and tools used:

Nebraska	NA
Nevada	State piloted TSG for KEA last year, and is a part of the MD/OH EAG Consortium. State is in the process of identifying a K literacy assessment for Read by Third legislation and a statewide KEA ¹⁹
New Jersey Abbott	On-going performance-based assessments are required but the tool is no longer specified; Second year of implementing TS GOLD as our KEA; Roll out to the entire state will take 5-6 years, but districts are not required to participate ¹⁸
New Jersey ECPA	On-going performance-based assessments are required but the tool is no longer specified. KEA is in the 2nd year of a 5-6 year of roll-out; Participation is encouraged but not required ¹⁶
New Jersey ELLI	On-going performance-based assessments are required but the tool is no longer specified; KEA is in the 2nd year of a 5-6 year of roll-out; Participation is encouraged but not required ¹⁸
New Mexico	Determined locally, but districts participating in the state-funded Read to Lead Program must administer DIBELS Next or IDEL
New York	Determined locally to support the 'Reading Well by Third Grade' initiative ²¹
North Carolina	NC K-2 literacy and math assessment; Kindergarten Entry Assessment
Ohio	Kindergarten Readiness Assessment is required for all Ohio kindergarten students in public schools, administered each fall ¹⁵
Oklahoma	Determined locally ¹⁶
Oregon	Oregon's kindergarten entry assessment, which includes elements for literacy, mathematics, and social-emotional development
Pennsylvania RTL	Determined locally; Focus and priority schools are required to use the state-developed Kindergarten Entry Inventory ¹¹
Pennsylvania HSSAP	Kindergarten Entry Inventory is state-developed, standards-based authentic tool; Others are determined locally ⁸
Pennsylvania K4 & SBPK	Determined locally; Focus and priority schools must implement state-developed KEI ⁸
Pennsylvania Pre-K Counts	Determined locally; Focus and priority schools are required to use the state-developed Kindergarten Entry Inventory ¹⁵
Rhode Island	Determined locally
South Carolina 4K	mCLASS CIRCLE in language and literacy during the first 45 days of school ¹⁴
South Carolina CDEP	mCLASS CIRCLE in language and literacy ¹⁶
Tennessee	NA
Texas	Determined locally ¹⁴
Vermont Act 62	Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten ¹⁹
Vermont EEI	Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten ¹⁴
Virginia	NA ¹¹
Washington	The WaKIDS process uses Teaching Strategies GOLD. It is currently required for state-funded, full-day kindergarten programs.
West Virginia	Early Learning Reporting System - Kindergarten to assess children's learning and development during the kindergarten year. State policy requires assessment updates 2 times per year ¹⁶
Wisconsin 4K	PALS ¹⁹
Wisconsin HdSt	The state requires 4- and 5-year-old kindergarten programs to do the PALs early literacy assessment

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

SUPPLEMENTAL SURVEY DATA: DUAL LANGUAGE LEARNERS

STATE

DATA ELEMENTS COLLECTED

Data collected on child's home language

Alabama	Yes: Home language, Ethnicity
Alaska	No
Arizona	No
Arkansas	Yes: Not consistently reported
California	Yes: The 801A database includes primary language spoken at home, as reported by parent at eligibility determination ¹⁴
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Yes: Home language, Ethnicity, Migrant status
Florida	Not reported
Georgia	Yes: Ethnicity
Hawaii	Yes: Home language, Ethnicity
Illinois	Yes: Home language, Ethnicity, Migrant status
Indiana	Yes: Home language, Ethnicity
Iowa Shared Visions	No
Iowa SVPP	Yes: Ethnicity, Migrant status
Kansas Preschool	Yes: Ethnicity
Kansas State Pre-K	No
Kentucky	Yes: Home language, Ethnicity, Migrant status
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	Yes: Home language, Ethnicity
Maryland	No
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	No
Nebraska	No
Nevada	Yes: Home language, Ethnicity
New Jersey Abbott	Yes: Home language, Ethnicity, Migrant status
New Jersey ECPA	Yes: Home language, Ethnicity, Migrant status
New Jersey ELLI	Yes: Home language, Ethnicity, Migrant status
New Mexico	Yes: Home language, Ethnicity
New York	No
North Carolina	Yes: Home language, Ethnicity
Ohio	No
Oklahoma	Yes: Home language, Ethnicity, Migrant status
Oregon	Yes: Home language, Ethnicity
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	Yes: Home language, Ethnicity
South Carolina CDEP	No
Tennessee	No
Texas	No
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	Yes: Home language, Ethnicity, Migrant status
West Virginia	Yes: Home language, Ethnicity
Wisconsin 4K	Yes: Home language, Ethnicity, Migrant status
Wisconsin HdSt	No

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STATE

ENROLLMENT

	Enrollment of children whose home language is not English	Enrollment of children whose home language is not English, breakdown by age
Alabama	Yes: 689	4-year-olds: 689
Alaska	No	
Arizona	No	
Arkansas	Yes: 3,690	Not available
California	Yes: 62,691	3-year-olds: 20,128; 4-year-olds: 42,563
Colorado	No	
Connecticut CDCC	No	
Connecticut SRP	No	
Delaware	No	
District of Columbia	Yes: 1,302 ^a	3-year-olds: 551; 4-year-olds: 738; 5-year-olds: 13
Florida	Not reported	
Georgia	Yes: 8,087	4-year-olds: 8,087
Hawaii	No	
Illinois	Yes: 24,476	3-year-olds: 9,756; 4-year-olds: 14,720
Indiana	No	
Iowa Shared Visions	No	
Iowa SVPP	Yes: 10	4-year-olds: 10
Kansas Preschool	No	
Kansas State Pre-K	No	
Kentucky	Yes: 1,295	Not available
Louisiana 8(g)	No	
Louisiana LA4	No	
Louisiana NSECD	No	
Maine	Yes: 169	4-year-olds: 169
Maryland	No	
Massachusetts 391	Yes: 884	Not available
Massachusetts UPK	Yes: 1,795	Not available
Michigan	Yes: 7,554	4-year-olds: 7,554
Minnesota	No	
Mississippi	No	
Missouri	Yes: 220	3-year-olds: 80; 4-year-olds: 140
Nebraska	No	
Nevada	Yes: 459	Not available
New Jersey Abbott	No	
New Jersey ECPA	No	
New Jersey ELLI	No	
New Mexico	Yes: 2,063	4-year-olds: 2,063
New York	No	
North Carolina	Yes: 6,294	4-year-olds: 6,294
Ohio	No	
Oklahoma	Yes: 3,393	4-year-olds: 3,393
Oregon	Yes: 2,441	3-year-olds: 952; 4-year-olds: 1,489
Pennsylvania RTL	No	
Pennsylvania HSSAP	No	
Pennsylvania K4 & SBPK	No	
Pennsylvania Pre-K Counts	Yes: 1,528	Not available
Rhode Island	No	
South Carolina 4K	No	
South Carolina CDEP	No	
Tennessee	No	
Texas	Yes: 94,013	Not available
Vermont Act 62	No	
Vermont EEI	No	
Virginia	No	
Washington	Yes: 3,392	3-year-olds: 906; 4-year-olds: 2,486
West Virginia	Yes: 195	Under 3: 3; 3-year-olds: 13; 4-year-olds: 172; 5-year-olds: 7
Wisconsin 4K	Yes: 1,460	3-year-olds: 2; 4-year-olds: 1,356; 5-year-olds: 102
Wisconsin HdSt	No	

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STATE

RECRUITMENT AND IDENTIFICATION

Policies regarding identification of children in the state-funded pre-K program as DLL or ELL/ESL

Alabama	Parent/Family member report
Alaska	No policy
Arizona	No policy
Arkansas	Locally determined
California	Teacher observation, Parent/Family member report
Colorado	Locally determined
Connecticut CDCC	No policy
Connecticut SRP	No policy
Delaware	Parent/Family member report
District of Columbia	Developmental screening or child assessment tool: The Pre-IPT Oral English Test is used for students ages 3-5. The K W-APT assessment can also be used for students in the second semester of their PK4 year. These assessments measure students' oral English language proficiency level for program placement. Students are categorized as Non, Limited, or Fluent English Speaking.
Florida	Not reported
Georgia	Locally determined
Hawaii	Parent/Family member report
Illinois	Developmental screening or child assessment tool: "Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures provided that they are research-based. Further, screening procedures shall at least: Be age and developmentally appropriate) Be culturally and linguistically appropriate for the children being screened Include one or more observations using culturally and linguistically appropriate tools, use multiple measures and methods (e.g., home language assessments verbal and nonverbal procedures various activities, settings, and personal interactions); involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and, involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition. ¹³
Indiana	No policy
Iowa Shared Visions	Parent/Family member report
Iowa SVPP	Parent/Family member report
Kansas Preschool	Developmental screening or child assessment tool: Pre-LAS or Pre-ITP after a home language survey is sent home (family report)
Kansas State Pre-K	Parent/Family member report
Kentucky	Locally determined
Louisiana 8(g)	No policy
Louisiana LA4	Locally determined
Louisiana NSECD	Locally determined
Maine	Developmental screening or child assessment tool: WIDA and ACCESS
Maryland	Locally determined
Massachusetts 391	Parent/Family member report, Teacher observation
Massachusetts UPK	Parent/Family member report, Teacher observation
Michigan	Parent/Family member report
Minnesota	No policy
Mississippi	Developmental screening or child assessment tool: ASQ, Brigance, Teaching Strategies Gold; These tools are used to measure the child's developmental levels and for referral purposes if needed.
Missouri	Locally determined

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

STATE

RECRUITMENT AND IDENTIFICATION

Policies regarding identification of children in the state-funded pre-K program as DLL or ELL/ESL

Nebraska	Locally determined
Nevada	Developmental screening or child assessment tool: We are in the process of working with WIDA to develop a screener to be piloted next spring. In the meantime, programs use the home language survey to identify DLL children.
New Jersey Abbott	Parent/Family member report
New Jersey ECPA	Parent/Family member report
New Jersey ELLI	Parent/Family member report
New Mexico	Locally determined
New York	Parent/Family member report
North Carolina	Developmental screening or child assessment tool: NC Child Care Rule .3006 stipulates - All children enrolled in NC Pre-K must receive a developmental screening using an approved screening instrument, unless the child has an existing Individualized Education Program (IEP). The screening shall be conducted by a person trained in administering the screening. Children must be screened within 90 days after the first day of attendance in the program or within 6 months prior to the first day of attendance. Screening must be 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. Children shall be screened using one of the approved screening instruments listed: Ages & Stages Questionnaire, Third Edition (ASQ-3) or Ages & Stages Questionnaire (ASQ) Brigance Early Childhood Screen II (3-5 years) or Brigance Head Start Screen or Brigance Preschool Screen II (under 4 years, 11 mos.) or Brigance K & 1 Screen II (5 years, 0 mos. and older) Developmental Indicators for the Assessment Learning, Third Edition (DIAL-3) or Fourth Edition (DIAL-4) Parents' Evaluation of Developmental Status (PEDS)
Ohio	Locally determined
Oklahoma	Developmental screening or child assessment tool: OSDE pre-K language screener tool that was developed in 2006 by Dr. Ramona Paul. It is a 10-question oral language screener administered by certified staff.
Oregon	Parent/Family member report
Pennsylvania RTL	Locally determined
Pennsylvania HSSAP	Locally determined
Pennsylvania K4 & SBPK	No policy
Pennsylvania Pre-K Counts	Locally determined
Rhode Island	Teacher observation
South Carolina 4K	Parent/Family member report
South Carolina CDEP	Teacher observation
Tennessee	Parent/Family member report
Texas	Developmental screening or child assessment tool ¹⁵
Vermont Act 62	No policy
Vermont EEI	Locally determined
Virginia	No policy
Washington	Parent/Family member report
West Virginia	Parent/Family member report
Wisconsin 4K	Locally determined
Wisconsin HdSt	No policy

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STATE

RECRUITMENT AND IDENTIFICATION

Home language other than English is used as an eligibility criterion for enrollment in state pre-K

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	Yes: http://www.cde.state.co.us/cpp/CPHandbookOnline/eligibility/
Connecticut CDCC	No
Connecticut SRP	No
Delaware	Yes: Programs follow Head Start Performance Standards for identifying and serving DLL children and families
District of Columbia	No
Florida	Not reported
Georgia	No
Hawaii	No
Illinois	No
Indiana	No
Iowa Shared Visions	Yes
Iowa SVPP	No
Kansas Preschool	Yes: For public school settings only, www.ksde.org
Kansas State Pre-K	Yes: For public school settings only, www.ksde.org
Kentucky	No
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes: http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/PreK-K.htm
Massachusetts 391	No
Massachusetts UPK	No
Michigan	Yes: http://michigan.gov/documents/mde/Eligibility_August_2014_466743_7.pdf
Minnesota	No
Mississippi	No
Missouri	No
Nebraska	Yes: 005.01 Children who may be served with grant funds. 005.01B2 Children who reside in a home where a language other than spoken English is used as the primary means of communication.
Nevada	Yes: Priority is given to DLL children and/or other high risk factors. We are in the process of working with WIDA to develop a screener to be piloted next spring. In the meantime, programs use the home language survey to identify DLL children.
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	Yes: Income, residency, and age are the primary determinants of eligibility, but an exception to the income requirement can be made for DLL children.
New Mexico	No
New York	No
North Carolina	No
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	Yes: Dual language learners are part of eligibility in Tier 2.
Texas	Yes ¹⁶
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	Yes: For children eligible for ECEAP, there are priority points for children whose home language is not English.
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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STATE

RECRUITMENT AND IDENTIFICATION

Recruitment and enrollment materials are required to be provided in a family's home language

Alabama	No
Alaska	No
Arizona	Yes: The Family Application is available in English and Spanish.
Arkansas	Yes: Primarily Spanish
California	No ¹⁰
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Yes: Amharic, Chinese, French, Korean, Spanish, and Vietnamese
Florida	Not reported
Georgia	No
Hawaii	No
Illinois	Yes: All languages spoken by parents/caregivers
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	Yes: Locally determined
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts 391	Yes
Massachusetts UPK	Yes: The licensing regulations require this: 606 CMR 7.08(2) (Family Involvement) - "The licensee must develop a mechanism for and encourage ongoing communication with parents, and must be able to communicate effectively with families whose primary language is not English or who require alternative communication." The Massachusetts Quality Rating and Improvement System also includes a quality standard related to providing information to staff and families in their primary, or preferred, language to the extent appropriate.
Michigan	Yes: Varies, tailored to local population
Minnesota	Yes ¹⁴
Mississippi	Yes: All printed material should be provided by the district to parents in a language they can understand. If at all possible, all written documents should be translated into the home language of the family.
Missouri	No
Nebraska	No
Nevada	No
New Jersey Abbott	Yes: Unspecified because languages vary significantly from district to district
New Jersey ECPA	Yes: Unspecified because languages vary significantly from district to district
New Jersey ELLI	Yes: Unspecified because languages vary significantly from district to district
New Mexico	Yes: Spanish, Diné
New York	Yes: All languages
North Carolina	Yes: Spanish
Ohio	No
Oklahoma	Yes: All languages
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes: Specific languages are not identified, policy states that recruitment and enrollment materials must be provided in a family's home language
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	No
Texas	No
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	Yes: Determined by ELL family's home language and predominant local language for ELL
Wisconsin 4K	Yes
Wisconsin HdSt	No

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STATE

ASSESSMENT

State has a policy establishing English proficiency benchmarks for exit from DLL/ELL status

Alabama	Yes: www.alsde.edu
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Yes: All ELL students, K-12, are required to participate in the annual ACCESS for ELLs language proficiency assessment. Once an ELL student achieves a score of 5.0 or higher on ACCESS, the student will exit ELL status. http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20ELL%20Identification%20Guidance.pdf
Florida	Not reported
Georgia	No
Hawaii	Yes: Conjunctive minimum of overall 4.8 and literacy of 4.2 on state English language assessment ⁸
Illinois	Yes: Exit requires ACCESS assessment, which is only administered after preschool. Once identified in preschool, all children are re-screened in kindergarten utilizing a uniform screener, instead of locally determined, prescribed screening procedures.
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	Yes: www.ksde.org
Kansas State Pre-K	Yes: www.ksde.org/Default.aspx?tabid=459
Kentucky	No
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	Yes: Composite score level on WIDA, ACCESS
Maryland	Yes: Screen children in kindergarten using the WIDA assessment tool to determine if children should exit from DLL/ELL status.
Massachusetts 391	Yes: Policy established for public schools
Massachusetts UPK	Yes: Policy established for public schools
Michigan	No
Minnesota	Yes: At the K-12 level; http://education.state.mn.us/MDE/EdExc/EngLearnClass/index.html
Mississippi	Yes: Students in pre-K through 3rd grade cannot exit from the EL program because those grades are not testing grades.
Missouri	Yes: http://dese.mo.gov/sites/default/files/qs-ell-Educating-Ling-Diverse-Stu-2015.pdf , page 65
Nebraska	No
Nevada	No
New Jersey Abbott	Yes: See section 6A:15-1.10 in our administrative code: http://www.state.nj.us/education/code/current/title6a/chap15.pdf
New Jersey ECPA	Yes: See section 6A:15-1.10 in our administrative code: http://www.state.nj.us/education/code/current/title6a/chap15.pdf
New Jersey ELLI	Yes: See section 6A:15-1.10 in our administrative code: http://www.state.nj.us/education/code/current/title6a/chap15.pdf
New Mexico	No
New York	No
North Carolina	No
Ohio	No
Oklahoma	Yes
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	Yes: For K, the student would have to score a 5 in each domain (listening, speaking, reading, and writing) to exit.
South Carolina CDEP	Yes
Tennessee	No
Texas	Yes
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	Yes: This policy is at the K-12 level, not in pre-K.
West Virginia	Yes: http://wvde.state.wv.us/policies/policy.php?p=2417
Wisconsin 4K	No
Wisconsin HdSt	No

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STATE

ASSESSMENT

Preschool children are de/reclassified as DLL/ELL at the end of preschool or entry to kindergarten

Alabama	Locally determined
Alaska	Locally determined
Arizona	No
Arkansas	Locally determined
California	Locally determined
Colorado	Locally determined
Connecticut CDCC	Yes: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848
Connecticut SRP	Yes: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848
Delaware	Locally determined
District of Columbia	No
Florida	Not reported
Georgia	No
Hawaii	Yes: Using assessment criteria which are based on oral proficiency at the kindergarten 1st semester, on W-APT assessment, if child receives a score of 29 or 30, they are not considered ELL. A score of 28 or below would make a student eligible for ELL services.
Illinois	Yes: ELs identified in preschool must score a 5.0 oral proficiency on MODEL upon entering kindergarten to be determined English Proficient, otherwise they remain eligible for EL services.
Indiana	No
Iowa Shared Visions	Yes: https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners
Iowa SVPP	Yes: https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners
Kansas Preschool	No
Kansas State Pre-K	Locally determined
Kentucky	Yes: Title III funding begins in kindergarten where the children are identified for EL services. The children may or may not be identified as EL in preschool.
Louisiana 8(g)	Locally determined
Louisiana LA4	Locally determined
Louisiana NSECD	Locally determined
Maine	No
Maryland	Locally determined
Massachusetts 391	Locally determined
Massachusetts UPK	Locally determined
Michigan	No
Minnesota	Locally determined
Mississippi	No
Missouri	Yes: Evaluated at kindergarten entry
Nebraska	Locally determined
Nevada	NA ²⁰
New Jersey Abbott	Yes: See section 6A:15-1.10 in our administrative code: http://www.state.nj.us/education/code/current/title6a/chap15.pdf
New Jersey ECPA	Yes: See section 6A:15-1.10 in our administrative code: http://www.state.nj.us/education/code/current/title6a/chap15.pdf
New Jersey ELLI	Yes: See section 6A:15-1.10 in our administrative code: http://www.state.nj.us/education/code/current/title6a/chap15.pdf
New Mexico	Locally determined
New York	Yes: Per the Home Language Questionnaire and subsequent interview, students whose home language is a language other than English are administered the New York State Identification Test for English Language Learners (NYSITELL) during kindergarten screening.
North Carolina	Locally determined
Ohio	Locally determined
Oklahoma	Yes: They are not eligible to exit until they can take a WIDA certified test with all four language domains. This is not administered until spring of kindergarten year at which point they get their first chance to exit the program.
Oregon	No
Pennsylvania RTL	Locally determined
Pennsylvania HSSAP	Locally determined
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Locally determined
Rhode Island	No
South Carolina 4K	Locally determined
South Carolina CDEP	No
Tennessee	No
Texas	No
Vermont Act 62	Locally determined
Vermont EEI	Locally determined
Virginia	No
Washington	Locally determined
West Virginia	No
Wisconsin 4K	Locally determined
Wisconsin HdSt	Locally determined

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

STATE

ASSESSMENT

DLL children are assessed in their home language

Alabama	Locally determined
Alaska	Locally determined
Arizona	Locally determined
Arkansas	Locally determined
California	Yes: Through DRDP
Colorado	No
Connecticut CDCC	Locally determined
Connecticut SRP	Locally determined
District of Columbia	No
Delaware	Yes: If a referral is made for a child to Child Find, the school district is required to follow IDEA regulations for assessing children in their home language.
Florida	Not reported
Georgia	Locally determined
Hawaii	No
Illinois	Locally determined
Indiana	Locally determined
Iowa Shared Visions	Locally determined
Iowa SVPP	Locally determined ¹¹
Kansas Preschool	Locally determined
Kansas State Pre-K	No
Kentucky	Locally determined
Louisiana 8(g)	Locally determined
Louisiana LA4	Locally determined
Louisiana NSECD	Locally determined
Maine	Yes: Families are provided with interpreters.
Maryland	Locally determined
Massachusetts 391	Locally determined
Massachusetts UPK	Locally determined
Michigan	Locally determined
Minnesota	Locally determined
Mississippi	No
Missouri	Yes: http://dese.mo.gov/sites/default/files/qs-ell-Educating-Ling-Diverse-Stu-2015.pdf
Nebraska	Locally determined
Nevada	No
New Jersey Abbott	Locally determined
New Jersey ECPA	Locally determined
New Jersey ELLI	Locally determined
New Mexico	Yes: The assessment is observational.
New York	Locally determined
North Carolina	Locally determined
Ohio	Locally determined
Oklahoma	No
Oregon	Locally determined
Pennsylvania RTL	Locally determined
Pennsylvania HSSAP	Locally determined
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Locally determined
Rhode Island	Yes: Children who are identified by their teacher as DLL are screened in the child's native language.
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	No
Texas	Locally determined
Vermont Act 62	Locally determined
Vermont EEI	Locally determined
Virginia	No
Washington	Locally determined
West Virginia	Locally determined
Wisconsin 4K	No
Wisconsin HdSt	Locally determined

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STATE

FUNDING

State-funded pre-K program allocates extra resources to serve DLLs

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	Yes: Only for full-day programs
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Yes: ELL is a category for which an enhancement of uniform per pupil funding is provided.
Florida	Not reported
Georgia	No
Hawaii	No
Illinois	Yes: State bilingual funding is available to school districts based on a formula which considers the number of eligible ELs and the level of services they are receiving. This funding is to reimburse excess cost of serving ELs. Preschool children are eligible to be included in the funding counts.
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	Yes: Funds allocated on a per child basis
Kansas State Pre-K	Yes: Children who have been identified (and are in school-based programs) are served by teachers who are specifically licensed.
Kentucky	No
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	Yes: Added weight to state funding formula
Maryland	No
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	No
Nebraska	Yes: This is a variable in the state-aid formula.
Nevada	Yes: SB504/Zoom DLL funding allocated an additional \$5,818,242 for pre-K in 7 districts.
New Jersey Abbott	Yes: Included in the funding formula are funds for staff and professional development to support teachers of DLL children.
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina	No
Ohio	No
Oklahoma	Yes
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	No
Texas	Not reported
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

STANDARDS

State Early Learning and Development Standards include content to support DLL/ELLs

Alabama	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Alaska	None
Arizona	None
Arkansas	Yes: Cultural awareness; Literacy development
California	Yes: English Language Development
Colorado	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Connecticut CDCC	Yes: Dual Language Learner Framework
Connecticut SRP	Yes: Foreign languages; Integration of student's home language into curriculum/environment; Dual Language Learner Framework
Delaware	Yes: Cultural awareness; learning standards for language acquisition; social studies
District of Columbia	None
Florida	Not reported
Georgia	None
Hawaii	None
Illinois	Yes: Integration of student's home language into curriculum/environment; Early English Language Development Standards (WIDA)
Indiana	Yes: Cultural awareness, social/emotional, social studies/cultures
Iowa Shared Visions	None
Iowa SVPP	Yes: Cultural awareness
Kansas Preschool	None
Kansas State Pre-K	Yes: English Language Proficiency Standards
Kentucky	Yes: Cultural awareness; Other related content: WIDA
Louisiana 8(g)	None
Louisiana LA4	None
Louisiana NSECD	None
Maine	Yes: Integration of student's home language into curriculum/environment; Cultural awareness; WIDA
Maryland	Yes: Cultural awareness
Massachusetts 391	Yes: World languages; Foreign languages; Integration of student's home language into curriculum/environment; Cultural awareness
Massachusetts UPK	Yes: World languages; Foreign languages; Integration of student's home language into curriculum/environment; Cultural awareness
Michigan	Yes: World languages; Cultural awareness
Minnesota	Yes: Cultural awareness
Mississippi	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Missouri	None
Nebraska	None
Nevada	Yes: Nevada has adopted the WIDA Early Language Standards and a crosswalk was created with the NV Pre-K Standards.
New Jersey Abbott	Yes: World languages; Integration of student's home language into curriculum/environment; Cultural awareness
New Jersey ECPA	Yes: World languages; Integration of student's home language into curriculum/environment; Cultural awareness
New Jersey ELLI	Yes: World languages; Integration of student's home language into curriculum/environment; Cultural awareness
New Mexico	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
New York	None
North Carolina	Yes: Integration of student's home language into curriculum/environment; Cultural awareness; Other: Global awareness (awareness of other cultures embracing diversity; (home language and traditions are included curriculum)
Ohio	Yes: Cultural awareness
Oklahoma	Yes: World languages
Oregon	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Yes: Integration of student's home language into curriculum/environment
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	None
Rhode Island	Yes: Language development of DLL learners
South Carolina 4K	None
South Carolina CDEP	None
Tennessee	Yes: Cultural awareness
Texas	Not reported
Vermont Act 62	None
Vermont EEI	None
Virginia	None
Washington	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
West Virginia	Yes: World languages; Foreign languages; Integration of student's home language into curriculum/environment; Cultural awareness
Wisconsin 4K	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Wisconsin HdSt	Yes: Cultural awareness; WI is currently working with WIDA on this area

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

STATE

STANDARDS

ELDS content for DLL/ELL are aligned with K-12 standards

ELDS content for DLL/ELL are aligned with WIDA standards

Alabama	Yes	Yes
Alaska	NA	NA
Arizona	NA	NA
Arkansas	Yes	No
California	Yes	No
Colorado	Yes	No
Connecticut CDCC	Yes	No
Connecticut SRP	Yes	No
Delaware	Yes	No
District of Columbia	NA	NA
Florida	Not reported	Not reported
Georgia	NA	NA
Hawaii	NA	NA
Illinois	Yes	Yes
Indiana	Yes	Yes
Iowa Shared Visions	NA	NA
Iowa SVPP	No	Not reported
Kansas Preschool	NA	NA
Kansas State Pre-K	No	No
Kentucky	Yes	Yes
Louisiana 8(g)	NA	NA
Louisiana LA4	NA	NA
Louisiana NSECD	NA	NA
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts 391	No	No
Massachusetts UPK	Yes	Yes
Michigan	Yes	Yes
Minnesota	Yes	No ¹⁵
Mississippi	Yes	No
Missouri	NA	NA
Nebraska	NA	NA
Nevada	Yes	Yes
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Yes	Yes
New York	NA	NA
North Carolina	Yes	Yes
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon	NA	NA
Pennsylvania RTL	NA	NA
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	NA	NA
Pennsylvania Pre-K Counts	NA	NA
Rhode Island	Yes	Yes
South Carolina 4K	NA	NA
South Carolina CDEP	NA	NA
Tennessee	Yes	Yes
Texas	Not reported	Not reported
Vermont Act 62	NA	NA
Vermont EEI	NA	NA
Virginia	NA	NA
Washington	Yes	No
West Virginia	Yes	No
Wisconsin 4K	No	Yes
Wisconsin HdSt	No	No, in progress

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

STATE

STANDARDS

State pre-K program standards include content related DLL/ELL

Alabama	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Alaska	None
Arizona	None
Arkansas	Yes: Cultural awareness; Literacy development
California	Yes: English language development
Colorado	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Connecticut CDCC	Yes: CT will be releasing guidance on Supporting Dual Language Learners using the CT ELDS.
Connecticut SRP	Yes: Foreign language acquisition; Integration of student's home language into curriculum/environment; CT will be releasing guidance on Supporting Dual Language Learners using the CT ELDS.
Delaware	Yes: Cultural awareness; Language acquisition, Social studies
District of Columbia	None
Florida	Not reported
Georgia	None
Hawaii	None
Illinois	Yes: Integration of student's home language into curriculum/environment; Early English language development
Indiana	Yes: Cultural awareness; Social/emotional; Social studies/cultures
Iowa Shared Visions	None
Iowa SVPP	Yes: Cultural awareness
Kansas Preschool	None
Kansas State Pre-K	Yes: English language proficiency
Kentucky	Yes: Cultural awareness; WIDA
Louisiana 8(g)	None
Louisiana LA4	None
Louisiana NSECD	None
Maine	Yes: Integration of student's home language into curriculum/environment; Cultural awareness; WIDA
Maryland	Yes: Cultural awareness
Massachusetts 391	Yes: World languages; Foreign language acquisition; Integration of student's home language into curriculum/environment; Cultural awareness
Massachusetts UPK	Yes: World languages; Foreign language acquisition; Integration of student's home language into curriculum/environment; Cultural awareness
Michigan	Yes: World languages; Cultural awareness
Minnesota	Yes: Cultural awareness
Mississippi	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Missouri	None
Nebraska	None
Nevada	Yes: WIDA
New Jersey Abbott	Yes: World languages; Integration of student's home language into curriculum/environment; Cultural awareness
New Jersey ECPA	Yes: World languages; Integration of student's home language into curriculum/environment; Cultural awareness
New Jersey ELLI	Yes: World languages; Integration of student's home language into curriculum/environment; Cultural awareness
New Mexico	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
New York	None
North Carolina	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Ohio	Yes: Cultural awareness
Oklahoma	Yes: World languages
Oregon	None
Pennsylvania RTL	None
Pennsylvania HSSAP	Yes: Integration of student's home language into curriculum/environment
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	None
Rhode Island	Yes: Language development of DLLs
South Carolina 4K	None
South Carolina CDEP	None
Tennessee	Yes: Cultural awareness
Texas	Not reported
Vermont Act 62	None
Vermont EEI	None
Virginia	None
Washington	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
West Virginia	Yes: World languages; Foreign language acquisition; Integration of student's home language into curriculum/environment; Cultural awareness
Wisconsin 4K	Yes: Integration of student's home language into curriculum/environment; Cultural awareness
Wisconsin HdSt	Yes: Cultural awareness; WIDA

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STATE

TEACHER AND ADMINISTRATOR QUALIFICATIONS

Teachers are required to possess qualifications specifically related to working with DLLs

Alabama	Locally determined
Alaska	Locally determined
Arizona	No
Arkansas	Locally determined
California	Locally determined
Colorado	Yes: Teachers must have knowledge of multicultural education
Connecticut CDCC	No
Connecticut SRP	No
Delaware	Locally determined
District of Columbia	No
Florida	Not reported
Georgia	Locally determined
Hawaii	No
Illinois	Yes: Bilingual or ESL endorsement for teachers providing those services to ELs (18 credit hours)
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Locally determined
Louisiana 8(g)	No
Louisiana LA4	Locally determined
Louisiana NSECD	Locally determined
Maine	No
Maryland	No
Massachusetts 391	Yes: The Sheltered English Instruction (SEI) endorsement required by MA public schools was initiated in 2013, with a multi-tiered and multi-year implementation roll-out plan.
Massachusetts UPK	Yes: DESE RETELL - Endorsement. Endorsement http://www.doe.mass.edu/retell/ The Sheltered English Instruction (SEI) endorsement required by MA public schools was initiated in 2013, with a multi-tiered and multi-year implementation roll-out plan.
Michigan	No
Minnesota	Locally determined
Mississippi	No
Missouri	Locally determined
Nebraska	No
Nevada	Locally determined
New Jersey Abbott	Yes: Our Implementation Guidelines indicate that "Teachers should understand the stages of language development, so that they can carefully and purposefully choose materials and activities that promote language development, and provide scaffolded support as needed."
New Jersey ECPA	Yes: Our Implementation Guidelines indicate that "Teachers should understand the stages of language development, so that they can carefully and purposefully choose materials and activities that promote language development, and provide scaffolded support as needed."
New Jersey ELLI	Yes: Our Implementation Guidelines indicate that "Teachers should understand the stages of language development, so that they can carefully and purposefully choose materials and activities that promote language development, and provide scaffolded support as needed."
New Mexico	Locally determined
New York	Locally determined
North Carolina	No
Ohio	Locally determined
Oklahoma	No
Oregon	Locally determined
Pennsylvania RTL	Locally determined
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Locally determined
Rhode Island	No
South Carolina CDEP	Locally determined
South Carolina 4K	No
Tennessee	No
Texas	
Vermont Act 62	Locally determined
Vermont EEI	Locally determined
Virginia	Locally determined
Washington	No
West Virginia	Yes: ELL teachers are required to hold certification with English as a second language endorsement
Wisconsin 4K	Locally determined
Wisconsin HdSt	Locally determined

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

STATE

TEACHER AND ADMINISTRATOR QUALIFICATIONS

Program administrators are required to possess qualifications specifically related to working with DLLs

Alabama	Locally determined
Alaska	Locally determined
Arizona	No
Arkansas	Locally determined
California	Locally determined
Colorado	Locally determined
Connecticut CDCC	No
Connecticut SRP	No
Delaware	Locally determined
District of Columbia	No
Florida	Not reported
Georgia	Locally determined
Hawaii	No
Illinois	Yes: Districts have administrative requirements for either professional development or EL endorsements for the administrator overseeing EL services, depending on their EL enrollment number.
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Locally determined
Louisiana 8(g)	No
Louisiana LA4	Locally determined
Louisiana NSECD	Locally determined
Maine	No
Maryland	No
Massachusetts 391	Yes: The Sheltered English Instruction (SEI) endorsement required by MA public schools was initiated in 2013, with a multi-tiered and multi-year implementation roll-out plan.
Massachusetts UPK	Yes: The Sheltered English Instruction (SEI) endorsement required by MA public schools was initiated in 2013, with a multi-tiered and multi-year implementation roll-out plan.
Michigan	No
Minnesota	Locally determined
Mississippi	No
Missouri	Locally determined
Nebraska	No
Nevada	Locally determined
New Jersey Abbott	Yes: Our Implementation Guidelines indicate that districts should "hire master teachers with bilingual expertise and/or bilingual certification and a strong background in early childhood education and developmentally appropriate practices."
New Jersey ECPA	Yes: Our Implementation Guidelines indicate that districts should "hire master teachers with bilingual expertise and/or bilingual certification and a strong background in early childhood education and developmentally appropriate practices."
New Jersey ELLI	Yes: Our Implementation Guidelines indicate that districts should "hire master teachers with bilingual expertise and/or bilingual certification and a strong background in early childhood education and developmentally appropriate practices."
New Mexico	Locally determined
New York	Locally determined
North Carolina	No
Ohio	Locally determined
Oklahoma	No
Oregon	Locally determined
Pennsylvania RTL	Locally determined
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Locally determined
Rhode Island	No
South Carolina 4K	Locally determined
South Carolina CDEP	No
Tennessee	No
Texas	Not reported
Vermont Act 62	Locally determined
Vermont EEI	Locally determined
Virginia	Locally determined
Washington	No
West Virginia	No
Wisconsin 4K	Locally determined
Wisconsin HdSt	Locally determined

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STATE

TEACHER AND ADMINISTRATOR QUALIFICATIONS

Percentage of lead teachers who are
fluent in a language other than EnglishPercentage of assistant teachers who are
fluent in a language other than English

STATE	Percentage of lead teachers who are fluent in a language other than English	Percentage of assistant teachers who are fluent in a language other than English
Alabama	Unknown	Unknown
Alaska	Unknown	Unknown
Arizona	Unknown	Unknown
Arkansas	Unknown	Unknown
California	Unknown	Unknown
Colorado	Unknown	Unknown
Connecticut CDCC	Unknown	Unknown
Connecticut SRP	Unknown	Unknown
Delaware	Unknown	Unknown
District of Columbia	Unknown	Unknown
Florida	Not reported	Not reported
Georgia	Unknown	Unknown
Hawaii	Unknown	Unknown
Illinois	Unknown	Unknown
Indiana	Unknown	Unknown
Iowa Shared Visions	Unknown	Unknown
Iowa SVPP	Unknown	Unknown
Kansas Preschool	Unknown	Unknown
Kansas State Pre-K	Unknown	Unknown
Kentucky	Unknown	Unknown
Louisiana 8(g)	Unknown	Unknown
Louisiana LA4	Unknown	Unknown
Louisiana NSECD	Unknown	Unknown
Maine	Unknown	Unknown
Maryland	Unknown	Unknown
Massachusetts 391	Unknown	Unknown
Massachusetts UPK	Unknown	Unknown
Michigan	Unknown	Unknown
Minnesota	Unknown	Unknown
Mississippi	Unknown	Unknown
Missouri	Unknown	Unknown
Nebraska	Unknown	Unknown
Nevada	Unknown	Unknown
New Jersey Abbott	Unknown	Unknown
New Jersey ECPA	Unknown	Unknown
New Jersey ELLI	Unknown	Unknown
New Mexico	Unknown	Unknown
New York	Unknown	Unknown
North Carolina	Unknown	Unknown
Ohio	Unknown	Unknown
Oklahoma	Unknown	Unknown
Oregon	Unknown	Unknown
Pennsylvania RTL	Unknown	Unknown
Pennsylvania HSSAP	Unknown	Unknown
Pennsylvania K4 & SBPK	Unknown	Unknown
Pennsylvania Pre-K Counts	Unknown	Unknown
Rhode Island	12%	29%
South Carolina 4K	Unknown	Unknown
South Carolina CDEP	Unknown	Unknown
Tennessee	Unknown	Unknown
Texas	Not reported	Not reported
Vermont Act 62	Unknown	Unknown
Vermont EEI	Unknown	Unknown
Virginia	Unknown	Unknown
Washington	Unknown	Unknown
West Virginia	Unknown	Unknown
Wisconsin 4K	Unknown	Unknown
Wisconsin HdSt	Unknown	Unknown

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STATE

PROFESSIONAL DEVELOPMENT

State sponsors or supports professional development regarding best practices for DLLs

Alabama	Yes: Special sessions are offered at the Statewide Pre-K Conference. We offer coaching support, as well as strategies developed from the TS GOLD assessment.
Alaska	No
Arizona	No
Arkansas	Yes: Professional development in cultural awareness and literacy competencies
California	Yes: California Early Childhood Online (CECO) has modules on California best practices for DLL and Pre-school English learning practices.
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Yes: Workshops
Florida	Not reported
Georgia	Yes: DECAL has contracted with WIDA Early Years to conduct Train the Trainer sessions to support DLL in early childhood settings. Trainers will be developing and implementing training sessions around the Early English Language Development Standards.
Hawaii	No
Illinois	Yes: The state funds several contracts to provide free, statewide professional development workshops, webinars, regional institutes, and professional learning cohorts.
Indiana	Yes: Currently geared for kindergarten now but will be offering for pre-K in spring 2016
Iowa Shared Visions	Yes: The 2015 Iowa Culture and Language Conference offers early childhood sessions.
Iowa SVPP	Yes: The 2015 Iowa Culture and Language Conference offers early childhood sessions.
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: Kentucky is a WIDA state.
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	No
Maine	Yes: Various webinars, conferences
Maryland	Yes: Covered in our Guide to Pedagogy, professional development modules are being created.
Massachusetts 391	Yes: Master Cadre - Train of trainers • Statewide webinars, Conferences, and Parent/Family statewide focus groups • Online Dual Language Learners models • QRIS and professional development to support implementation of E-ELD Standards • Joint interstate EEC and ESE professional development opportunities, such as PreLAS training and supporting dual language learners with early childhood special education needs.
Massachusetts UPK	Yes: Master Cadre - Train of trainers • Statewide webinars, Conferences, and Parent/Family statewide focus groups • Online Dual Language Learners models • QRIS and professional development to support implementation of E-ELD Standards • Joint interstate EEC and ESE professional development opportunities, such as PreLAS training and supporting dual language learners with early childhood special education needs.
Michigan	Yes: GSRP funding can pay for professional development and DLL best practices can be one of many topics.
Minnesota	No
Mississippi	Yes: Scaffolding/lesson planning for Elementary and Secondary teachers, AMAO Title III Improvement Plan, and ELL Boot
Missouri	No

STATE

PROFESSIONAL DEVELOPMENT

State sponsors or supports professional development regarding best practices for DLLs

Nebraska	No
Nevada	Yes: WIDA Master Cadre
New Jersey Abbott	Yes: District professional development plans are reviewed to ensure that supports for teachers are in place on an annual basis. Counsel is provided to districts to modify their plan when necessary. Department staff also provide annual training on best practices for DLL preschoolers.
New Jersey ECPA	Yes: District professional development plans are reviewed to ensure that supports for teachers are in place on an annual basis. Counsel is provided to districts to modify their plan when necessary. Department staff also provide annual training on best practices for DLL preschoolers.
New Jersey ELLI	Yes: District professional development plans are reviewed to ensure that supports for teachers are in place on an annual basis. Counsel is provided to districts to modify their plan when necessary. Department staff also provide annual training on best practices for DLL preschoolers.
New Mexico	No
New York	Yes: Pre-K-12 professional development is provided through our New York State Regional Bilingual Education Resource Networks (RBERNs).
North Carolina	Yes: The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. NC BK licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served.
Ohio	Yes: State offers five free modules on supporting English Language Learners for all early childhood professionals.
Oklahoma	Yes: Two ELL Program Specialists are on staff at the Oklahoma State Department of Education who provide PD to districts with ELL populations by request. The literacy department also provides LETRS (Language Essentials for Teachers of Reading and Spelling) ELL Module to teachers who would like to attend the training.
Oregon	Yes: Programs are required to provide culturally responsive services state-sponsored activities and supports are guided by Oregon's Equity Lens policy.
Pennsylvania RTL	Yes: Professional development is offered through Early Learning Office
Pennsylvania HSSAP	Yes: Race Matters professional development program
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	Yes: Race Matters professional development program
Rhode Island	Yes: The RI Center for Early Learning Professionals offers a professional development series entitled. Effective Strategies for Dual Language Learners.
South Carolina 4K	Yes: There is a new initiative to partner with DSS and others in offering professional development in best practices for DLLs.
South Carolina CDEP	Yes: Another Department of Education office offers professional development in best practices. The Early Learning team is currently partnering with other state agencies to provide PD on this topic.
Tennessee	Yes: Tennessee adopted the Early English Language Developmental Standards set by the WIDA consortium. We have not yet provided any training on these standards for pre-K.
Texas	Not reported
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	Yes: Summer institutes, targeted webinars, online courses aligned with state standards
Wisconsin 4K	Yes: We are currently working with WIDA to provide a cadre of trainers skilled in DLL and to provide better alignment with our WI Model Early Learning Standards.
Wisconsin HdSt	Yes: Through Race to the Top, WI is working with WIDA to train a cadre of professionals and the cadre is recruited from selected Head Start personnel.

STATE

SALARY PARITY POLICIES

State policy has explicit salary requirements for preschool teachers

Alabama	Yes: http://children.alabama.gov/uploadedFiles/File/20152016_Program_Guidelines_with_revision_july_17_2015.pdf
Alaska	No
Arizona	No
Arkansas	Yes: Quality Model
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Yes: Pre-K teachers in community-based organizations are required to be paid on the public school pay scale if they have the qualifications of a public school teacher
Florida	Not reported
Georgia	Yes: http://www.dec.state.ga.us/PreK/GuidelinesandAppendix.aspx
Hawaii	Yes: Hawaii State Teachers Association - contract defines salary requirements
Illinois	No
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	Yes
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: http://education.ky.gov/districts/FinRept/Pages/School%20District%20Personnel%20Information.asp Kentucky's definition for a single salary schedule is found in statute KRS 157.320 at http://www.lrc.ky.gov/Statutes/statute.aspx?id=3315
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes: http://www.marylandpublicschools.org/MSDE/divisions/planningresultstest/doc/20142015Staff/20142015StaffSalarySchedules.pdf
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	Yes: http://www.mde.k12.ms.us/docs/school-financial-services-library/teacher-salary-schedule.pdf?sfvrsn=0
Missouri	Yes: Salaries and benefits must be commensurate with other professionals in similar positions. MPP teachers in a public school setting must receive a teaching contract and be placed on the same teacher salary schedule as the districts K-12 teachers. All other teachers' salaries and benefits must be commensurate with other professionals in similar positions.
Nebraska	No
Nevada	Yes: Must follow or be equivalent to district salary levels
New Jersey Abbott	Yes: District teachers are paid according to district salary scales. Teachers in private provider/Head Start settings must be paid comparably to district teachers.
New Jersey ECPA	Yes: District teachers are paid according to district salary scales. Teachers in private provider/Head Start settings must be paid comparably to district teachers.
New Jersey ELLI	Yes: District teachers are paid according to district salary scales. Teachers in private provider/Head Start settings must be paid comparably to district teachers.
New Mexico	No
New York	No
North Carolina	Yes: NC Pre-K Program Requirements http://ncchildcare.nc.gov/PDF_forms/NCPre-K_Program_Requirements_Guidance.pdf
Ohio	No
Oklahoma	Yes
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes: Pre-K policy states that state-funded pre-K teacher salaries and benefits must be competitive with community school district or average state teacher salary.
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	Yes: Any teacher hired by a school district is provided with the same salary and benefits as any other K-12 teacher.
Texas	Yes ¹⁷
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

SALARY PARITY POLICIES

State policy requires salary parity for preschool lead teachers

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	Yes: Same starting salary in public and nonpublic settings
Hawaii	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
Illinois	No
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	Yes: Same starting salary as K-3 for all years of service in public settings only, salary is prorated for differences in length of work day or school year, in public and nonpublic settings ²¹
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only
Missouri	Yes: Same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of service in public and nonpublic settings
Nebraska	No
Nevada	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
New Jersey Abbott	Yes: Same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of service in public and nonpublic settings, in public settings only salary is prorated for differences in length of day or year
New Jersey ECPA	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
New Jersey ELLI	Yes: Same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of service in public and nonpublic settings, in public settings only salary is prorated for differences in length of day or year
New Mexico	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
New York	No
North Carolina	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only
Ohio	No
Oklahoma	Yes: Same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of service in public and nonpublic settings, in public settings only salary is prorated for differences in length of day or year
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	Yes: Same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of services in public and nonpublic settings, salary is prorated for differences in length of day or year in public and non public settings
Texas	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

SALARY PARITY POLICIES

State policy requires salary parity for preschool assistant teachers

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	Yes: Same starting salary in public and nonpublic settings
Hawaii	No
Illinois	No
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only.
Missouri	No
Nebraska	No
Nevada	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
New Jersey Abbott	Yes -same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of service in public and nonpublic settings, in public settings only salary is prorated for differences in length of day or year
New Jersey ECPA	Yes -same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
New Jersey ELLI	Yes -same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of service in public and nonpublic settings, in public settings only salary is prorated for differences in length of day or year
New Mexico	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of day or year in public settings only
New York	No
North Carolina	Yes: Same starting salary in public settings only, same salary schedule as K-3 for all years of service in public settings only, salary is prorated for differences in length of work day or year in public settings only.
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	Yes: Same starting salary in public and nonpublic settings, same salary schedule as K-3 for all years of services in public and nonpublic settings, salary is prorated for differences in length of day or year in public and non public settings
Texas	No
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

SALARY PARITY POLICIES

School districts require salary parity for preschool lead teachers

Alabama	Public schools: locally determined
Alaska	No
Arizona	No
Arkansas	Information not available
California	Information not available
Colorado	Public schools: locally determined
Connecticut CDCC	Information not available
Connecticut SRP	No
Delaware	Public schools: locally determined
District of Columbia	Information not available
Florida	Not reported
Georgia	Public schools: locally determined
Hawaii	Public schools: Yes
Illinois	Information not available
Indiana	Information not available
Iowa Shared Visions	No
Iowa SVPP	Public schools: Yes ²¹
Kansas Preschool	Information not available
Kansas State Pre-K	Information not available
Kentucky	Public schools: Yes
Louisiana 8(g)	Not reported
Louisiana LA4	Public schools: Yes
Louisiana NSECD	Public schools: Yes
Maine	No
Maryland	Yes: all pre-K teachers
Massachusetts 391	Public schools: locally determined
Massachusetts UPK	Public schools: locally determined
Michigan	Locally determined
Minnesota	No
Mississippi	Public schools: Yes
Missouri	Yes: all pre-K teachers
Nebraska	Public schools: locally determined
Nevada	Yes: all pre-K teachers
New Jersey Abbott	Yes: all pre-K teachers
New Jersey ECPA	Public schools: Yes
New Jersey ELLI	Public schools: Yes
New Mexico	Public schools: Yes
New York	Information not available
North Carolina	Public schools: locally determined
Ohio	Information not available
Oklahoma	Public schools: Yes
Oregon	Information not available
Pennsylvania RTL	Public schools: locally determined
Pennsylvania HSSAP	Public schools: locally determined
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Public schools: locally determined
Rhode Island	Yes: all pre-K teachers
South Carolina 4K	Information not available
South Carolina CDEP	No
Tennessee	Yes: all pre-K teachers
Texas	Information not available
Vermont Act 62	Information not available
Vermont EEI	Information not available
Virginia	Public schools: Yes
Washington	No
West Virginia	Public schools: Yes
Wisconsin 4K	Information not available
Wisconsin HdSt	Information not available

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

STATE

SALARY PARITY POLICIES

School districts require salary parity for preschool assistant teachers

Alabama	Public schools: locally determined
Alaska	No
Arizona	No
Arkansas	Information not available
California	Information not available
Colorado	Public schools: locally determined
Connecticut CDCC	Information not available
Connecticut SRP	No
Delaware	Locally determined
District of Columbia	Information not available
Florida	Not reported
Georgia	Public schools: locally determined
Hawaii	Information not available
Illinois	Information not available
Indiana	Information not available
Iowa Shared Visions	No
Iowa SVPP	Public schools: Yes ²¹
Kansas Preschool	Information not available
Kansas State Pre-K	Information not available
Kentucky	No
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	Public schools: Yes
Maine	No
Maryland	No
Massachusetts 391	No
Massachusetts UPK	No
Michigan	Locally determined
Minnesota	No
Mississippi	Public schools: Yes
Missouri	No
Nebraska	Information not available
Nevada	Yes: all pre-K teachers
New Jersey Abbott	Yes: all pre-K teachers
New Jersey ECPA	Public schools: Yes
New Jersey ELLI	Public schools: Yes
New Mexico	Public schools: Yes
New York	Information not available
North Carolina	Public schools: Yes
Ohio	Information not available
Oklahoma	No
Oregon	Information not available
Pennsylvania RTL	Public schools: locally determined
Pennsylvania HSSAP	Public schools: locally determined
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Public schools: locally determined
Rhode Island	No
South Carolina 4K	Information not available
South Carolina CDEP	No
Tennessee	Information not available
Texas	Information not available
Vermont Act 62	Information not available
Vermont EEI	Information not available
Virginia	Information not available
Washington	No
West Virginia	Public schools: Yes
Wisconsin 4K	Information not available
Wisconsin HdSt	Information not available

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STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

State policy regulates fringe benefits for preschool lead and assistant teachers

Alabama	No
Alaska	No
Arizona	No
Arkansas	Yes, both lead and assistant teachers; Approximately 30% for Fringe Benefits - http://humanservices.arkansas.gov/dccece/Pages/default.aspx
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	No
Hawaii	Yes: both lead and assistant teachers, only in public school settings
Illinois	No
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	Yes: for lead teachers only, https://www.legis.iowa.gov/docs/code/284.15.pdf ²¹
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: for lead teachers only, http://www.lrc.ky.gov/statutes/statute.aspx?id=3322
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts 391	Yes: for lead teachers only in public schools: Massachusetts Teacher Retirement System for Teachers in Public Schools
Massachusetts UPK	Yes: for lead teachers only in public schools: Massachusetts Teacher Retirement System for Teachers in Public Schools
Michigan	No
Minnesota	No
Mississippi	Yes: both lead and assistant teachers, only in public school settings
Missouri	Yes: both lead and assistant teachers; Salaries and benefits must be commensurate with other professionals in similar positions.
Nebraska	No
Nevada	Yes: both lead and assistant teachers; Districts must follow same salary requirements for PreK as K-3
New Jersey Abbott	Yes: both lead and assistant teachers: In district settings, fringe benefits must match K-12 teachers. In provider/Head Start settings, teaching staff must be provided with health benefits, but provider may choose to offer additional benefits as their budget permits.
New Jersey ECPA	Yes: both lead and assistant teachers: In district settings, fringe benefits must match K-12 teachers. In provider/Head Start settings, teaching staff must be provided with health benefits, but provider may choose to offer additional benefits as their budget permits.
New Jersey ELLI	Yes: both lead and assistant teachers: In district settings, fringe benefits must match K-12 teachers. In provider/Head Start settings, teaching staff must be provided with health benefits, but provider may choose to offer additional benefits as their budget permits.
New Mexico	No
New York	No
North Carolina	Yes: both lead and assistant teachers: http://ncchildcare.nc.gov/PDF_forms/NCPre-K_Program_Requirements_Guidance.pdf
Ohio	No
Oklahoma	Yes: for lead teachers only: Flexible Benefits Allowance only in public school settings
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	Yes: both lead and assistant teachers in public settings only ⁹
Tennessee	No
Texas	No
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

State policy requires that preschool lead and assistant teachers receive the same fringe benefits as K-3 teachers

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	No
Hawaii	Yes: in public settings only
Illinois	No
Indiana	No
Iowa Shared Visions	No
Iowa SVPP	Yes: for lead and assistant teachers, only in public school settings
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: lead teachers only, in public settings only
Louisiana 8(g)	Not reported
NotLouisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	Yes
Nebraska	No
Nevada	No
New Jersey Abbott	Yes: both lead and assistant teachers, public school settings only
New Jersey ECPA	Yes: both lead and assistant teachers, public school settings only
New Jersey ELLI	Yes: both lead and assistant teachers, public school settings only
New Mexico	No
New York	No
North Carolina	Yes: only in public school settings
Ohio	No
Oklahoma	Yes: public settings only
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	Yes: only in public school settings
Tennessee	No
Texas	No
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

School districts requires that preschool lead and assistant teachers receive the same fringe benefits as K-3 teachers

Alabama	Yes: for lead and assistant teachers only in public school settings
Alaska	Information not available
Arizona	No
Arkansas	Information not available
California	Information not available
Colorado	No
Connecticut CDCC	Information not available
Connecticut SRP	No
Delaware	Information not available
District of Columbia	Information not available
Florida	Not reported
Georgia	Yes: for lead and assistant teachers only in public school settings
Hawaii	Yes: in public settings only, both lead and assistant teachers;per the Hawaii State Teachers Association contract for teachers and Hawaii Government Employees Association contract for educational assistants
Illinois	Information not available
Indiana	Information not available
Iowa Shared Visions	No
Iowa SVPP	Yes: only in public school settings
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: for lead teachers only, only in public school settings
Louisiana 8(g)	Not reported
Louisiana LA4	Yes: for lead teachers only, only in public school settings
Louisiana NSECD	Information not available
Maine	Information not available
Maryland	Yes: for lead and assistant teachers, only in public school settings
Massachusetts 391	Information not available
Massachusetts UPK	Information not available
Michigan	Information not available
Minnesota	No
Mississippi	Yes: for lead and assistant teachers, only in public school settings
Missouri	Yes: for lead and assistant teachers, in public and nonpublic settings
Nebraska	Information not available
Nevada	Yes: for lead and assistant teachers, only in public school settings
New Jersey Abbott	Yes: for lead and assistant teachers, only in public school settings
New Jersey ECPA	Yes: for lead and assistant teachers, only in public school settings
New Jersey ELLI	Yes: for lead and assistant teachers, only in public school settings
New Mexico	Yes: for lead and assistant teachers, only in public school settings
New York	No
North Carolina	Yes: for lead and assistant teachers, only in public school settings
Ohio	Information not available
Oklahoma	Yes: for lead teachers only, only in public school settings
Oregon	Information not available
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes: for lead and assistant teachers, only in public school settings
South Carolina 4K	Yes: only in public school settings
South Carolina CDEP	Yes: only in public school settings
Tennessee	Yes: for lead and assistant teachers, in public and nonpublic settings
Texas	Information not available
Vermont Act 62	Information not available
Vermont EEI	Information not available
Virginia	Information not available
Washington	No
West Virginia	Yes: for lead teachers only, only in public school settings
Wisconsin 4K	Information not available
Wisconsin HdSt	No

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

STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

State has explicit requirements or guidelines regarding pre-K teacher paid planning time and/or professional development days

Alabama	Yes: requirements: www.children.alabama.gov
Alaska	No
Arizona	No
Arkansas	Yes: guidelines: Arkansas Better Chance Standards
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
District of Columbia	Yes: requirements: professional development days
Delaware	No
Florida	Not reported
Georgia	Yes: requirements: http://www.dec.state.ga.us/PreK/GuidelinesandAppendix.aspx
Hawaii	Yes: requirements for the Hawaii State Teachers Association contract
Illinois	No
Indiana	Yes: guidelines: In paths to QUALITY Level 3 there is a requirement at a minimum, the lead teacher receive paid planning time but no specific amount is defined. See: http://childcareindiana.org/professionals/
Iowa Shared Visions	Yes: requirements: All preschool programs are required to attain NAEYC Accreditation which has expectations for professional development and teacher paid planning time: http://www.naeyc.org/academy/files/academy/Standards%20and%20Accreditation%20Criteria%20%26%20Guidance%20for%20Assessment_10.2015.pdf ²²
Iowa SVPP	Yes: requirements ²²
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: guidelines: http://www.lrc.state.ky.us/kar/704/003/410.htm 704 KAR 3:410 Section 7(5)
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	Yes: guidelines: Providers shall appropriately compensate staff for time spent attending required NSECD or LDE sponsored-events prior to the beginning of the school year, as well as travel expenses incurred. During the academic year, Providers are responsible for travel expenses such as mileage, meals or hotel accommodations related to ongoing continuing education. Reimbursement for registration fees is determined at the discretion of the Provider.
Maine	No
Maryland	No
Massachusetts 391	Yes: guidelines, requirements: Financial Assistance: accounts for PD days in contractual language requirements for professional development days QRIS Standards QRIS Level 4: ECERS and PAS outlines guidelines NAEYC Standards
Massachusetts UPK	Yes: guidelines, requirements: Financial Assistance: accounts for PD days in contractual language requirements for professional development days QRIS Standards QRIS Level 4: ECERS and PAS outlines guidelines NAEYC Standards
Michigan	Yes: guidelines: The ISD and program administrators must ensure sufficient time for all staff to participate in planning, professional development, and parent involvement activities. Programs typically operate four days of classroom programming per week, with the fifth weekday set aside for above activities.
Minnesota	No
Mississippi	Yes: Teachers and assistant teachers are required to obtain 15 hours of professional development per year.
Missouri	Yes: guidelines: In addition to the hours of educational activities, a minimum of 30 minutes a day should be scheduled for the lead teacher and the assistant teacher for the purpose of planning, parent teacher conferences, etc.

STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

State has explicit requirements or guidelines regarding pre-K teacher paid planning time and/or professional development days

Nebraska	No
Nevada	No
New Jersey Abbott	Yes: requirements: These requirements state: Preschool teachers are provided with the same amount of paid planning time and professional development days as all other district teaching staff.
New Jersey ECPA	Yes: requirements: These requirements state: Preschool teachers are provided with the same amount of paid planning time and professional development days as all other district teaching staff.
New Jersey ELLI	Yes: requirements: These requirements state: Preschool teachers are provided with the same amount of paid planning time and professional development days as all other district teaching staff.
New Mexico	Yes: guidelines: Planning time should be at least two hours per week. In addition, teachers should be provided 30 minutes to de-brief with the PreK consultant following each monthly visit.
New York	No
North Carolina	Yes: requirements: NC Child Care Rule .3015: Instructional staff shall work in direct contact with children in the NC Pre-K program for at least a 30-hour work
Ohio	No
Oklahoma	Yes: requirements for lead teachers only.
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes: requirements: State pre-K policies state that state prekindergarten program staff is mandated to attend all professional development opportunities: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	Yes: requirements The TN state law requiring at least two and one half hours of individual planning time a week for K-12 teachers is also applied to pre-K teachers.
Texas	Not reported
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	Yes: requirements http://www.legis.state.wv.us/legisdocs/code/18a/WVC%2018%20A-%20%204%20%20-%20%2014%20%20.htm http://wvde.state.wv.us/policies/policy.php?p=3234 http://wvde.state.wv.us/policies/policy.php?p=5500 ¹⁷
Wisconsin 4K	No
Wisconsin HdSt	No

STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

State policy requires that pre-K lead teachers and assistant teachers receive the same paid planning time and/or professional development as K-3 teachers

Alabama	Not reported
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	Not reported
Florida	Not reported
Georgia	Not reported
Hawaii	Not reported
Illinois	No
Indiana	No
Iowa Shared Visions	Not reported
Iowa SVPP	Yes: Lead teachers, in public and nonpublic settings
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	Yes: Lead teachers, in public settings
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts 391	Not reported
Massachusetts UPK	Not reported
Michigan	No
Minnesota	No
Mississippi	Not reported
Missouri	Lead and assistant teachers, in public and nonpublic settings
Nebraska	No
Nevada	No
New Jersey Abbott	Yes
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes: Lead and assistant teachers, public settings
New York	No
North Carolina	Yes
Ohio	No
Oklahoma	Not reported
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Not reported
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	Lead and assistant teachers, in public and nonpublic settings
Texas	Not reported
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	Yes: Lead teachers only, in public settings, planning time only
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

BENEFITS AND PLANNING TIME PARITY POLICIES

School districts require that pre-K teachers and assistant teachers receive the same paid planning time and/or professional development as K-3 teachers

Alabama	Not reported
Alaska	Not reported
Arizona	No
Arkansas	Not reported
California	Not reported
Colorado	No
Connecticut CDCC	Not reported
Connecticut SRP	Not reported
Delaware	Not reported
District of Columbia	N/A
Florida	Not reported
Georgia	Not reported
Hawaii	Not reported
Illinois	Not reported
Indiana	Not reported
Iowa Shared Visions	Not reported
Iowa SVPP	Yes: Lead teachers, in public and nonpublic settings
Kansas Preschool	Not reported
Kansas State Pre-K	Not reported
Kentucky	Yes: Lead teachers in public settings
Louisiana 8(g)	Not reported
Louisiana LA4	Yes: Lead teachers in public settings
Louisiana NSECD	Not reported
Maine	Not reported
Maryland	Yes: Lead and assistant teachers in public settings
Massachusetts 391	Not reported
Massachusetts UPK	Not reported
Michigan	Not reported
Minnesota	No
Mississippi	No
Missouri	Not reported
Nebraska	Not reported
Nevada	Yes: Lead teachers in public settings
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	Yes: Lead and assistant teachers in public settings
New York	Not reported
North Carolina	Not reported
Ohio	Not reported
Oklahoma	Yes: Lead teachers in public settings
Oregon	Not reported
Pennsylvania RTL	Not reported
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	Not reported
Pennsylvania Pre-K Counts	Not reported
Rhode Island	Not reported
South Carolina 4K	Not reported
South Carolina CDEP	Not reported
Tennessee	Yes: Lead and assistant teachers in all settings
Texas	Not reported
Vermont Act 62	Not reported
Vermont EEI	Not reported
Virginia	Not reported
Washington	No
West Virginia	Yes: Lead teachers only in public settings, planning time only
Wisconsin 4K	Not reported
Wisconsin HdSt	Not reported

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

STATE

SUPPORTS FOR LEAD AND ASSISTANT TEACHERS

State policy provides supports for lead teachers to enhance skills

Alabama	Scholarships, mentoring, job-embedded professional development, paid planning time
Alaska	Unknown
Arizona	Scholarships, job-embedded professional development, bonuses, online resources, state sponsored professional development, TEACH early childhood
Arkansas	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
California	Scholarships, mentoring; Locally determined: Job-embedded professional development, paid planning time, bonuses
Colorado	Loan forgiveness; Locally determined: Job-embedded professional development, paid planning time, bonuses
Connecticut CDCC	Scholarships
Connecticut SRP	Scholarships
Delaware	Scholarships; Locally determined: Loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
District of Columbia	Scholarships, job-embedded professional development
Florida	Not reported
Georgia	Scholarships, job-embedded professional development, paid planning time; Locally determined: Loan forgiveness, mentoring, bonuses
Hawaii	Mentoring, job-embedded professional development, online resources.
Illinois	Scholarships, job-embedded professional development; Locally determined: Mentoring, paid planning time, bonuses
Indiana	Scholarships, mentoring; Locally determined: Loan forgiveness, job-embedded professional development
Iowa Shared Visions	Locally determined: Loan forgiveness, job-embedded professional development, paid planning time
Iowa SVPP	Loan forgiveness, mentoring; Locally determined: Job-embedded professional development, paid planning time
Kansas Preschool	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Kansas State Pre-K	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Kentucky	Scholarships, mentoring, job-embedded professional development; Locally determined: Loan forgiveness
Louisiana 8(g)	Not reported
Louisiana LA4	Online resources, professional development trainings; Locally determined: Scholarships, mentoring, job-embedded professional development, bonuses
Louisiana NSECD	Scholarships, mentoring, job-embedded professional development; Locally determined: Paid planning time, bonuses
Maine	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Maryland	Scholarships, mentoring, job-embedded professional development, paid planning time; Locally determined: Bonuses
Massachusetts 391	Scholarships, mentoring, job-embedded professional development; Locally determined: Bonuses
Massachusetts UPK	Scholarships, loan forgiveness, mentoring, job-embedded professional development; Locally determined: Bonuses
Michigan	Scholarships
Minnesota	Job-embedded professional development
Mississippi	Scholarships, loan forgiveness, job-embedded professional development; Locally determined: Mentoring, paid planning time, bonuses
Missouri	Job-embedded professional development, paid planning time
Nebraska	Loan forgiveness
Nevada	Nevada TEACH Early childhood
New Jersey Abbott	Locally determined: Job-embedded professional development, paid planning time, bonuses
New Jersey ECPA	Locally determined: Mentoring, job-embedded professional development, paid planning time
New Jersey ELLI	Locally determined: Mentoring, job-embedded professional development, paid planning time
New Mexico	Scholarships, Mentoring, job-embedded professional development, paid planning time
New York	Locally determined: Scholarships, loan forgiveness, job-embedded professional development, bonuses
North Carolina	Scholarships, mentoring, job-embedded professional development, paid planning time
Ohio	Scholarships; Locally determined: Mentoring, job-embedded professional development, paid planning time, bonuses
Oklahoma	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Oregon	Scholarships; Locally determined: Mentoring, job-embedded professional development, paid planning time
Pennsylvania RTL	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Pennsylvania HSSAP	Locally determined: Job-embedded professional development, paid planning time, bonuses
Pennsylvania K4 & SBPK	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Pennsylvania Pre-K Counts	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Rhode Island	Loan forgiveness, job-embedded professional development, paid planning time, state-sponsored professional development
South Carolina 4K	Loan forgiveness; Locally determined: Mentoring, job-embedded professional development, paid planning time
South Carolina CDEP	Locally determined: Loan forgiveness, mentoring, job-embedded professional development, paid planning time
Tennessee	Job-embedded professional development, paid planning time; Locally determined: Bonuses
Texas	Not reported
Vermont Act 62	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Vermont EEI	Unknown
Virginia	Unknown
Washington	Job-embedded professional development; Locally determined: Mentoring, paid planning time, bonuses
West Virginia	Job-embedded professional development
Wisconsin 4K	Scholarships, mentoring, job-embedded professional development, bonuses; Locally determined: Paid planning time
Wisconsin HdSt	No

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

STATE

SUPPORTS FOR LEAD AND ASSISTANT TEACHERS

State policy provides supports for assistant teachers to enhance skills

Alabama	Scholarships, mentoring, job-embedded professional development
Alaska	Not reported
Arizona	Scholarships, job-embedded professional development, bonuses
Arkansas	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
California	Scholarships, mentoring; Locally determined: Job-embedded professional development, paid planning time, bonuses
Colorado	Locally determined: Mentoring, job-embedded professional development, paid planning time
Connecticut CDCC	Scholarships
Connecticut SRP	Scholarships
Delaware	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses.
District of Columbia	Scholarships, job-embedded professional development, technical assistance, TEACH scholarships
Florida	Not reported
Georgia	Scholarships, job-embedded professional development, paid planning time; Locally determined: Loan forgiveness, mentoring, bonuses
Hawaii	Mentoring, job-embedded professional development
Illinois	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Indiana	Scholarships, mentoring; Locally determined: Loan forgiveness, job-embedded professional development
Iowa Shared Visions	Locally determined: Loan forgiveness, job-embedded professional development, paid planning time
Iowa SVPP	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time
Kansas Preschool	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses.
Kansas State Pre-K	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses.
Kentucky	Scholarships, Milestone Achievement Award through KIDS; Locally determined: Loan forgiveness, mentoring, job-embedded professional development, paid planning time
Louisiana 8(g)	Not reported
Louisiana LA4	Locally determined: Mentoring, job-embedded professional development, paid planning time, bonuses
Louisiana NSECD	Not reported
Maine	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Maryland	Scholarships, mentoring, job-embedded professional development; Locally determined: Paid planning time, bonuses
Massachusetts 391	Scholarships, mentoring, job-embedded professional development
Massachusetts UPK	Scholarships, mentoring, job-embedded professional development
Michigan	Scholarships
Minnesota	Scholarships; Locally determined: Mentoring job-embedded professional development paid planning time bonuses
Mississippi	Locally determined: Mentoring, paid planning time, bonuses
Missouri	Scholarships, job-embedded professional development, paid planning time
Nebraska	None
Nevada	Scholarships, Nevada TEACH Early Childhood
New Jersey Abbott	Locally determined: Job-embedded professional development, paid planning time, bonuses
New Jersey ECPA	Locally determined: Mentoring, job-embedded professional development, paid planning time
New Jersey ELLI	Locally determined: Mentoring, job-embedded professional development, paid planning time
New Mexico	Scholarships, mentoring, job-embedded professional development, paid planning time
New York	Not reported
North Carolina	Scholarships; Locally determined: Loan forgiveness
Ohio	Scholarships; Locally determined: Mentoring, job-embedded professional development, paid planning time, bonuses
Oklahoma	Locally determined: Mentoring, job-embedded professional development, paid planning time, bonuses
Oregon	Scholarships; Locally determined: Mentoring, job-embedded professional development, paid planning time
Pennsylvania RTL	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Pennsylvania HSSAP	Locally determined: Job-embedded professional development, paid planning time, bonuses
Pennsylvania K4 & SBPK	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses.
Pennsylvania Pre-K Counts	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Rhode Island	Job-embedded professional development, paid planning time, state-sponsored professional development, TEACH Early Childhood
South Carolina 4K	Scholarships, loan forgiveness; Locally determined: Mentoring, job-embedded professional development, paid planning time
South Carolina CDEP	Scholarships; Locally determined: Loan forgiveness, mentoring, job-embedded professional development, paid planning time
Tennessee	Job-embedded professional development, mentoring; Locally determined: Paid planning time, bonuses
Texas	Not reported
Vermont Act 62	Locally determined: Scholarships, loan forgiveness, mentoring, job-embedded professional development, paid planning time, bonuses
Vermont EEI	Not reported
Virginia	Not reported
Washington	Scholarships, job-embedded professional development; Locally determined: Mentoring, paid planning time, bonuses
West Virginia	Job-embedded professional development
Wisconsin 4K	Scholarships, mentoring, job-embedded professional development, bonuses; Locally determined: Paid planning time
Wisconsin HdSt	None

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

STATE

INCENTIVES FOR LEAD AND ASSISTANT TEACHERS

Wage or salary incentives are provided tied to program standards

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	Yes: Programs who receive the highest rating have teacher bonus incentives available.
Hawaii	No
Illinois	No
Indiana	Yes: Some contracted pre-K teachers, working within public schools, depending on the terms of the contract, may receive salary incentives tied to program quality standards
Iowa Shared Visions	No
Iowa SVPP	No ²³
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	Not reported
Louisiana LA4	No
Louisiana NSECD	No
Maine	No
Maryland	Yes: Credentialing bonuses/ QRIS bonuses/ MAAPP
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina	No
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	No
Texas	Not reported
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

INCENTIVES FOR LEAD AND ASSISTANT TEACHERS

Wage or salary incentives are provided tied to teacher evaluation/performance

Alabama	No
Alaska	No
Arizona	No
Arkansas	No
California	No
Colorado	No
Connecticut CDCC	No
Connecticut SRP	No
Delaware	No
District of Columbia	No
Florida	Not reported
Georgia	No
Hawaii	No
Illinois	No
Indiana	Yes
Iowa Shared Visions	No
Iowa SVPP	No
Kansas Preschool	No
Kansas State Pre-K	No
Kentucky	No
Louisiana 8(g)	Not reported
Louisiana LA4	Yes - Compass is the state's educator support and evaluation system designed to provide all educators with regular, meaningful feedback on their performance. This system promotes a cycle of continuous improvement by providing aligned resources that guide educators throughout the year. Under this system, every teacher and school leader in each public school is evaluated annually using a four-tiered rating – Highly Effective, Effective: Proficient, Effective: Emerging, and Ineffective. Recently passed legislation requires districts to build compensation systems based on effectiveness. Salary incentives vary from district to district. This legislation applies to public schools only.
Louisiana NSECD	No
Maine	No
Maryland	No
Massachusetts 391	No
Massachusetts UPK	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	No
Nebraska	No
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	No
New York	No
North Carolina	No
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEP	No
Tennessee	No
Texas	Not reported
Vermont Act 62	No
Vermont EEI	No
Virginia	No
Washington	No
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	No

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

STATE

AVERAGE SALARIES FOR LEAD AND ASSISTANT TEACHER BY SETTING

Average annual salary: lead pre-K teacher
in a public school settingAverage annual salary: lead pre-K teacher
in a nonpublic school setting

STATE	Average annual salary: lead pre-K teacher in a public school setting	Average annual salary: lead pre-K teacher in a nonpublic school setting
Alabama	\$38,000	\$32,000
Alaska	Not reported	Not reported
Arizona	Not reported	Not reported
Arkansas	Not reported	Not reported
California	Not reported	Not reported
Colorado	Not reported	Not reported
Connecticut CDCC	Not reported	\$32,795
Connecticut SRP	\$53,045	\$33,939
Delaware	Not reported	Not reported
District of Columbia	\$50,000	NA
Florida	Not reported	Not reported
Georgia	\$38,500	\$28,000
Hawaii	\$58,573	NA
Illinois	\$47,386	\$35,638
Indiana	Not reported	Not reported
Iowa Shared Visions	\$40,343	\$27,879
Iowa SVPP	\$46,400 ²⁴	NA
Kansas Preschool	Not reported	Not reported
Kansas State Pre-K	Not reported	NA
Kentucky	\$55,117	Not reported
Louisiana 8(g)	Not reported	Not reported
Louisiana LA4	Not reported	Not reported
Louisiana NSECD	Not reported	\$25,000
Maine	Not reported	Not reported
Maryland	\$44,000	\$44,000
Massachusetts 391	\$58,046	\$33,999
Massachusetts UPK	Not reported	Not reported
Michigan	\$34,740	\$31,364
Minnesota	Not reported	Not reported
Mississippi	\$39,000	\$20,259
Missouri	Not reported	Not reported
Nebraska	Not reported	Not reported
Nevada	\$43,000	\$40,000
New Jersey Abbott	Not reported	Not reported
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	\$37,277	Not reported
Oregon	\$25,376	\$25,376
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
Rhode Island	\$52,000	\$43,458
South Carolina 4K	\$46,337	Not reported
South Carolina CDEP	\$49,245	Not reported
Tennessee	Not reported	Not reported
Texas	Not reported	Not reported
Vermont Act 62	Not reported	Not reported
Vermont EEI	Not reported	Not reported
Virginia	Not reported	Not reported
Washington	\$33,422	\$31,851
West Virginia	\$42,502	Not reported
Wisconsin 4K	\$50,020	Not reported
Wisconsin HdSt	\$0	Not reported

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

STATE

AVERAGE SALARIES FOR LEAD AND ASSISTANT TEACHER BY SETTING

Average annual salary: Assistant pre-K teacher
in a public school settingAverage annual salary: Assistant pre-K teacher
in a nonpublic school setting

STATE	Average annual salary: Assistant pre-K teacher in a public school setting	Average annual salary: Assistant pre-K teacher in a nonpublic school setting
Alabama	\$18,500	\$18,500
Alaska	Not reported	Not reported
Arizona	Not reported	Not reported
Arkansas	Not reported	Not reported
California	Not reported	Not reported
Colorado	Not reported	Not reported
Connecticut CDCC	NA ¹⁶	\$23,870
Connecticut SRP	\$30,250	\$24,797
Delaware	Not reported	Not reported
District of Columbia	\$30,000	NA
Florida	Not reported	Not reported
Georgia	\$14,500	\$14,000
Hawaii	\$30,888	NA
Illinois	Not reported	Not reported
Indiana	Not reported	Not reported
Iowa Shared Visions	\$16,122	\$19,197
Iowa SVPP	\$15,700 ²⁴	Not reported
Kansas Preschool	Not reported	Not reported
Kansas State Pre-K	Not reported	NA
Kentucky	Not reported	Not reported
Louisiana 8(g)	Not reported	Not reported
Louisiana LA4	Not reported	Not reported
Louisiana NSECD	Not reported	\$25,000
Maine	Not reported	Not reported
Maryland	Not reported	Not reported
Massachusetts 391	\$21,637	\$25,710
Massachusetts UPK	Not reported	Not reported
Michigan	\$28,781	\$14,316
Minnesota	Not reported	Not reported
Mississippi	\$18,000	\$17,486
Missouri	Not reported	Not reported
Nebraska	Not reported	NA
Nevada	Not reported	Not reported
New Jersey Abbott	Not reported	Not reported
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	\$14,828	Not reported
Oregon	\$19,913	\$19,913
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	\$27,000	\$29,652
South Carolina 4K	Not reported	Not reported
South Carolina CDEP	Not reported	Not reported
Tennessee	Not reported	Not reported
Texas	Not reported	Not reported
Vermont Act 62	Not reported	Not reported
Vermont EEI	Not reported	Not reported
Virginia	Not reported	Not reported
Washington	\$17,574	\$19,103
West Virginia	\$23,701	NA
Wisconsin 4K	Not reported	Locally determined
Wisconsin HdSt	Not reported	Not reported

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

STATE

INFORMATION REGARDING COLLECTIVE BARGAINING AGREEMENTS

Pre-K teachers located in a public school setting
are covered by a collective bargaining agreementPre-K teachers located in a nonpublic setting
are covered by a collective bargaining agreement

Alabama	Not reported	Not reported
Alaska	Locally determined	Not reported
Arizona	No	No
Arkansas	Yes	Not reported
California	Locally determined	Not reported
Colorado	Locally determined	Not reported
Connecticut CDCC	Locally determined	Locally determined
Connecticut SRP	Locally determined	Locally determined
Delaware	Locally determined	Not reported
District of Columbia	Locally determined	Locally determined
Florida	Not reported	Not reported
Georgia	No	No
Hawaii	Yes	NA
Illinois	Locally determined	Locally determined
Indiana	Not reported	No
Iowa Shared Visions	Locally determined	Not reported
Iowa SVPP	Yes	Not reported
Kansas Preschool	Not reported	Not reported
Kansas State Pre-K	Locally determined	Not reported
Kentucky	Locally determined	Locally determined
Louisiana 8(g)	Not reported	Not reported
Louisiana LA4	Locally determined	Locally determined
Louisiana NSECD	NA	No
Maine	Yes	Not reported
Maryland	Yes	Yes
Massachusetts 391	Yes	No
Massachusetts UPK	Yes	No
Michigan	Locally determined	Locally determined
Minnesota	Locally determined	Locally determined
Mississippi	No	No
Missouri	Not reported	Not reported
Nebraska	Yes	NA
Nevada	Not reported	Not reported
New Jersey Abbott	Yes	No
New Jersey ECPA	Yes	No
New Jersey ELLI	Yes	No
New Mexico	Locally determined	Locally determined
New York	Locally determined	Locally determined
North Carolina	No	No
Ohio	Not reported	Not reported
Oklahoma	Locally determined	Not reported
Oregon	Locally determined	Locally determined
Pennsylvania RTL	Locally determined	Locally determined
Pennsylvania HSSAP	Locally determined	Locally determined
Pennsylvania K4 & SBPK	Locally determined	No
Pennsylvania Pre-K Counts	Locally determined	Locally determined
Rhode Island	Yes	No
South Carolina 4K	No	No
South Carolina CDEP	Not reported	Not reported
Tennessee	Locally determined	Not reported
Texas	Not reported	Not reported
Vermont Act 62	Locally determined	Locally determined
Vermont EEI	Locally determined	Locally determined
Virginia	Not reported	Not reported
Washington	Yes	Locally determined
West Virginia	No	No
Wisconsin 4K	Locally determined	Locally determined
Wisconsin HdSt	Not reported ¹³	Not reported

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

APPENDIX A AND SUPPLEMENTAL SURVEY DATA: STATE SURVEY DATA 2014-2015 (continued)

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

- 1 The State Office of School Readiness has administrative authority over the Voluntary Pre-Kindergarten Program. However, the Governor's office may override or approve decisions.
- 2 The Alabama pre-K program served 222 children with identified disabilities upon entering pre-K. An additional 104 children qualified for services through referrals made during the pre-K year. See special education referral plan website at www.children.alabama.gov. In addition, each teacher has access to individual children's IEP plans.
- 3 Programs may offer an extended-day option, but may not use state pre-K dollars for the program. The state does not collect data about which programs offer extended-day option.
- 4 A sliding scale is based on income of family and percentage of poverty. There are three types of grants: Excellence (\$45,000), Tiered (range from \$80,100-\$92,800), and Plus (new grants for start-up funds, \$120,000-\$150,000). The Tiered grants and the Plus grants require the use of the sliding scale based on income of family and percentage of poverty and cannot charge fees that exceed the amount allowed in the sliding scale. Those classrooms that receive Excellence grants "may charge parents the normal cost of child care that is common in the local community" (OSR Guidelines).
- 5 Head Start programs may apply for a waiver to have up to 20 children per classroom and a staff-child ratio of 1:10.
- 6 Breakfast is also offered by many programs, but is not required.
- 7 ASQ-3 is used for developmental screening. Each child must have a physical and a health screening. The state does not collect the health data as in the past. Monitoring staff verify that a physical and screenings have been completed and are onsite. Immunizations are required but the state does allow for migrant, homeless, or other religious- or health-based exceptions.
- 8 ELL plans are developed by local providers.
- 9 All lead teachers are required to have a Bachelor's degree in Early Childhood or Child Development. If they are certified teachers, they must have the P in their certification, in addition to 18 hours of ECE coursework.
- 10 While a 25% match is required from each program, the state's reporting system does not reflect the source of the match. However, this is a requirement for the 2015-2016 year.
- 11 Instructional practice is supported by coaching and is based on a tiered approach for response to improvement.
- 12 Administrative policy by DCA requires PPVT, TS GOLD. The GOLD assessment is used as a formative assessment that helps guide teacher training. ECERS and monitoring visits are used to identify programs for corrective actions and/or to adjust curricula. Working with the Alabama Department of Education to provide measures of student outcomes over time and across grades. State is monitoring children's progress in school in partnership with the Department of Education, and using GOLD in a select number of school systems to measure kindergarten readiness. This is not in the pre-K program but is in public school kindergartens in pilot phase. An additional 3 school systems adopted GOLD as their KEA for 2014-2015. There were 14 additional school systems participating in GOLD KEA for the 2015-2016 school year for a total of 21 participating school systems.
- 13 There is no kindergarten entry assessment required by the Alabama Department of Education. Alabama Department of Children's Affairs is working with local school systems to implement GOLD as a KEA. This is voluntary and in pilot phase.

ALASKA - Alaska Prekindergarten Program

- 1 One of the 54 school districts only provides high school services.
- 2 Exact number of special education students is unknown but it is estimated at 10% of enrollment.
- 3 Five out of the eight programs are jointly operated by public schools and Head Start. Mirroring federal Head Start guidelines, up to 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. In addition, some communities meet poverty of access criteria per federal Head Start regulations. School districts partnering with Head Start programs must follow all federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.
- 4 All programs are part-day and must operate for at least 3 hours per day, but cannot operate for more than 5 hours per day. Programs operate for 4 or 5 days per week, for a minimum of 14 hours per week, though the actual schedule is determined locally. Programs may partner with child care or other services to provide wraparound care, but, by state definition, state-funded pre-K cannot operate more than 5 hours a day.
- 5 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.
- 6 All programs follow state pre-elementary statute and regulations. School districts partnering with Head Start programs must follow federal Head Start requirements. Support services include parenting support or training, health services for children, and nutrition information.
- 7 Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have a current CDA, 12 ECE credits, or an AA in ECE or with specialized training in Early Education or a related field.
- 8 Alaska's state Head Start funds are used to enhance Head Start services and to improve quality. About 63% of the programs are jointly operated by public schools and Head Start.
- 9 Done at the department level, the evaluation covers three years of reporting on pre- and post-assessments using the TSG, PPVT, and ECERS instruments. Teaching Strategies GOLD and PPVT are used for pre-K assessment. CLASS is used in all classrooms. In addition, an independent alignment of the ELGs and the new standards has been completed. Guidelines are aligned to the Alaska Developmental Profile, the Head Start Child Outcomes Framework, and the Teaching Strategies GOLD assessment process.

ARIZONA - Quality First Scholarships

- 1 First Things First is the funding and administrative authority for Quality First Scholarships and has a partnering agreement for service delivery with the local United Way affiliate.
- 2 FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. This count of 23 also includes five of 10 tribal Regional Partnership Councils, which are defined by tribal land (reservation) boundaries, and include separate child counts from the geographic county in which the tribal land resides. Funding is allocated by each FTF Regional Partnership Council. The opportunity to receive funding depends on the amount allocated in each region. Quality First Scholarships are awarded to early care and education programs that have achieved the quality levels in the state's QRIS, Quality First.
- 3 The number of children indicated above as 5-year-olds were not age eligible for kindergarten at the time of their enrollment in this state funded program. The program serves children in both center and family child care settings. In addition to the total 212 children participated in Quality First Scholarships provided to family child care settings (89 three-year-olds, 74 four-year-olds, 49 five-year-olds not in kindergarten and 201 children under three years of age were served).
- 4 There are 115 providers in the system that did not identify public or private status. The total number of children in the unidentified programs is 1,060. In addition, 347 children were also served in family child care settings. First Things First has administrative authority for both the public and nonpublic school sectors for this program and requirements for program standards are the same no matter where children are served.
- 5 The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week), and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day on a full calendar year.

- 6 Programs must be enrolled in Quality First, Arizona's QRIS. Organizations can use part-time scholarships that would support extended-day services. Although there is no formal state level partnership, there are multiple Head Start programs participating in Quality First and some use Quality First scholarships to extend the day and/or serve additional children.
- 7 Some early care and education programs charge a copayment to the family in addition to the funding that the state provides. This depends on each participating early care and education program.
- 8 Income- and age-eligibility are verified annually. Children who are deemed ineligible no longer receive the scholarship.
- 9 Group size and teacher-child ratio are based on the age of the youngest child in attendance.
- 10 Programs are required to follow state child care licensing regulations. Children enrolled 2 to 4 hours receive one or more snacks, children enrolled 4 to 8 hours receive one or more snacks and a meal, and children enrolled 9 or more hours receive two snacks and a meal.
- 11 The current standard is a minimum quality rating as assessed by the statewide QRIS, Quality First. Quality First programs that meet the minimum rating are not currently required to conduct or ensure that sensory, developmental, and mental health screenings are conducted.
- 12 All participating early care and education program administrators and Lead Teachers are required to participate in the introductory training on the Arizona Early Learning Standards. Additionally the program must align their curriculum with these standards to participate in Quality First Scholarships.
- 13 In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole. Twenty-five percent of lead teachers in both public and nonpublic participants in Quality First scholarships programs must have at least 12 college credit hours in early childhood or related fields or a certificate of completion in ECE or child development from a community college or a CDA. Certification was not required in the 2013-2014 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (Birth-grade 3) as of July 2012. The standard for participation in the Quality First Scholarships program is a minimum quality rating in the state QRIS, Quality First. The minimum standard for teaching staff qualifications is as stated, in conjunction with a minimum score on two valid and reliable program assessment tools, the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS).
- 14 There were a total of 1,420 Lead Teachers who do not have education listed. The state of Arizona will be implementing a workforce registry in the next year and will have more robust data on teaching staff.
- 15 The professional development requirement is defined by state child care licensing.
- 16 In addition to the total reported, Quality First Scholarships were also provided to children younger than 3 years of age (\$2,338,927.67) and children served in family child care homes (\$936,978.41) for a total of \$15,582,695.37. A change in the scholarships program also resulted in changing the structure in which scholarships were allocated. A minimum number of scholarship slots were allocated to programs based on their Quality First Rating and the size of program (i.e. how many children 0-5 they serve). The reimbursement policy was also changed to align with attendance rather than enrollment. As a result, more children were able to be served with less funding.
- 17 All programs must meet the quality levels of the QRIS, Quality First, to be eligible to participate in the program.
- 18 The Quality First website, qualityfirstaz.com, was launched to inform families of the quality levels of the programs in the QRIS.
- 19 A validation study is planned for Quality First, Arizona's quality rating and improvement system. This formal evaluation will measure the impact and child outcomes in the future.
- 20 Arizona is working to establish a kindergarten developmental inventory instrument that will be used at kindergarten entry and will potentially implement this by the 2016-2017 school year.

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

- 1 School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to establish an ABC/ABCSS pre-K program.
- 2 The enrollment total does not include children who received ABC home-visiting services only during the 2014-2015 program year. Children who are dually served in center-based care and home visiting are included in the enrollment total. There are 1,214 under three years of age. These numbers include the home-visiting services.
- 3 The state anticipates that the current number of children receiving special education services exceeds the number reported, due to the fact that the state data system is currently being updated in this area.
- 4 The Division of Childcare and Early Childhood Education has administrative responsibility for all ABC programs through an interagency agreement with the Arkansas Department of Education.
- 5 Programs may apply for Child Care Development Funds (CCDF) to assist with before and after-school care, provided the children meet the requirements of eligibility for CCDF. CCDF will also fund ABC summer school to provide an extended year for those programs interested in providing these services.
- 6 Exceptions to age eligibility are contingent on the documentation and team decision of the IFSP/IEP and what is in the best interest for the child. Waiver requests are submitted.
- 7 Agencies with ABC funding (vs. ABCSS) can serve children from birth-5 years of age who meet specific special-needs criteria. ABCSS agencies may opt to serve children who are kindergarten-eligible with special needs, although a waiver must be obtained.
- 8 Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200% FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at child's birth; immediate family member with a history of substance abuse; a demonstrable developmental delay identified through screening; eligible for services under IDEA; income-eligible for Title I programs; limited English proficiency; or a parent who has a history of abuse or neglect, or who is a victim of abuse or neglect. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200% FPL and be age-eligible. Both programs may also serve children who meet the following criteria: meet the state's homeless criteria; is in foster care; has an incarcerated parent; has a parent activated for overseas military duty; or has an immediate family member arrested for or convicted of drug-related offenses. A sliding scale applies to families with incomes between 200 and 250% of FPL.
- 9 The Kellogg Foundation provided funding to initiate the revision of the frameworks to align better with Public Education Learning Standards. A draft is currently being reviewed.
- 10 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.
- 11 To meet NIEER's definition of lead teacher, the educational level data above represents all classroom teachers. Data in the other category represents teachers entered into the data system with no designation entered, which is currently being updated.
- 12 Public schools require all teachers to meet the minimum number of professional development hours as per the AR Department of Education and as approved by the State Board of Education. Licensed teachers must obtain 60 clock hours of professional development annually; all other ABC teachers are required to obtain 30 clock hours per program year.
- 13 All licensed providers and home-visiting agencies that meet eligibility requirements are eligible to apply for funding.
- 14 All participating public and nonpublic providers must provide a 40% match. The match can comprise in-kind or monetary support.

CALIFORNIA - California State Preschool Program

- 1 Enrollment numbers are from one point in time, October 2014.

- 2 The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The full-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year.
- 3 California regulations allow Head Start to braid and blend funding. Partnerships with Head Start are determined locally.
- 4 Children may remain in the program through summer until school begins in the fall.
- 5 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.
- 6 Part-day CSPP services only require families to establish eligibility at time of enrollment. A family that enrolls in full-day care must meet and maintain need for care to remain in the full-day program. If a family no longer meets the need criteria for full-day services, however, they may remain in part-day services for the remainder of the school year based on the eligibility at enrollment.
- 7 Although there is no limit to class size, programs typically enroll 24 children in the class.
- 8 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.
- 9 Immunizations and physical and developmental assessments are required by Title 22. If screenings are not provided by the parents, local programs must address them.
- 10 Recruitment and enrollment materials are provided in the home language if 10% or more of the local population speaks a specific language other than English. Effective September 2013, the primary language in the home is reported by the parent at the time of eligibility determination. This information is collected by CDE (801A). Children whose home language is not English are identified as a part of the child assessment system, Desired Results Developmental Profile (DRDP).
- 11 The California Child Development Associate Teacher Permit is the minimum requirement for a teacher in a CSPP classroom (though California does not use the term lead teacher) and exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days' 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. For additional information, please see: <http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf>.
- 12 Assistant teachers in the California State Preschool Program are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.
- 13 Reported funding represents actual expenditures as of October 5, 2015 for state fiscal year 2014-2015. The amounts reflect unaudited expenditures and are subject to change. Local Educational Agencies (LEAs) are required to submit revised reports by February 13, 2016. Private agencies submitted audits by November 15, 2015. They could ask for a one-time extension until December 15, 2015.
- 14 The 801A database includes primary language spoken at home, as reported by parent at eligibility determination.

COLORADO - Colorado Preschool Program

- 1 The Charter School Institute also participates in the Colorado Preschool Program.
- 2 When allocating slots, priority is given to those school districts not currently participating in the program.
- 3 Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. In 2014-2015, 425 children under age 3 participated in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.
- 4 Enrollment by race/ethnicity includes children of all ages served in CPP.
- 5 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.
- 6 The program is funded for 5 days per week, although the statute requires children attend 4 days per week or the equivalent, with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of 10 hours per week. These opportunities are determined locally and are based on the needs of children and families. While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs, enrollment by schedule is not collected.
- 7 Under a waiver approved through the early childhood councils, three districts may fund children younger than age 3 in CPP. There is no designated cut-off date for the maximum age a child could be served in preschool; this is locally determined. There is, however, 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. School districts may establish dates as early as June 1 for eligibility for kindergarten, however. Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten.
- 8 Income eligibility may be the sole factor or may be one of several eligibility factors. In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225% FPL. Locally determined risk factors that have been selected by the district advisory councils include: parent is incarcerated, parent is on active military duty, and developmental delay that raises concerns for school readiness but that 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.
- 9 Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.
- 10 Many districts employ licensed teachers, but the minimum requirements are as follows: teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in Early Childhood Education or Child Development.
- 11 There is no specific category for assistant teacher, but staff aides must meet Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).
- 12 In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE and provides for both a local and state share. Local match, as defined in the methodology section ins not require in Colorado. However, 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. The overall local share is reflected in "all reported spending."
- 13 Not all programs provide the same measures of quality effectiveness data. At minimum, local district advisory councils must monitor each setting serving CPP children two times per year. Some district advisory councils also require NAEYC accreditation or Colorado Shines rating, but this is a local decision. Colorado uses a targeted assistance model that may provide newer programs with multiple site visits per year; all programs receive a visit at least every two years. District advisory councils may hire outside monitors. Colorado Shines is the new QRIS replacing Qualistar.
- 14 Each year, participating programs submit an annual report that is reviewed in depth. State staff use a rubric for review and feedback about these annual applications and reports. Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades K-12, graduation rates, retention rates, and placement in special education in grades K-12. Programs are required to conduct self-assessments through Colorado Quality Standards or NAEYC Accreditation, but the state does not collect this data.
- 15 Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Results of global outcome ratings, based on the child assessment data, are also reported to the Governor's Office as part of the annual early childhood system framework report submitted by the Lieutenant Governor. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and is based on performance-based assessments, parent surveys, K-9 assessment data and retention rates, and program quality ratings. State policy requires the use of an approved assessment system to measure child outcomes. In 2014-2015, all programs chose to use Teaching Strategies GOLD.

¹⁶ The Colorado READ Act, passed in 2012, requires annual interim reading assessment for children in grades K–3. 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. Students who identified as significantly below grade level are required to have further diagnosis of their reading difficulties and to have an intervention plan developed to address their reading deficiencies. Intervention funds are provided to support services at the school level. Colorado's Achievement Plan for Kids passed in 2008 and requires all kindergarteners in publicly funded programs to have an individual school readiness plan. The plan should be informed by the use of an approved kindergarten school readiness assessment.

CONNECTICUT - Connecticut School Readiness

- ¹ As of July 1, 2013, the Connecticut Office of Early Childhood (OEC) was the new agency exercising administrative authority over this state prekindergarten initiative.
- ² Of the 68 communities, 19 are Priority school districts and 49 are Competitive School Readiness municipalities, as defined by legislation. One new Competitive School Readiness community was added in 2014-2015, bringing the total number of Competitive School Readiness municipalities to 49. The 19 Priority School Readiness districts are not required to participate, but funds are available to all eligible districts. Competitive grants are available to municipalities that have one or more schools in which 40% or more of the children are eligible for free or reduced-price lunch or are one of the communities identified within the 50 lowest wealth ranked towns in the state.
- ³ Enrollment numbers were not collected by age group for 2014-2015. A new Early Childhood Information System (ECIS) is scheduled to be implemented in 2015-2016 and will include enrollment by age group. In 2014-2015, 722 School Readiness children had an IEP/IFSP (no breakdown by age group). In 2014-2015, 490 School Readiness children were enrolled in Head Start (no breakdown by age group).
- ⁴ There are three types of slots, including full-day (10 hours)/ full-year (50 weeks/year), school-day (6 hours)/school-year (180 days/year), and part-day (2.5 to 5.5 hours)/school-year (180 to 250 days/year). Extended day provides hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year requirements. All programs operate 5 days per week. Funding levels vary by the type of slot.
- ⁵ School Readiness funds are provided to extend Head Start half-day space to a 10-hour day.
- ⁶ Hours vary by program. Extended-day programs operate 10 hours, 50 weeks per year, while school-day programs are 6 hours, 180 days per year. Part-day programs operate 2.5 hours, 180 days per year. Funding from another source can be used to extend programs into extended-day programs. The minimum is 2.5 hours per day for a total of 450 hours per year.
- ⁷ As defined by legislation, communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5% of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child will not enter kindergarten.
- ⁸ All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities. However, 60% of children enrolled in each municipality must meet the income guideline of at or below 75% SMI.
- ⁹ Exemption from the sliding scale for part-time programs may be available if the local School Readiness Council establishes a policy.
- ¹⁰ All children remain eligible for the program but the fee is reassessed annually and residency is verified. Parent fees can change mid-year depending on change in income and family size, though programs work with families to keep the child in the program.
- ¹¹ The School Readiness program encourages a class size of 18.
- ¹² Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
- ¹³ It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.
- ¹⁴ Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition-to-kindergarten activities, parent conferences and/or home visits, and programs for family literacy and dual language learners.
- ¹⁵ The CT Early Learning & Development Standards 0-5, aligned with the Common Core, were released in Fall 2013 and also include Creative Arts, Mathematics, Science, Social Studies, and supplemental Dual Language Development framework.
- ¹⁶ Lead teachers in public and nonpublic schools under the School Readiness grant must have at least a CDA and 12 early childhood credits. Due to a change in legislation, 50% of lead teachers must hold a BA and 50% must hold an AA specific to Early Childhood by 2017. By 2020, 100% of lead teachers must hold a BA. It is not mandatory for public schools to apply for or offer the School Readiness program; therefore, the public schools only need to follow grant requirements if they are grant-funded.
- ¹⁷ Connecticut's Registry now uses the term Designated Qualified Staff Members (DQSM) for lead teachers. Due to programs being funded through multiple funding streams, staff may be counted in more than one survey. This count represents all of the SRP Lead Teachers/DSQMs in 2014-2015, however. Embedded in the BA and MA degree are individuals with teaching endorsements. Those with teaching endorsements represent 12.5% or 152 DSQMs. These do not count into the 100%, as they already inherently have a degree. The "Other" category represents those individuals who are ladder levels 7 and 8 (higher than a CDA credential but not an associate degree). These are 4%, or 49, of the DQSMs in the chart above. These individuals count toward the 100%.
- ¹⁸ All School Readiness staff must complete two, 3-hour annual trainings in Early Childhood Education and one, 3-or-more-hour annual training in serving children with disabilities. In addition, they must also obtain and/or document training in emerging literacy and in diversity in the classroom during the first year of employment. Most centers are licensed by Office of Early Childhood, which requires annual training in medical administration, First Aid, and nutrition.
- ¹⁹ If accredited, assistant teachers must meet NAEYC requirements and if a Head Start program, assistant teachers must meet Head Start requirements.
- ²⁰ State sources include appropriation for slot dollars, parent fee subsidies, and quality enhancement funds. Non-required local sources include parent fees, Care4Kids, and community contribution toward administrative costs. Individual sites may receive federal CACFP funding, but that information is not collected.
- ²¹ The funding level for SRP is based on previous year's space capacity and local requests for proposals addressing the ability to increase capacity.
- ²² All programs are evaluated annually through the CT School Readiness Preschool Program Evaluation System (CSRPPES), which includes ECERS for specified programs. NAEYC-accredited and Head Start affiliated programs are exempt from some provisions of this through their own evaluations.
- ²³ Programs may use any curriculum and assessment that is aligned with the Connecticut Early Learning and Development Standards and CT Preschool Assessment Framework that addresses learning standards and outcomes. There is no state policy regarding how districts must use pre-K assessment data. Districts are known to use these data to guide teacher training, professional development or technical assistance; to make decisions regarding a child's enrollment in kindergarten; to make adjustments to curricula; and to track child- and program-level outcomes over time.
- ²⁴ The CT Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development within the first six weeks of school. It was based on the skills and knowledge outlined in the previous Connecticut Preschool Curriculum Framework and the current Connecticut Preschool Assessment Framework. CT is a charter state in the MD Enhanced Assessment Grant Consortium and will have a revised KEI in 2017.

CONNECTICUT - Connecticut Child Day Care Contracts

- ¹ As of July 1, 2013, the Connecticut Office of Early Childhood (OEC) was the new agency exercising administrative authority over this state prekindergarten initiative.
- ² Child Day Care Contracts are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Information about the location of child day care services is available by town.
- ³ Breakdown by age is not available.

- 4 The programs must operate for at least 10 hours per day, or in the case of wrap around services, extend the Head Start day to 10 hours. However, the Child Day Care program is funded with a combination of state and federal funds and the portion of the day covered by these individual funding sources is not specified.
- 5 Programs operate for 5 days per week using a combination of state and federal funds.
- 6 CDCC programs operate 52 weeks a year using a combination of state and federal funds, with the option of up to 22 days of closure for holidays and professional development.
- 7 CDCC preschool services are for children from three years of age, but children may move to a preschool classroom at any point during the year. Licensing requirements allow children to be enrolled in preschool classrooms when they are 2 years, 9 months old, so there may be exceptions for children entering preschool at younger than 3 years of age.
- 8 Half-day kindergarten students are allowed to be considered enrolled for CDCC for the purpose of extending care to 10 hours per day.
- 9 Programs are required to participate in CACFP, but can apply for a waiver due to facility or financial hardships.
- 10 The CT Early Learning & Development Standards 0-5, aligned with the Common Core, were released in Fall 2013 and also include Creative Arts, Mathematics, Science, Social Studies, and supplemental Dual Language Development framework.
- 11 Connecticut's Registry now uses the term Designated Qualified Staff Members (DQSM) for Lead Teachers. Due to programs being funded through multiple funding streams, staff may be counted in more than one survey. This count, however, represents all of the CDCC Lead Teachers/DQSMs in 2014-2015. Among the teachers reported here, 4.2% of lead teachers (23 individuals) have a teaching endorsement. The "other" category includes teachers with 30 early childhood credits or a 1-year ECE certificate (greater than a CDA credential but not an associates degree).
- 12 CDCC programs are required to be licensed, which requires professional development (PD) for staff that totals 1% of the total annual hours worked. Content may include, but is not limited to, early childhood education and child development, licensing and regulations, health issues, nutrition, first aid, social services, child abuse laws, and programming for children with disabilities or special health care needs. The programs are required to develop, implement, and maintain a written PD plan and to document and maintain the PD plan for each program staff member and make it available for review.
- 13 CDCC programs are required to be Head Start approved or accredited by NAEYC and need to meet the requirements for assistant teachers for their accreditation/approval system.
- 14 Child assessment is required for accreditation, but there are no CDCC policies specifically requiring the use of a child assessment.
- 15 The CT Kindergarten Entrance Inventory was developed by the state for kindergarten teachers to provide a global rating of children across four areas of development within the first six weeks of school. It was based on the skills and knowledge outlined in the previous Connecticut Preschool Curriculum Framework and the current Connecticut Preschool Assessment Framework. CT is a charter state in the MD Enhanced Assessment Grant Consortium and will have a revised KEI in 2017.

DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

- 1 Delaware follows the Head Start Performance Standards for Re-Competition.
- 2 Programs are required to provide a minimum of 3.5 hours of services per day. Programs that operate longer than 3.5 hours per day have blended funding from multiple sources to support the additional portion. Some ECAP programs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children. Programs operate for 9 months but do not completely follow the school district calendar.
- 3 There is no state policy on exceptions to the age requirement for kindergarten entry, this is a local school district decision.
- 4 State pre-K children must meet the federal Head Start income guidelines. Ten percent of available slots may be provided for children with disabilities. 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.
- 5 ECAP follows the Head Start Performance Standards for serving DLL children. Some of the ECAP sites are participating in the WIDA projects for DLL.
- 6 Though additional certifications are not required statewide, in some of the school districts, ECAP lead teachers are required to have an Early Childhood certificate. Public school assistant teachers are required to take the Para Pro test of basic skills.
- 7 Programs are monitored every 3 years. Delaware is currently in the process of developing new monitoring procedures.
- 8 The program deliberately does not have separate standards for DLLs.

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

- 1 While the Office of the State Superintendent maintains administrative control over the program in all sectors, the District of Columbia Public Schools (DCPS) and the DC Public Charter School Board (PCSB) bears some responsibility in administering the programs in their respective settings.
- 2 DC is a city that also operates as a state for purposes of many federal programs, including education. The Office of the State Superintendent of Education (OSSE) is the state education agency. The DC public education landscape includes one large school district (District of Columbia Public Schools, DCPS) and 62 smaller school districts (public charter school local education agencies, LEAs), for a total of 63 LEAs. Thirty-eight of these LEAs offer pre-K. An additional 20 pre-K programs are run out of community-based organizations. Even though pre-K programs are not located in all 63 LEAs, 100% of children in DC are eligible to enroll.
- 3 All elementary schools in DCPS and Public Charter School offer pre-K for age eligible students. Additionally, the pre-K grant is available to highly-qualified, community-based organizations that are awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 established a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten. DC Public Charter Schools that are approved by way of their charters to provide pre-K may offer it to all age-eligible students who are DC residents.
- 4 While the program is intended for 3- and 4-year-olds, many children under age 3 are served by charter schools opting for a December cutoff date; these children would be counted as under age 3 during the October census.
- 5 Children with IEPs and IFSPs are included in DCPS and Charter counts. If eligible for continued services, children with IFSPs transition to IEPs at age 3. At this time, they enter the state pre-K program. These totals include students served in nonpublic programs and students in surrounding counties eligible to receive services under IDEA as the geographic LEA. IFSPs can now be extended until age 5.
- 6 In addition to the seven languages reported, 20 and 28 other home languages were reported for 3- and 4-year-olds, respectively. Home language data in the District of Columbia is based on self-reported data and is neither audited nor complete. In fact, home language data was listed as unknown for 2,778 3-year-olds and 3,215 4-year-olds enrolled in pre-kindergarten.
- 7 All families report ethnicity and race to OSSE as two different questions. This means that the numbers will not be unique because individuals who report Hispanic/Latino are also reporting another race option.
- 8 In 2014-2015, before- and after-school services were provided by a mixed-delivery system, consisting of CCDF funds covering this service in the public schools, as well as public pre-K students attending this service at child care centers and homes.
- 9 A small number of LEAs and CBOs use later cutoff dates.
- 10 Ratios and group size requirements are only applicable to Pre-K Enhancement and Expansion programs in CBOs.
- 11 The DC Healthy Schools Act requires the provision of both breakfast and lunch. Childcare licensing mandates two meals and a snack for a school-day program, defined as 7 hours.
- 12 Health exams are provided directly in some, but not all, programs. All students must have a completed DC Universal Health Certificate, completed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations.
- 13 All public pre-K students are assessed using DC's ELL assessment, ACCESS for ELLs 2.0, except those in CBOs (policy is not applicable to CBOs).

- 14 Lead teachers are required to have a BA and specialization in ECE. Although the regulations implementing our Pre-K Enhancement Act allow for lead teachers to have an AA as long as they are enrolled in a BA program in ECE and on track to receive the BA by December 2017. Teachers in public charter LEAs are not mandated to hold a state license.
- 15 CBOs are required to have 40 clock hours per year.
- 16 In public settings, an assistant teacher must have an AA, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. For nonpublic assistant teachers, they must be enrolled at the time of employment in an early education degree program.
- 17 State funding for the DC Pre-K Program totaled \$207,226,639 across all District of Columbia Public Schools (DCPS), public charter schools, and community-based organizations. Spending is based on a per-pupil funding formula of \$12,719 for PK3 and \$12,340 for PK4. Public charter schools receive an additional \$3,207 for each student for facilities support. DCPS and public charter schools also receive additional funds on a formula basis for students who have special education, English language learner, or at-risk status. These additional funds are not available to CBOs.
- 18 Monitoring of CBOs occurs through the licensing process. Education Services Monitors also conducted monitoring visits to Pre-K Enhancement and Expansion programs in CBOs in FY14-15.

FLORIDA - Florida Voluntary Prekindergarten Program

- 1 These state agencies shared responsibility for the implementation of the program in the 2013-2014 program year. Each agency was assigned responsibilities that align with their statutory functions.
- 2 All school districts are required to offer the 300-hour VPK program during the summer.
- 3 Participation in the VPK program is projected to follow Florida's 4-year-old population rate, anticipating a 1% growth in future years.
- 4 In Florida, faith-based centers are a subset of private child care centers. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment. The Florida Office of Early Learning exercises administrative rules that allow re-enrollment for certain hardships that may allow a child who had attended some portion of the school year program to enroll for summer in some circumstances.
- 5 Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school-year or summer VPK program and is used in lieu of attending a traditional VPK program. The school-year program cannot start earlier than two weeks before Labor Day, or before the first day of school according to the local school district calendar, and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- 6 Enrollment in the school year program was 163,814 and in the summer program 6,452 with possible duplication for children attending both.
- 7 State policy permits exceptions to the age requirement for kindergarten only. A student who transfers from an out-of-state nonpublic school and does not meet regular age requirements for admission to Florida public school, may be admitted if he or she meets the age requirements for the public schools in the state from which he/she is transferring. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to kindergarten or first grade when certain data are presented, based on each district's pupil progression plan.
- 8 Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times the children are in care. Meals and snacks are required for extended-day programs.
- 9 All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required.
- 10 The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which may include children with disabilities and English language learners. To be eligible for a Good Cause Exemption, the provider must demonstrate learning gains, adherence to an improvement plan, and high health and safety standards.
- 11 The standards are aligned to the kindergarten Florida Standards.
- 12 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.
- 13 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course for those employed at licensed child care facilities. This training course is offered by DCF. Additionally, VPK providers on probation completing the Staff Development Plan as a part of their improvement plan are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.
- 14 Funding is appropriated using estimated population counts and the base student allocations.
- 15 Other community programs that may help implement the parent outreach component of 4K and approved licensed or certified professionals who provide specialized instructional services for children with disabilities can also be subcontracted with.
- 16 Early Learning Coalitions monitor staff credentials and provide guidance to coalitions on elements for program monitoring. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the onsite monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis.
- 17 The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHOS assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process using the Florida Voluntary Prekindergarten (VPK) Assessment.

GEORGIA - Georgia's Pre-K Program

- 1 Georgia has a separate state agency governing services for children birth to five and their families. Bright from the Start: Georgia Department of Early Care and Learning administers Georgia's Pre-K Program.
- 2 Children must be 4 years old by September 1st of the school year they are attending Georgia's Pre-K Program. Five-year-olds can participate in the program if they did not previously attend Georgia's Pre-K Program or if specific approval is given. The exact number of 5-year-olds who are eligible for kindergarten is unknown. However, eligible 5-year-olds served would be included in the enrollment total.
- 3 Some children may receive special education services in programs other than Georgia's Pre-K.
- 4 Georgia's Pre-K Program does not collect data on how many children qualify for free and/or reduced-price lunch. There were 42,829 children who qualified for Category One status. Category One child eligibility is defined as the child's and/or family's participation in one of the following: Supplemental Nutrition Assistance Program (SNAP), SSI (Supplemental Security Income), Medicaid, Temporary Assistance to Needy Families (TANF), or Child and Parent Services (CAPS) program.
- 5 The CAPS program provides subsidized child care to low-income families.

- 6 Exceptions are permitted for children with IEPs. Exceptions to the age requirement for pre-K are reviewed on a case-by-case basis. Children with disabilities, developmental delays, or significant health issues may be allowed to repeat pre-K. In addition, all children who were 5 years of age on September 1, 2013, and had not attended a Georgia's Pre-K Program as a 4-year-old, could enroll. A child who was age 5 on September 1, 2014 and attended a Georgia's Pre-K Program during the previous year may repeat pre-K if approval is given. Programs choosing not to accept children who are age 5 must have an approved written policy.
- 7 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 2015-2016 school year.
- 8 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.
- 9 Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All of Georgia's Pre-K programs are required to ask parents if a child has received his/her developmental health screening and provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP) are required to have a 4-year-old full physical exam.
- 10 While only the identified services are offered in the school year program, comprehensive services are offered in the Summer Transition Program (STP). These programs are awarded through a competitive grant process. There are two grant-funded program types: Rising Kindergarten Summer Transition Program and the Rising Pre-K Summer Transition Program. The grant funds a six-week program, which supports children's transition and development, particularly in their early literacy skills, through the last few months prior to kindergarten or pre-kindergarten entry. The program is targeted for families with low income. Each STP site is funded for a Transition Coach to work with families. To be eligible for the Rising Kindergarten program, children must be age-eligible for Kindergarten and either did not attend Pre-K or Head Start during the prior school year or did attend and have been identified as needing additional support. To be eligible for the Rising Pre-K Program, children must be age-eligible and registered for Pre-K the following school year. In addition, the Rising Pre-K Program is focused on children whose home language is Spanish. The instruction in these classrooms is in both English and Spanish. Classrooms are staffed with bilingual staff.
- 11 Lead Teachers must have a minimum of a Bachelor's degree in Early Childhood Education or a related specified field (i.e., Child Development). Lead teachers who were approved in the 2009-2010 school year with an ECE Associate Degree credential will be considered approved as long as they continue employment as a Pre-K lead teacher with the same company. Many teachers have an advanced degree beyond a BA; 124 teachers have their Specialist and 8 teachers have their Doctorate.
- 12 DECAL offers a minimum of 12 clock hours of training each year to all Georgia's Pre-K lead and assistant teachers. This training is provided by the Department at no cost to the program. Lead and assistant teachers must fulfill the additional 3 hours of required professional learning through additional state-approved training.
- 13 In order to get a paraprofessional certificate, the applicant must have an associate's degree or equivalent course credits and pass an ECE exam and background check. The certificate is issued by the Georgia Professional Standards Commission.

HAWAII - Executive Office of Early Learning Public Prekindergarten Program

- 1 While pre-K classrooms are housed on DOE campuses, the Pre-Kindergarten Program falls under the Executive Office of Early Learning (EOEL) as it did during the 2014-15 school year. The DOE is not responsible for the Pre-Kindergarten Program, as their focus is on the K-12 construct. EOEL became attached to the DOE as of July 1, 2015 for administrative purposes only and is not considered a part of the DOE.
- 2 Hawaii DOE is the only statewide public education system in the US and is comprised of one school district. Due to the failure of the Constitutional Amendment in November 2014, state funds cannot be used to fund private education. Therefore, the state-funded pre-k program is limited to public and public charter schools within the Hawaii Department of Education.
- 3 With respect to screening, in order to register and enroll in a pre-K program, students are required to provide verification of a full physical exam which includes screening in the areas specified but the state pre-k program does not provide the screening.
- 4 Hawaii has 2 official languages, English and Hawaiian.
- 5 Hawaii Early Learning and Development Standards (HELDS) were adopted in 2012.
- 6 Although there is no state requirement, the union contract requires 21 hours of teacher in-service. All teachers are required to be in the union. The union contract is negotiated with the state. At least 60 hours of PD are offered to teachers per year. During the 2014-15 school year, on average, teachers attended 24 hours of training.
- 7 The Department of Education is required to use assessment tools and protocols for determining students' placement and for decision making regarding movement between kindergarten into grade 1.
- 8 ACCESS ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. ACCESS ELLs is a secure, large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs is only available to Consortium member states.

ILLINOIS - Illinois Preschool for All

- 1 Children from all counties participate. However, funding does not provide services for all children whose parents want them to attend.
- 2 There are 113 home languages that have been identified for one or more of the children in PFA. Sixty-two home languages have been identified with 10 or more children per language. An additional 51 languages have been identified with 9 or fewer children per language.
- 3 There are 28 programs that offer school-day sessions only, 24 programs that offer both school-day and part-day sessions, and 406 programs that offer part-day sessions only. There is not a formal partnership but child care centers are one of the eligible recipients of PFA funding and provide wraparound services for the children in PFA who are also in their center.
- 4 School districts may enroll children in kindergarten before they are age 5 years based on local policy. Kindergarten age-eligible children with IEPs reflecting preschool placement may remain in the pre-k program. A child must be 3 years old before he/she enters the program. To start the school year, the child must be 3 years old on or before September 1. If there is a space available in the classroom, a child may enter the program during the year once he/she is 3 years old.
- 5 Low income is one of the risk factors taken into account in determining eligibility. There is not a predetermined risk factor cut-off, but children are eligible based on multiple risk factors, and priority is given to children with the greatest risk, as indicated by the number and severity of factors. Low income is one of the risk factors included in the weighted eligibility criteria.
- 6 School-day programs must provide lunch and snacks; part-day programs must provide snacks.
- 7 There is a Head Start Crosswalk that compares Head Start Child Development and Early Learning Domains and Elements with the 2013 Illinois Early Learning and Development Standards: <http://www.illinoisearlylearning.org/ields/resources.htm>
- 8 In addition to the Early Childhood Education endorsement, a lead teacher may also need a Special Education endorsement and/or bilingual/English as a Second Language endorsement depending on the children in the classroom.
- 9 The teacher aide in the classroom must hold an Educator License with stipulations endorsed for a paraprofessional educator. To be eligible for this license, an individual must be at least 20 years of age and have a high school diploma or GED. The individual must also meet one of the following requirements: (a) holds an associate degree (or higher) from a regionally accredited institution of higher education, (evidence is an official transcript), (b) has completed at least 60 semester hours of credit from a regionally accredited institution of higher education (excluding remedial coursework), (c) presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the Para Pro test, or (d) presents evidence of earning the following scores on the Work Keys test (offered by ACT): Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).
- 10 The programs access federal funds such as IDEA, USDA CACFP, McKinney-Vento Homeless Assistance Act, Title I, CCDF, etc., but the state does not collect data on federal funds used in the preschool programs. The Compliance Checklist can be downloaded at <http://www.isbe.net/earlychi/preschool/default.htm>.
- 11 Compliance reviews examine teacher certification, use of a research-based screening tool, research-based curriculum, kindergarten transition planning, community collaboration plan, and meeting requirements for serving homeless children and ELL students.

- 12 Routine scheduled monitoring site visits are done on a 3-year cycle by consultants hired by the agency. Specific issues or concerns of a program may initiate a monitoring visit tailored specifically to those concerns and these visits are done as needed by Illinois State Board of Education staff.
- 13 Pre-K assessment tools are determined locally. Each program must use a research-based authentic assessment system that aligns with the curriculum and documents children's progress over time with measurable outcomes. The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process that was piloted in the 2012-2013 school year. The second phase pilot implementation in 2013-2014 doubled the number of school districts participating. Statewide implementation is planned for the 2017-2018 school year. The DRDP-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for the Illinois Kindergarten Individual Development Survey (KIDS).
- 14 Kindergarten assessment is not required yet. Illinois is developing and implementing a kindergarten assessment process that was initially piloted in the 2012-2013 school year. The California DRDP-SR is being adapted, piloted, field-tested, and calibrated for Illinois' Kindergarten Individual Development Survey (KIDS). Implementation is being phased-in, with statewide implementation planned for the 2017-2018 school year.

INDIANA - On My Way Pre-K

- 1 Statute requires Indiana Department of Education involvement in the administration of the pilot. Additionally, prior to implementation, the State Board of Education must review and comment on the provisions of the pilot program.
- 2 Five pilot counties were chosen to participate in On My Way Pre-K (Allen, Jackson, Lake, Marion, and Vanderburgh). These counties were selected out of a total of 18 who completed a needs assessment based on county readiness and need. For the January 2015 cohort, counties were given the option to participate based on the readiness of each county. Four of the five counties were ready for an early start date in January of 2015 (Allen, Lake, Marion, and Vanderburgh). Within those four counties, there are 97 school districts and out of those 97, 13 participated in On My Way Pre-K.
- 3 Eligibility for the On My Way Pre-K program requires family income to be at or below 127% FPL. The free and reduced-price lunch classification is based on monthly income and number of individuals in the household, not on FPL. Therefore, this changes periodically.
- 4 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. Programs are reimbursed based on the total hours of pre-k services offered. The minimum number of hours pre-K services must offer for On My Way Pre-K providers starting in January 2015 is 225 hours. The minimum number of days pre-K services must offer for On My Way Pre-K providers starting in January 2015 is 57 days.
- 5 A child that does not meet the August 1 deadline that will attend kindergarten the following year may be allowed to enroll if signed documentation on school letterhead is received. This documentation cannot state the child will be tested – it must say 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.
- 6 Program 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.
- 7 Programs may choose their classroom options. There are no state requirements concerning DLL/ELLs within the On My Way Pre-K program.
- 8 Indiana does not utilize the Common Core. Early Learning Guidelines are in alignment with the K-12 standards.
- 9 Educational requirements are based on requirements of the quality rating system – Paths to QUALITY™ Program eligibility is Level 3 or 4. Requirements for Level 3 are that 50% of staff have a CDA, equivalent, or higher. Level 4 requires accreditation and programs must meet an approved accrediting body's education or degree requirements. QRIS standards may be found at <http://childcareindiana.org>.
- 10 United Way and Early Learning Indiana Capacity Building Funds total \$350,000. Legislative reverted funds also support the program but the amount is not reported. There is also a 10% county match that is not reported.
- 11 Local match minimum of 10% and maximum of 50%.
- 12 Program evaluation is ongoing. Programs must be highly rated on Paths to QUALITY. The Paths to QUALITY system has undergone numerous evaluations, and continues to be evaluated using tools that measure environmental and process quality (ECERS and CLASS) and child outcomes. The ongoing pre-k evaluation is measuring process and child outcomes with the use of numerous tools.

IOWA - Iowa Shared Visions

- 1 Shared Visions preschool programs are offered in 32 public school districts, as well as 10 licensed child care centers and in 12 of the 18 Head Start programs in Iowa.
- 2 Exact breakdown unknown. All children are ages 3- to 5-years-old and no children are under age 3 years. Of the 228 total children with an IEP in Shared Visions, 81 were identified and provided services through an IEP after enrolling in the program. 147 were already on an IEP when initially enrolled.
- 3 There were 489 children enrolled in a Shared Visions program where the awarded grantee was a Head Start program. It is unknown how many additional children attended a part-day Shared Visions program and spent the remainder of the day in a Head Start program.
- 4 Of the total enrollment, 1,008 are Caucasian, 387 are African American, 238 are Hispanic/Latino, 32 are Asian/Pacific Islander, and 31 are American Indian. This information is not available by child age.
- 5 Ninety-eight percent of the cumulative enrollment was eligible for free- and reduced-price lunch.
- 6 The number reported in nonpublic schools is reflective of nonprofit, public child care centers. The number reported in other auspices is reflective of children served in Head Start programs.
- 7 In the 2014-2015 school year, some Shared Visions programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. SVPP funds may be used to provide a school- or extended-day to children if the program adds at least 10 hours of instruction by an early childhood endorsed teacher and the program meets NAEYC standards. The daily and annual operating schedules are described as part of the competitive grant application process and address identified needs within the community.
- 8 If a child does not meet income eligibility criteria, he/she may be eligible by meeting age criteria and having one or more secondary risk factors. Only 20% of children may qualify based on meeting secondary risk factors, however.
- 9 In accordance with NAEYC Standards and Accreditation Criteria, mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.
- 10 The specific meals offered depend on the hours of operation but are required by NAEYC criteria. Programs must serve a meal and ensure a second meal is served at least two hours later but no more than three hours later if children are still in attendance.
- 11 The components of the full physical exam are determined by the child's physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.
- 12 The home language survey is sent home at the beginning of the school year in public schools and Head Start, but is a local decision for other public, non-profit agencies.
- 13 In 2014-2015, Shared Visions programs were required to use Teaching Strategies GOLD as a comprehensive assessment system which aligns with Iowa Early Learning Standards. They were also aligned with the curricula that programs use (Creative Curriculum and High Scope).
- 14 Iowa Core is Iowa's College and Career Ready Standards.
- 15 All teachers must have a minimum of an AA or equivalent, and at least 75% of teachers must also have a minimum of a BA. 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.

- 16 Certified teachers employed in school district programs must renew their licenses every 5 years, including six credit hours of professional development. In addition, Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates lead teachers have an average of 40 hours of staff development. Based on NAEYC accreditation standards, all new employees are required to have training to introduce them to program information, including interaction with the children and curriculum. Another NAEYC Accreditation Standard states that programs will have a professional development plan in place covering a variety of training areas for all staff. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.
- 17 Assistant teachers must have a high school diploma. Grantees follow NAEYC accreditation requirements that at least 50% of assistant teachers must have a CDA or equivalent. All assistant teachers who do not have a CDA must be currently working toward achieving one. Twenty-four percent of assistant teachers have a high school diploma, 22% have an AA degree, 37% have a CDA, 16% have a BA, and 1% have a MA.
- 18 Amounts from federal sources are not reported separately, so amounts are unknown. Federal sources are embedded into the non-required sources listed above.
- 19 Grantees are required to provide a 20% local match and other resources include additional local match and in-kind resource contributions.
- 20 Site visits are conducted by the state when determined necessary based on reports received. All Shared Visions programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.
- 21 State law requires the use of an approved universal screening tool for literacy three times per year, as well as progress monitoring for any student below benchmark. The majority of districts use the FAST assessment.

IOWA - Iowa Statewide Voluntary Preschool Program

- 1 School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring in this case. Funds flow from the school district to those community partners.
- 2 This is an unduplicated count for the children enrolled in this program. Not all of these children then receive the .5 funding for SVPP. Some children are supported with state special education funds or other sources of funding.
- 3 Preschool-age students included in the enrollment count were served with state or federal funding sources. A total of 276 children were on a support-only IEP: 12 three-year-olds, 260 four-year-olds, and 4 five-year olds. The 16 three- and five-year-olds on support-only IEP (e.g., speech) did not generate any federal funds for the district. The 260 four-year-olds did generate the .5 student count. Iowa allows these students (i.e., speech only) to generate this state funding so they are included in our total count of four-year-old children. A total of 907 preschool children in the program were on an instructional IEP and generated state special education funding, including 267 three-year-olds, 569 four-year-olds, and 71 five-year-olds. This funding is generated through property taxes and state aid.
- 4 Community partners often do not request that families apply for free and/or reduced-price Lunch, and this information is often not available from districts if children do not attend SVPP during meal times or if the schedule of the classroom includes a snack but no meal. In light of these limitations, these numbers may underestimate the number of children enrolled in SVPP who qualify for free and/or reduced-price lunch.
- 5 All programs are under the auspices of the school district. That does not mean all children are served in the school building. Community partners such as Head Start, state accredited nonpublic schools, licensed child care/preschools, and community-based preschool/child care serve children. The number of children enrolled by auspice is based on preliminary data from fall 2014.
- 6 Programs operate a minimum of 10 hours per week; the average is 14 hours per week. Programs operate at least 3 days per week; most operate 4-5 days per week. While there is not a formal state partnership to provided extended-day services, partnerships with Head Start may exist at the local level to provide school-day programming.
- 7 Older and younger children may be eligible to participate if space and funding are available. Children with IEPs may participate, based on the needed services.
- 8 Children who are age-eligible for K may enroll in the pre-K program if space and funding are available. Pre-K funding may not be used to support participation of children who are age-eligible for K. Kindergarten students may generate the full 1.0 funding if they are provided additional hours, working on the Iowa Core in the kindergarten classrooms. Participation of children in pre-K programs who are age-eligible for K will not generate pre-K funds.
- 9 All age eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence.
- 10 Programs are required to offer a snack, although it is recommended that they serve a meal. If the program operates more than 15 hours per week, a meal is served. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.
- 11 Title II does not apply to pre-K. If state policy is silent on these items, it does not restrict a district, and therefore these policies are locally determined. Program standards state that assessments are to be sensitive to and informed by home language.
- 12 The Iowa Early Learning Standards (IELS) were developed in 2007. Iowa added mathematics and science, as well as social studies, in 2012. Iowa Core is Iowa's College and Career Ready Standards.
- 13 All lead teachers must hold one of these licenses and the Early Childhood endorsement. A teacher who holds only an early childhood special education license is not appropriately endorsed/licensed.
- 14 All teachers in SVPP have a BA and an Iowa teaching license. There are 609 full-time teachers and 55 part-time teachers.
- 15 State policy requires professional development but does not specify hours. Districts report the number of hours annually, with SVPP teachers having 15 clock hours of professional development in the 2014-2015 year.
- 16 Requirements depend on the requirements of the overseeing agency. Some classrooms follow Iowa program standards, others follow NAEYC accreditation standards, and others follow Head Start requirements. For Iowa standards, classroom assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. A paraeducator certificate is required in Title I schools. If the program operates under NAEYC, annual reports and onsite monitoring requires evidence that 50% of assistant teachers have a CDA and all others are working toward a CDA. NAEYC defines an equivalent to the CDA as 12 college credits in ECE fields. In addition, assistant teachers participate in orientation prior to, or at the beginning of, employment.
- 17 Total state is funding \$69,790,458 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.
- 18 Iowa flows funding directly to public schools. Public schools may subcontract 95% of the per-child allocation to Head Start, private preschool/child care centers and/or accredited nonpublic schools. The state does not support religious instruction during the 10 hours per week.
- 19 New programs are required to receive site visits. In 2014-2015, an onsite visit occurred for districts in the second year of operation, while other continuing districts received a desk audit once every five years. All districts had to report compliance information which the Department of Education cross checked with student reporting and teacher licensure. Programs also receive site visits at least each year by AEA staff.
- 20 State law requires an approved literacy screening assessment by October 1 so that 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).
- 21 There are explicit salary requirements for state-funded pre-K teachers in public schools. There is a minimum starting salary of \$33,500 for lead teachers in public settings. School districts determine the salary schedule for percent increases based on experience. There are no salary requirements for SVPP teachers in Head Start or other community-based settings.
- 22 The program receives an incentive payment for achieving higher levels on the QRS.
- 23 The average salary for a full time teacher is \$46,426. The average salary for a part time teacher is \$27,394. The average salary for full-time assistant teachers in a district program is \$15,726. The average salary for part-time assistant teachers is \$12,428. Assistant teacher salary information is only available for district programs.

KANSAS - Kansas Preschool Program

- 1 The KPP is in 14 counties, but some of the 'sites' include multiple communities (with the same or adjoining counties).
- 2 Children who have IEPs may be in the classrooms participating in the program but their status is unknown. Some programs may include students with IEPs in their enrollment counts, but there is no state policy requiring this.
- 3 Programs must provide 465 hours per year of education. The actual schedule is determined at the local level, with most programs operating approximately 3 hours per day, 5 days per week. Kansas Preschool Program funds are used to provide a half day of instruction, which may be used to extend the day of a child in another supported program. If a community chooses to use their existing State Pre-Kindergarten program as a Kansas Preschool Program classroom, they must either add an additional 465 hours over the year to the pre-K experience or use the additional funding to improve the existing program. If a community chooses to use a Head Start classroom as a Kansas Preschool classroom, they must add an additional 3 hours to the Head Start experience. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12-month, half-day cycle. Funding is provided on a calendar year.
- 4 Kansas Preschool Program funding may not be used for kindergarten-age children. Children who are kindergarten age can be served in the Kansas Preschool Program classroom, however, if parents/staff determine this to be the best placement. The state funds may not be used to support these children.
- 5 At least 50% of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English-speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, and social rehabilitation services referral. Eligibility for the other 50% of children is based on the local program's discretion.
- 6 Children in half-day programs receive a snack; children in full-day programs receive snack and lunch.
- 7 The grant does not require screenings and referrals. All sites have different models so the actual requirements are locally determined. Hearing and vision tests are required in both public schools and Head Start settings, however.
- 8 School-based programs that serve children who are ELLs must document this need through a home language survey and other instruments and provide ESL services through an ESL-trained teacher. The district sends the home language survey.
- 9 As of the 2013-2014 school year, teachers in all settings are required to be licensed in early childhood education. All teachers must be an EC or ECH (early childhood special education) or ECU (EC Unified) licensed teacher. For this year only, teachers with a license in elementary education who have taught the last two years in an early childhood classroom (4-year-old, at-risk program) can be a teacher in the Kansas Preschool Program.
- 10 Assistant teachers are required to have at least a CDA. Assistants are also eligible if they have an AA or BA in EC, CD, elementary education, family and consumer sciences, parenting education, social work, or speech-language pathology.
- 11 Grants are awarded to school districts and nonprofit community partnerships or community agencies on behalf of a coalition of service providers. Seventy percent of members of the partnership must include representations from: mental health centers, private child care providers, cooperative extensions, Head Start, Social and Rehabilitation Services, schools, the health department, the faith-based community, businesses, family representatives, community colleges or universities, libraries, government, child care resources and referral agencies, interagency coordinating councils, foundations, or other nonprofit organizations.
- 12 The KELI-4 collects data on child outcomes; the classroom practices survey, and transition survey both provide process information. The RFP provides KPP teams with the opportunity to provide input into KPP practices and procedures. The web application opportunity for community sites including Head Start was put off until 2014-15 due to funding and IT support availability. Determination of kindergarten assessment is at the local level; most, if not all, school districts use a kindergarten assessment.

KANSAS - Kansas State Prekindergarten Program

- 1 Districts are not required to provide the program; funding is available only to districts currently offering the program. Funding is awarded on a competitive basis.
- 2 Programs are required to provide 465 hours per year of instructional time. Length of school day and days per week are determined locally. Most programs operate 3 hours per day, 5 days per week, although some choose to operate 4 days per week for more hours per day. Funding from other sources can allow programs to add additional hours per day, although these hours are not considered part of the State Pre-Kindergarten Program day.
- 3 The income criterion is a state policy. Eligibility for free lunch (130% FPL) is one of several eligibility criteria. Children must meet at least one of the specified factors.
- 4 If a child is identified as needing special education services before September 20, that child is no longer generating at-risk funding. If they are identified for special education services after September 20, the at-risk funding remains.
- 5 While schools are required to screen, referral is not listed as a required process. Many programs do refer, however. Students must have a documented health assessment from a medical professional before entering the program, though screening is not provided through the program itself.
- 6 Primary language of the child or home language of the parent is collected in order to provide appropriate communication with parents as well as a first step in determining qualification for English to Speakers of Other Languages (ESOL) services. If results of the survey indicate a language other than English, further evaluation is completed and if services are required, a qualified ESOL teacher provides them.
- 7 School districts receive 50% of the Base Student Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population, and/or local option budget. All approved slots are .5 FTEs.
- 8 State Pre-Kindergarten Programs collect and submit data on a randomly selected number of children, family and home practices, and classroom practices, through a web-based application. Classroom practices and transition practices are self-reported. Information on home practice and protective factors is collected via a voluntary parent survey. Child data provide a look at the impact of the program on child outcomes. Child data are collected by teachers, using observation and other authentic assessment or valid assessments.
- 9 KELI-4 uses a random sample of 10 children from each state pre-K teacher's classroom. The KELI-4 is based upon early learning standards, which are aligned with kindergarten standards. The results are a state-level outcome and are not used 'to provide a measure of K readiness.' Other assessments are locally determined.
- 10 Decision to use a K assessment is determined locally. Children are not required to attend kindergarten.

KENTUCKY - Kentucky Preschool Program

- 1 Child count is based on the average from the fall (Dec.1) and spring (March 1) enrollment counts. The count is unduplicated. Children who are both at risk and disabled are counted only once in the disability category. This total enrollment count does not include an additional 2,409 4-year-olds who were served through tuition or district funds. The 2014-2015 enrollment of at-risk 4-year-olds dropped below the number of preschool students with disabilities for the first time since 2008. This may be explained in part by the change in minimum age requirement for state-funded preschool students that took effect in 2014, moving from October 1 to August 1. Also, the electronic data collection process has helped to eliminate duplicate counts. The total number of students served (eligible and non-eligible) was 21,125.
- 2 The school district has primary authority for programs. However, some districts delegate preschool program responsibilities to Head Start through a local full utilization agreement.
- 3 Home language is reported for a 3- and 4-year-olds. Thirty-eight different home languages have been identified as being spoken by 1,551 three- and four-year-olds in 2014-2015. The most common languages are Spanish (1,164 children); Arabic (100 children); Burmese (69 children); Chinese/Mandarin (31 children); Bosnian (22 children); Nepali (21 children); Somali (14 children); Vietnamese (13 children); Karin (12 children); Swahili (10 children); and Creole (10 children). Income breakdown is only available for 4-year-olds.
- 4 Race/ethnicity breakdowns do not match the total enrollment because the data were extracted from the system at different times.
- 5 Income breakdown is only available for four-year-olds.
- 6 The breakdown of children by administrative agency auspice do not match the official KPP enrollment count because an additional 2,409 children were enrolled and served with other funding sources (e.g., district funds, tuition, grant, Title I, and other).

- 7 Minimum of 2.5 hours/day plus mealtime, determined locally.
- 8 There is no formal partnership at the state level to provide extended day services. However, the school districts may subcontract these services directly with eligible child care providers.
- 9 In 2014-2015, 73 districts operated on a school-day schedule of more than 4 hours a day, 93 districts operated on a part-day schedule, and 7 districts offered both school- and part-day schedules. KDE was not able to determine the total number of children in each schedule.
- 10 Standard program operation is 4 to 5 days per week. Any other configuration must be approved by the Kentucky Board of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to preschool. During the 2014-2015 school year, 7 districts were granted approval for an alternate schedule of 2 full days a week. During the 2013-2014 school year, 8 districts were granted approval for an alternate schedule of 2 full days per week, M/W or Tu/Th.
- 11 The preschool program is required by regulation to follow the school year set by the school district. Most preschool programs begin later and end earlier than the school-year calendar, however, because instructional days are utilized for child and family activities such as screening, home visits, and other comprehensive components of the program.
- 12 Some IEPs for kindergarten children with severe disabilities specify that they may attend the preschool program under certain circumstances. The Admissions and Release Committee (ARC) decides the best placement for children with special needs. If the best placement for a 5-year-old child with disabilities is the preschool program and there is space available, the child is coded as a first year primary student (kindergarten). No preschool funds may be used to support this child.
- 13 Four-year-old children whose family income is up to 150% of FPL are eligible to attend the preschool program. Also, children who have an identified disability may enroll on their third birthday or whenever they are identified. Homelessness is a criterion for 4-year-old children only. The children must be in foster care at time of enrollment, not based on past history of foster care. Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available. Districts may not use state funds to serve non-eligible children.
- 14 If a district decides to enroll children who do not meet the income requirements, tuition may be charged. The state does not track tuition methods and tuition children are not included in reported enrollment figures, as they are ineligible for KPP funding.
- 15 According to preschool regulations, if a teacher has two sessions, morning and afternoon, and must coordinate parent involvement, health, and social services for the program, the maximum number of students served is 34 students total. Each session must still meet the adult-child ratio of 1:10. This is rarely the case because most school districts have administrators and family resource workers who coordinate the comprehensive services of the district.
- 16 Either a dental screening or exam is required for entry into kindergarten.
- 17 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 advice and resources, including translators or bilingual staff. Some districts also offer preschool English Language services to children using district funding. Home language surveys are encouraged, not required.
- 18 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, comprehensive services may be available to state-funded students.
- 19 The 2013 revised Kentucky Early Childhood Standards include birth to three as well as 3- and 4-year-old standards. They have been aligned with both the Head Start Child Development and Early Learning Framework and the Kentucky Academic Standards for grades K-12.
- 20 All lead teachers hired since 2004 must hold the IECE certification recognized by the Education Professional Standards Board (EPSB). Lead teachers hired prior to 2004-2005 may hold a letter of exemption (i.e., BA in child development and/or certification in another area such as K-6 or special education), or a CDA or associate's degree in Early Childhood Education. The teachers holding a CDA or AA may serve as lead teachers within the district but cannot be hired by other districts to serve in the same role unless IECE certification is achieved.
- 21 Out of a total of 1,035 lead teachers, 760 (73%) had the IECE certification, 117 (11%) had a bachelor's degree and a letter of exemption, 125 (12%) were Preschool Associate Teachers with a CDA or AA in Early Childhood who were grandfathered prior to 2004, and 33 (3%) had an emergency or probationary certification.
- 22 Assistant teachers must have a minimum of a HS diploma or GED. Assistant teachers in Title I schools 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 in the process of recognizing the CDA as equivalent to the KPA for the purpose of Title I qualification. During the 2014-2015 school year, there were 1,151 pre-K assistant teachers. The following credentials for the 1,151 teacher assistants were recorded: high school diploma, 388 (33%); CDA, 267 (23%); associate's degree, 138 (10%); bachelor's degree, 117 (10%); master's degree, 9 (1%); other (e.g., some college, KPA completion, etc.), 232 (20%).
- 23 Federal funds reported by the KDE finance office have not yet been audited. Non-required local funds reported may represent other sources but could not be verified due to district coding variations. Other federal sources include Title II, Community Service, Adult Education, and other program services.
- 24 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 an average number of eligible children served on December 1 and March 1 of the prior academic year. The final award amount is achieved by multiplying the per-child rates for each eligibility category (e.g., at-risk, speech, developmental delay, severe) by the average number of students per category. There is a standard rate for the at-risk, speech, and developmental delay categories. There is a weighted rate for 3- and 4-year-old children with severe disabilities.
- 25 If a school district blends with Head Start funds and the Head Start program is the lead agency in administering the program, district funds will go to the district first and then be shared with the Head Start program and/or the contracted site. Faith-based sites may be subcontractors. The faith-based program's curriculum may not be religious in nature and the program must be incorporated separately from the religious institution and maintain a nonsectarian board of directors.
- 26 The Kentucky Preschool Program is currently engaged in the Preschool Program Review (P2R). During the P2R process, every district receives a visit from a KDE site visit team once every 5 years, or a visit from the Regional Training Center (contractor with KDE) to conduct an ECERS-R observation. Additionally, 14 districts are randomly selected to participate in a Consolidated Monitoring (CM) site visit. During this CM process, each of the districts receives a site visit from a KDE preschool team, who conducts a program review. Districts participating in the CM process are not exempt from the 5-year cycle P2R schedule of site visits.
- 27 Preschool participation in Kentucky All STARS is set to begin in 2015-2016 with full implementation expected in 2016-2017.
- 28 Preschool Program Review (P2R) site visits are conducted once every 5 years for all the districts. All sites at each district are visited, including the Head Start and contracted sites where state-funded preschool children attend. At every site, at least 30% of the teachers are observed. The Regional Training Center observes classrooms using the ECERS-R. These RTCs also note in their report if there are any violations of the preschool regulations. Several of the sites will receive a KDE team site visit, and during these visits there are observations at all sites, interviews with staff and administration, as well as a review of the children's files and documents. At least 5 districts will receive this type of site visit (one in each of the 5 regions). Additionally, the KDE, Division of Consolidated Plans and Audits randomly selects 14 districts to receive a site visit. During these site visits, a team of KDE preschool consultants conducts a site visit using the same criteria as the P2R site visit. Once every 5 years, the same cohort district will fill out the P2R document, which is a web-based self-assessment document. They must rate their preschool program in each of the items as met or not met. Items include enrollment information, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff, and so on. In each section, the preschool coordinator must include explanations. The districts must also submit documentation in various areas such as examples of lesson plans, special education intervention process, map of classroom layout, samples of communication with parents, and enrollment forms. For each of the districts in the cohort, the KDE consultant will also review information about the district through the Student Information System, the district's website, Head Start Full Utilization information, special education data and other information through the KDE data sources. There could also be a phone interview or e-mail exchange with the preschool coordinator seeking additional information or clarification. Each district receives a Program Review that shows the strengths, recommendations, and findings. Findings are items that are shown to be out of compliance with the regulations and must be corrected within a reasonable amount of time.
- 29 The most recent third-party program evaluation was completed by the University of Kentucky in response to a request from the ECAC and Governor's Office of Early Childhood as part of the STARS for KIDS NOW evaluation. The sample found that CLASS scores in KPP were higher when teachers reported having a master's degree and that children who attending preschool demonstrated higher gains in language and literacy by end of kindergarten than children who did not attend preschool.
- 30 Districts may choose one of the five approved assessment tool in the Kentucky Continuous Assessment Guide: the AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR Advantage (High/Scope), or WSS.

- ³¹ All kindergarten students are assessed with the BRIGANCE K screen either two weeks prior to the first day of school or 30 instructional days after the first day of school to help determine level of school readiness. Since 2011-2012, school districts have been required to use diagnostic assessments and prompts that measure readiness in reading and mathematics. Decisions about these assessments are made locally and results are not collected at the state level.

LOUISIANA - Louisiana Cecil J. Picard LA 4 Early Childhood Program

- ¹ The Louisiana Department of Education Division of Early Childhood Programs has administrative authority over the program.
- ² In some parishes, there is more than one school district operating in the geographical region of the parish. The LA4 Program serves children in public schools, charter schools, and one tribal school. For these purposes, charter organizations and the tribal school operate as independent school districts, even though there are only 71 public school districts in Louisiana. In addition to program availability in 64 of 71 school districts, 26 charter schools and one tribal school participate in the LA 4 program.
- ³ Districts are not required to offer the program but, due to limited funds, programs must apply for funding. Priority is given to programs with previous history in the program.
- ⁴ The total enrollment figure does not include 377 tuition-paying students and an additional 3,249 students with braided funding from other sources for a total of 19,332 children. This is not an unduplicated enrollment count. The data come from the October 1, 2014 enrollment reports.
- ⁵ If the student qualifies for free or reduced-price meals, they are counted in the enrollment and the state pre-K pays for that student, while special education pays for related supports and services. If the student does not qualify for free or reduced-price meals, then special education funds pay for both placement and services.
- ⁶ Total free and reduced-price lunch enrollment was 15,934, of which 15,802 children were served in public schools. The remaining 132 children were served in nonpublic school settings (in child care centers).
- ⁷ Full school day includes the school day of 6 hours. A school day requires a minimum of 360 instructional minutes or 63,720 minutes per year (some programs have had 4-day school weeks in the past). In 2014-2015, no program offered a summer session or 4-day school week, as reported in previous years.
- ⁸ Children evaluated as gifted may enter kindergarten early.
- ⁹ There is no state-specified income requirement for eligibility, as all who meet the age requirement may participate. Children who qualify for free or reduced-price lunch attend free of charge, and enrollment priority is given to these children. Others may pay tuition, or school districts cover costs. All children in the district are eligible to attend. Charter schools allow participation using a lottery if more students apply than the school has allocated slots with which to serve them.
- ¹⁰ Tuition may be charged for any child who is not eligible for free or reduced-price meals. Children may be charged for all or part of the LA4 class, in an amount not to exceed that necessary for the system to provide the LA4 class to the child and no more than the average amount expended per pupil on those children from whom no tuition may be required.
- ¹¹ All meals and snacks must meet USDA/CACFP guidelines.
- ¹² Additional ESL services may include, but are not limited to: communications in the family's language, seeking the services of interpreters, and other locally determined services.
- ¹³ Support services are locally determined.
- ¹⁴ The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.
- ¹⁵ For mixed-delivery LA4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved Early Childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K-3 license instead of standalone Nursery School and Kindergarten licenses.
- ¹⁶ The number of teachers with a MA or higher is not known.
- ¹⁷ Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed-delivery settings.
- ¹⁸ The DOE determines the per-pupil allocation annually, based on the number of available slots. Allocations are based on a per-pupil formula. Non-required local contributions are not determined or allocated by the state, instead, they are funds that may vary annually to support local community programs.
- ¹⁹ All programs are monitored annually and required to provide documentation of program-level outcomes (compliance with program guidelines, annually). QRIS participation is required for child care centers (minimum 3 stars), but a waiver process was instituted eliminating this requirement for programs in the 13 pilot communities. Public school centers are exempt. Monitoring of reports include enrollment in a 6-hour program, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.
- ²⁰ Informal evaluations were conducted to report child outcomes (DSC/Teaching Strategies GOLD) and program quality (CLASS). The last formal evaluation was conducted in 2012-2013 by the Picard Center at ULL.

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

- ¹ Districts receive an allocation and they determine whether to use the funds for the pre-K focus area.
- ² Any child evaluated and identified as gifted may enter kindergarten early.
- ³ Priority is given to students who qualify for free or reduced-price lunch. However, if all income-eligible children are otherwise served, additional students may also be served if they are deemed developmentally unprepared.
- ⁴ This program strongly encourages vision and hearing screening.
- ⁵ The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.
- ⁶ Effective June 1, 2002, Louisiana issued a Pre-K-3 license, instead of standalone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an Early Childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.
- ⁷ Teacher assistants must possess a high school diploma or equivalent, have extended experience caring for a group of preschool-age children (children younger than five years of age), possess proficient oral and written communication skills, and meet all other district requirements for employment.
- ⁸ Public agencies blend and braid 8(g) funds with other state and federal funding to provide programs. An attempt is made to collect information from local programs on the total funding of each source, but this information cannot be verified. The Board allocated \$10,200,000 to local education agencies for the FY 2014-2015 8(g) Student Enhancement Block Grant Program. A total of \$8,427,096 was allocated to pre-kindergarten programs. Districts received a \$52,857 base and \$7.78 per pupil amount. In addition, \$975,000 was allocated to the Louisiana Department of Education to administer the 8(g) Statewide Early Childhood Care and Education Network Expansion Program.
- ⁹ Since 8(g) students are most likely intermixed in LA4 classrooms, the LA4 program monitoring covered the majority of the 8(g)-funded pre-K classes/sites during 2014-2015. A regular monitoring cycle of site visits/evaluations was established by 8(g) staff and 20 sites were monitored and evaluated. These visits were conducted by independent program evaluators employed by the oversight agency. BESE compliance officers conduct monitoring visits to make sure agencies are complying with state auditing practices and both fiscal and programmatic procedures relating to the project. Site visits, desk evaluations, and technical assistance is conducted by 8(g) staff on a regular basis.

- ¹⁰ Evaluations are conducted annually for districts by independent evaluators to measure the impact on student outcomes. In June 2013, the Cecil J. Picard Center for Child Development and Lifelong Learning conducted a longitudinal report entitled, Longitudinal Study: Longitudinal Impacts on Academic Achievement for Participants in Louisiana's LA4, NSECD, and 8(g) Early Childhood Programs.
- ¹¹ Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

LOUISIANA - Louisiana Non-Public Schools Early Childhood Development Program

- ¹ In accordance with Act 3 of 2012, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education.
- ² The NSECD Provider Application period is open to all state-approved nonpublic schools and quality rated child care centers statewide. Due to funding limitations, the Department prioritizes slot allocation to schools and centers located in parishes found to be in greatest need, based upon the Early Childhood Risk and Reach Report, the most recent copy of which can be found here: http://www.lsutearlychildhood.org/EarlyChildhoodRiskLA_Fall2012.pdf. In addition, a scoring mechanism is used that prioritizes incumbent providers with a history of compliance, new programs in parishes of need participating in the Louisiana Community Network Pilot Program, and new programs in non-pilot parishes of need with no existing NSECD providers.
- ³ The reported figure represents funded slots.
- ⁴ The Louisiana Department of Education is responsible for administering the program and partnered with nonpublic schools, parochial schools, private schools, and quality-rated Class A child care programs to provide services.
- ⁵ All pre-K programs are funded based on a 6-hour instructional day. No funds are provided for before- or after-school care.
- ⁶ With the implementation of Act 3, all state-funded early childhood programs have adopted common income requirements.
- ⁷ Each class of 20 students is required to have a teacher and teacher assistant. The program approval process mandates providers to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size.
- ⁸ Although speech screenings are locally determined, all providers have independently provided these for all the NSECD students during the 2013-2014 school year. In 2011-2012, the Louisiana Department of Health and Hospitals conducted a study related to childhood obesity in state pre-K programs requiring enrolled children to receive height and weight or BMI screening and referral.
- ⁹ The NSECD has implemented a "Parental Involvement" report, which allows providers to track parental engagement on a local level.
- ¹⁰ The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.
- ¹¹ Incumbent and new NSECD teachers must be certified in early childhood or working towards 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 3 years of their hire date. Teachers who being 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 date.
- ¹² Of the 84 total lead teachers, 72 were Early Childhood certified, including 27 with master's or above. Seven were Elementary grade certified, one of whom held a PhD.
- ¹³ All NSECD teachers and teacher assistants are required to complete 18 clock hours of professional development. Trainings are conducted through webinars or onsite as needed or requested by each provider.
- ¹⁴ New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA program or Early Childhood associate's degree program, be continually enrolled, and complete the certification within three years of hire date. Of 78 teacher assistants, 28 have degrees ranging from associate's to Master's plus 30, 39 have a current CDA, and 11 are pursuing their CDA or degree on a program-approved timeline.
- ¹⁵ In 2012, Act 3 was enacted to promote and support collaborative mixed model delivery to assist programs in rural communities. Nonpublic and parochial schools must be licensed by the Louisiana Department of Education and adhere to the NSECD standards. Agencies are not allowed to combine funds with other funding streams (i.e., Title I, Head Start, or LA4) for NSECD students. However, agencies are allowed to serve multiple populations within a site.
- ¹⁶ As part of Act 3, Louisiana has implemented the use of the CLASS observation tool, as well as TS GOLD assessments. The information gathered through these means is reported back to the state by each respective company.

MAINE - Maine Public Preschool Program

- ¹ School administrative units have the following governance structures: cities or towns with individual supervision, regional school units, regional school units doing business as school administrative districts and school administrative districts, community school districts, alternative organizational structures, unions of towns, Maine Indian education, Technology Center, Technology Region, and Education in the Unorganized Territory.
- ² Children who receive special education services may attend state pre-K classrooms, but are not counted separately in state pre-K enrollment as Maine's Part B is administered under an independent unit.
- ³ These breakdowns included children who were enrolled in the pre-K program after the October 1 count. Therefore, they do not total the official 2014-2015 enrollment count number.
- ⁴ Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula.
- ⁵ A new data system is being developed that will allow this information to be reported. It is estimated that this system will not be ready until July 2018.
- ⁶ Some programs provide a full school day, 5-day program; some provide a part-day program and operate four half days with the fifth day used for home visits and teacher planning.
- ⁷ Programs operate the same number of weeks as the kindergarten classrooms.
- ⁸ It is a local district's decision as to whether a School Administrative Units (SAUs) will continue to serve children who are not age-eligible in a public preschool program. If a child attended kindergarten in another state with a different age-eligibility requirement, this will be honored. Allowances are made for children with IEPs who turn 5 between July 15 and October 15. The district receives the same level of subsidy for children pre-K through 2nd grade.
- ⁹ Some SAUs without universal capacity use a first come/first served basis, lottery, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.
- ¹⁰ If a child has been screened and evaluated and the IEP team determines the public four-year-old program is not the LRE, another placement may be found.
- ¹¹ No class size limits are stipulated in regulation at this time. Recommended size is two staff to 16 children. The program approval process encourages districts to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size. The majority of programs in Maine operate with a certified teacher and a teacher assistant for an average ratio of eight to ten students for every staff member. Beginning in 2015, all new and expanded PPPs will be required to follow the 2:16 teacher to child ratio. If a district partners with a program holding a DHHS license, ratios of 1:10 must be met as per Maine child care licensing regulations.
- ¹² While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow CACFP and Head Start requirements for meals. Schools providing meals meet USDA school meal guidelines.
- ¹³ Screening and referral services will be required in 2015-2016, per revised program requirements.
- ¹⁴ Translator or bilingual staff availability may vary by school and SAU.

- 15 Assistant teachers in nonpublic schools must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours.
- 16 Public preschool in Maine is funded through the school funding formula (Essential Programs and Services School Funding Formula). Once a school has gone through an approval process for a public preschool program, student counts are factored in to compute the following year's EPS SAU allocation. Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on Maine's Essential Programs and Services school funding formula. Use of federal funds is determined locally and spending figures are not available.
- 17 Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a statewide mill rate.
- 18 All public schools must have a comprehensive educational plan that includes ways to monitor the effectiveness of programs. SAUs report general school information each year as part of the Basic School Approval Report. In 2014-2015, the state began piloting a monitoring system.

MARYLAND - Maryland Prekindergarten Program

- 1 The 24 school districts include 23 counties and Baltimore City. The School for the Deaf and Maryland School for the Blind are in addition to the 24 school systems.
- 2 State Pre-K Expansion Act of 2014 added another 1,023 children to the total enrollment. An additional 13,013 children under age 3 enrolled in Judy Centers and 5-year-olds eligible for kindergarten are not reflected in total enrollment figures.
- 3 Enrollment breakdown by race/ethnicity does not include children younger than three years old or older than five years old.
- 4 The breakdown by income eligibility does not include the 171 five-year-olds and 156 under three-year-olds whose family incomes were below 185% FPL.
- 5 Partnerships with Head Start provide some extended-day services. The state provided extended-day/year services to 2,786 children ages three to five enrolled in Head Start.
- 6 Programs operate five days per week as a full school-day program or they operate four part-days per week with the fifth day used for home visits and teacher planning.
- 7 Policy requires local school systems to have an early admissions policy to allow for enrollment of 3-year-old students who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into prekindergarten. Effective October 31, 2011, local school systems may create prekindergarten programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Policy requires local school systems to have an early admissions policy to allow enrollment of 4-year-old students who demonstrate capabilities warranting early admission into kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten-age children to enroll in pre-K.
- 8 All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling four-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined as noted above or by other criteria chosen by the local school system.
- 9 State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this ratio, provided an overall program average of 20 is maintained. By policy, 3-year-olds are not eligible for state pre-k, but state child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds.
- 10 Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.
- 11 Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Support services include parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition-to-kindergarten activities, and parent conferences or home visits. A body system, head-to-toe full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done.
- 12 State-level policy exists for DLL/ELL for K-12. DLL/ELL services for pre-K are locally determined.
- 13 The Social Foundations standards cover ages 3 through 5 in the strands of Personal and Social Development, Approaches to Learning, and Executive Function. The MD College and Career Ready Standards, approved in 2013, refer to Pre-K (4-year-olds) through grade 12 and cover English Language Arts, Math, Science, Social Studies, Physical Well-Being and Motor Development, Health, Fine Arts, and Social Foundations (for Pre-K-K). The CCSS for Math and ELA were completed in summer 2012. As part of RTT, MD developed an alignment document for early learning standards, birth-grade 2.
- 14 BA degrees are required for public and nonpublic settings receiving public funding. Lead teachers in public and nonpublic settings must have a BA with appropriate Early Education teacher certification. Some in-service requirements may be imposed locally. In addition, teachers must meet highly-qualified teacher requirements under NCLB.
- 15 All lead teachers have a BA, but the actual number of teachers is not able to be reported.
- 16 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. Assistant teachers are required to attend a minimum of 24 hours of professional development annually, which is provided by local school systems.
- 17 State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the total enrollment for K-12. Compensatory funds account for weight associated with low-income, English Language Learners, and special education students. Local school systems must provide services for all eligible 4-year-olds using state and/or local funds. There are no dedicated state aid dollars for prekindergarten. Pre-K spending from federal and local sources is determined through a funding estimation scheme, given that there are no dedicated pre-K funds from these sources. As such, accurate actual spending estimates cannot be provided for federal and local sources. In addition, the Prekindergarten Expansion Act of 2014 (Senate Bill 332) made possible \$4.3 million to expand Pre-K. This is a statewide initiative to expand the access to half-day and full-day public Pre-K for 4-year-olds from families with household incomes at or below 300% of Federal Poverty Guidelines for the school year 2014-2015. This increased enrollment by 1,023 slots.
- 18 The State Pre-K Expansion funding is available to public schools or a "qualified vendor," defined as a state or nationally accredited licensed child care program that is published at Level 5 in Maryland EXCELS or an approved nonpublic school.
- 19 All publicly funded Pre-K Expansion Programs must participate and meet Maryland EXCELS (the State's QRIS system) Level 5. Maryland conducts annual monitoring on all publicly funded Pre-K programs utilizing the Federal and State Pre-K Expansion Monitoring Tool. Maryland monitors 'Bridge to Excellence' Pre-K Programs at the school-system level on a rotating school-year basis.
- 20 All Pre-K Programs must conduct a child assessment utilizing a locally developed assessment that aligns with the local school system curriculum, the upcoming Early Learning Assessment (ELA) being developed by Maryland and Ohio, or an assessment aligned with a state-recommended curriculum.
- 21 State policy requires local school systems to analyze the kindergarten assessment system in order to evaluate the effectiveness of pre-K and to make necessary adjustments to the instructional program. As a recipient of Race to the Top and Race to the Top-Early Learning Challenge grant funding, Maryland is collaborating with Ohio in the development of Ready 4 Kindergarten: The Early Childhood Comprehensive Assessment System. The Kindergarten Readiness Assessment provides the data on incoming kindergartners that the school systems use in evaluating the effectiveness of pre-K. The Early Learning Assessment component is a voluntary formative assessment that pre-K as well as all teachers with children from 36-72 months can use.

MASSACHUSETTS - Universal Pre-Kindergarten Grant (UPK)

- 1 The Massachusetts Department of Early Education and Care is the state licensing authority and exerts authority over the early education and care programs in the Commonwealth. The Massachusetts State Head Start Collaboration Office sits in the Department of Early Education and Care, but does not itself exercise administrative authority over the prekindergarten initiatives.
- 2 The UPK grant is offered in 87 cities/towns. Many cities/towns offer both the UPK and IPLE programs.
- 3 In the 2014-2015 program year, 7,540 children were enrolled in the UPK program. There could be some duplicated children if programs receive both the UPK and IPLE grant.

- 4 Age eligibility for kindergarten is locally determined. Massachusetts does not collect the number of children over age 4 defined by their age-eligibility to enter kindergarten due to the locally determined cutoff date.
- 5 There were 855 children receiving special education services in the UPK program. There could be some duplicated children if programs receive both the UPK and IPLE grant.
- 6 The hours and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to school-day, full-year services. Part-week opportunities are also used and are determined locally.
- 7 Formal state-level partnerships exist between Federal Head Start Grantees and the Commonwealths' Head Start State Supplemental Grantees. Twenty of these grantees are also UPK Grantees.
- 8 For UPK, state policy does not regulate the enrollment of kindergarten-age-eligible children in pre-K. A child with special needs could remain in the preschool program, however, he/she would no longer be counted in the UPK formula. For special needs children, the team may allow a child to remain in a program designed for 3- and 4-year-old children for the duration of the school year in which the child turns five years old (including the summer following the date of the child's fifth birthday). The children must be in the preschool classroom by the renewal date of the grant but the state does not have a cut-off date. The children are no longer eligible for preschool when they are eligible to enter kindergarten in the city/town in which they live. The school districts determine kindergarten eligibility locally.
- 9 Any child may enroll in any program, but programs are selected to receive UPK and IPLE funding based on program characteristics and on the characteristics of the children in the program. The 85% SMI income requirement applies to all children in UPK receiving subsidy money, but does not apply to tuition-paying families. For families to enter the subsidy system, they can have up to 50% of SMI and can continue receiving assistance up to 85% of the SMI. For families with special needs, they can enter up to 85% SMI and remain until 100%.
- 10 UPK determines whether a child is part of the financial assistance system, and the sliding fee scale for parent copay is determined by income. Any program receiving subsidy funds may use the Massachusetts sliding fee scale. If not, programs can establish their own.
- 11 Staff-child ratio for UPK is 1:6-10, depending on program type.
- 12 Programs operating fewer than 4 hours per day must schedule snacks. Program operating between 4 and 9 hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule two meals and two snacks. Parents or providers may provide snacks.
- 13 Programs are not required to provide these services directly. All LEAs, however, are required to provide screenings and referrals under "child find," and screenings and referrals are available to all children in non-LEAs through services in the public schools. Required support services include parent conferences or home visits. Additional support services are determined locally.
- 14 EEC-licensed child care programs must develop a mechanism for, and encourage, ongoing communication with parents, including communicating effectively with families whose primary language is not English or who require alternative communication methods. The 2010 Licensing Regulations indicate that one-third of the required professional development of educators must address diverse learners. LEA regulations regarding special education services require that communications to families shall be in both English and the primary language of the home, if such primary language is other than English. Any interpreter used to implement this provision shall be fluent in the primary language of the home. For more information on state policy and services for English Language Learners, please see the following links: <http://www.doe.mass.edu/lawsregs/603cmr14.html?section=all>; http://www.wida.us/DownloadDocs/standards/EarlyELD/WIDA_2013_EELD_Standards.pdf; <http://www.doe.mass.edu/ell/Guidance.pdf#search=%22ELL%22>; <http://www.mass.gov/edu/docs/eec/laws-regulations-and-policies/20101203-dual-lang-edu-policies.pdf>; <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section4>
- 15 Transition-to-kindergarten activities per the UPK Grant. UPK programs are required to engage in efforts to support enhanced Pre-K to 3rd Grade Alignment to improve outcomes for children which may include mechanisms for enhanced cross-sector alignment with grades kindergarten through third grade. Other types of comprehensive services may be required, as determined by other federal, state regulations, and/or funding sources; therefore, comprehensive services not identified as grant requirements for this state pre-K program at this time.
- 16 In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. All programs (except family child care) must follow the Guidelines. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K. Programs are not required to follow the Curriculum Frameworks, though public school programs in UPK are likely to do so. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older four- and five-year-olds.
- 17 All teachers must have an Early Childhood Education certification. Public school teachers must have a pre-K–grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three-credit course in child growth and development and 9 months of supervised experience. For centers at Level 2 in the QRIS, all members of the teaching staff must have a minimum of 3 credits in ECE or a related field, and 50% of classrooms must have an educator with a BA. For Level 3 programs, 75% of classrooms must have an educator with a BA. For Level 4 programs, 100% of classrooms must have an educator with a BA. Lead teacher educational levels for their highest credential/degree is not available for 2014-2015 UPK preschool programs.
- 18 In nonpublic Schools the requirement is: 20 clock hours per year. Educators working 20 or more hours per week in EEC Licensed large group and school-age programs shall complete a minimum of 20 hours of professional development activities per year. There are no state re-certification requirements. In public schools the requirement is stated in 603 CMR 44.00: Educator License Renewal, 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. Plans shall be designed to increase the ability of the person to improve student learning. Each license shall be valid for five years, and may be renewed for successive five year terms upon the successful completion of the requisite number of PDPs as set forth in 603 CMR 44.05 (1) and 44.06(1) within a particular five-year active period, based on a professional development plan that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor. Professional Development Point (PDP): One clock hour is equivalent to one professional development point.
- 19 For UPK, assistant teachers (nonpublic) must have a high school diploma or equivalent and must work at all times under the direct supervision of at least a teacher-qualified staff person, must be at least 18 years of age, and must have 3 credits in child growth and development. EEC does not provide certification for assistant teachers (nonpublic schools). In public schools, instructional paraprofessionals are not required to be licensed in the Commonwealth. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are: Possession of a high school diploma or equivalent, and one of the following: possession of an associate's (or higher) degree, or completion of 48 credit hours at an Institution of Higher Education, or passing a completion of paraprofessional exam. In the event the IPLE public school setting is also a Title I school/program, then these paraprofessional requirements apply.
- 20 Total UPK funding is \$39,601,224, which includes the UPK budget allocation. \$6,300,000 plus \$33,301,224 in TANF/CCDF. TANF and CCDF funds contribute to UPK. "High needs children" are defined as children who have multiple risk factors linked to poor school and life outcomes, including: children and parents with special needs, children whose home language is not English or are English Language Learners, families and children involved with multiple state agencies, recent immigrants, children with parents who are deployed and are not living on a military base, low-income households, parents with less than a high school education, and children who are homeless or who move more than once a year. For UPK, a broadly interpreted program match is required, which can include in-kind or monetary matches.
- 21 Federal funding sources also include IDEA Part B 619, TANF/CCDF Funds, Head Start funding, Race to the Top – Early Learning Challenge and Preschool Expansion grant money, Title I funds, and McKinney-Vento Homeless Education Assistance Funds. A Title I school may choose to use all or a portion of its allocation for a preschool program. The McKinney-Vento Homeless Education Assistance Funds provides funding to school districts to ensure that homeless children and youth, including preschool children, are enrolled and attending school.
- 22 For UPK, all programs were required to be self-assessed at Level 3 in QRIS. As a result, EEC's regional Program Quality Specialists reviewed all of the QRIS applications to confirm that the UPK programs did the following activities: completed the Environment Rating Scales for all the classrooms, utilized a formative assessment tool (TS GOLD, Work Sampling System or High Scope COR), completed the CLASS or the Arnett Caregiver Interaction Scale, documented professional development for the program administrator and staff, documented Individual Professional Development Plan for the program administrator and staff, completed the Strengthening Families Self-Assessment (along with a Program Improvement Plan if necessary), completed the Program Administration Scale, and submitted all other required documents.
- 23 Massachusetts is in the process of developing policies for sharing QRIS info and QRIS ratings with families. However, it has not yet been fully implemented.

- ²⁴ During 2008-2009 year, EEC contracted with a vendor to conduct a program quality evaluation of UPK and non-UPK programs across the state using the CLASS tool. During the 2009-2010 year, EEC funded a Waitlist, Access, and Continuity of Services Study to assess the need for preschool services, access, and continuity challenges as the state implements UPK on a larger scale.
- ²⁵ Through the Massachusetts Kindergarten Entry Assessment Initiative, school districts that are recipients of the Quality Full-Day Kindergarten Grant must use a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts could choose either TS GOLD or Work Sampling System as the formative assessment tool. Other tools are determined locally to assess children's progress in kindergarten.

MASSACHUSETTS - Inclusive Preschool Learning Environment Grant (IPLE- Grant 391).

- ¹ The Massachusetts Department of Early Education and Care is the state licensing authority and exerts authority over the early education and care programs in the Commonwealth. The Massachusetts State Head Start Collaboration Office sits in the Department of Early Education and Care, but does not itself exercise administrative authority over the prekindergarten initiatives.
- ² The IPLE grant is offered in 118 cities/towns serving children from 184 communities. The IPLE grant was awarded through a renewal grant in 2014-2015.
- ³ In the 2014-2015 program year, 5,857 children were enrolled in IPLE. There could be some duplicated children if programs receive both the UPK and IPLE grant. Enrollment information by age is available for 5,826 children (99.5%). Massachusetts does not collect the number of children over four years (as defined by their age eligibility to enter Kindergarten).
- ⁴ For the IPLE grant, there were 2,055 children receiving special education services. There could be some duplicated children if programs receive both the UPK and IPLE funding.
- ⁵ The hours and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. The majority of IPLE grantees follow the public school calendar year, which is determined locally. These IPLE grant-funded programs typically offer a combination of part-day, school-day, and extended-day. Part-week opportunities are also used, which are all determined locally. IPLE grant-funded programs that are supported by other supplemental funding, such as EEC financial assistance, UPK grant, or Head Start must follow the operating schedule as determined by these contractual requirements. All IPLE students are reported in "locally determined" schedules.
- ⁶ Multiple operating schedules are available through IPLE pre-K programs. Schedules are determined locally to address local need and support parent choice. The majority of the IPLE pre-K programs follow the public school calendar year. On average, programs are in operation 39 weeks of a calendar year (range 32 - 52 weeks). The IPLE pre-K programs provide extended-day sessions: 5 days per week; school-day sessions: 2, 3, 4, or 5 days per week; and part-day sessions: 2, 3, 4, or 5 days per week. Some may include a combination of these schedules within one site. The majority of the sessions offered are part-day: 5 days per week and Part-day: 4 days per week, and typically enroll 15 children per session. In addition, children with IEPs may be enrolled in multiple IPLE sessions to ensure that their IEP service needs and placement determinations are met. Children without IEPs may also enroll in multiple IPLE sessions to support parent choice and inclusion based on local availability. IPLE grant-funded programs that are supported by other supplemental funding, such as EEC financial assistance, UPK grant, or Head Start must follow the operating schedule as determined by those contractual requirements. Formal state-level partnerships exist between Federal Head Start Grantees and the Commonwealth's Head Start State Supplemental Grantees. Nine of these grantees are also IPLE grantees.
- ⁷ For IPLE, kindergarten age-eligible children with documented disabilities may enroll in pre-K. Per State Special Education Regulations, the team may allow a child to remain in a program designed for 3- and 4-year-old children for the duration of the school year in which the child turns 5 years old (including the summer following the date of the child's fifth birthday).
- ⁸ All age-eligible children in districts offering the program, or in the entire state, may enroll. In the event that the IPLE grant funded pre-K programs is supported by other supplemental funding sources, such as EEC financial assistance, IDEA, and/or Head Start, then the program must follow the eligibility requirements determined by these funding sources, which are based on individual child or family characteristics, in addition to age.
- ⁹ Any child may enroll in any program, but programs are selected to receive IPLE funding based on program characteristics and on the characteristics of the children in the program. There is no income requirement for IPLE, though programs may use some of the reported risk factors at the local level to prioritize the selection of eligible children without IEPs, due to the high demand. IPLE grant-funded programs that are also supported by other supplemental funding, such as EEC financial assistance, IDEA, and Head Start must follow the eligibility requirements determined by these funding sources which are based on individual child or family characteristics in addition to age.
- ¹⁰ Although not used to determine eligibility at the state level, IPLE pre-K programs may use risk factors at the local level to prioritize the selection of eligible children without IEP, due to the high demand.
- ¹¹ Any program receiving subsidy funds may use the Massachusetts sliding fee scale. If not, programs can establish their own.
- ¹² For IPLE grants, the ratio can range from 1:7 to 1:10, based upon the number of children with disabilities enrolled in the session. Class size is based upon the number of children with disabilities enrolled in the session per state special education regulations.
- ¹³ Programs operating fewer than 4 hours per day must schedule snacks. Program operating between 4 and 9 hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule two meals and two snacks. Parents or providers may provide snacks.
- ¹⁴ All LEAs are required to offer screenings and referrals under Child Find, and screenings are available to children in non-LEAs through services in the public schools. Types of health screening offered are not specified.
- ¹⁵ PD is offered specific to ELL. To meet this requirement, DESE has been providing Professional Development to support Core Academic Teachers in public schools in cohorts. Early childhood teachers in public schools are Core Academic Teachers. The SEI endorsement is not specific to this state pre-K program or public pre-K school exclusively, it applies to some educators in public school settings. This was included as it is a "state policy" related to EEL and the majority of 391 funded programs are also LEAs. See <http://www.doe.mass.edu/retell/> for additional information. For more information on state policy and services for English Language Learners, please see the following links: <http://www.doe.mass.edu/lawsregs/603cmr14.html?section=all>; http://www.wida.us/DownloadDocs/standards/EarlyELD/WIDA_2013_EELD_Standards.pdf; <http://www.doe.mass.edu/ell/Guidance.pdf#search=%22ELL%22>; <http://www.mass.gov/edu/docs/eec/laws-regulations-and-policies/20101203-dual-lang-edu-policies.pdf>; <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section4>
- ¹⁶ Transition-to-kindergarten activities per the IPLE grant. IPLE programs are required to engage in efforts to support enhanced Pre-K to 3rd Grade Alignment to improve outcomes for children, which may include mechanisms for enhanced cross-sector alignment with grades kindergarten through third grade. Other types of comprehensive services may be required, as determined by other federal, state regulations, and/or funding sources. Therefore, comprehensive services are not identified as grant requirements for this state pre-K program at this time.
- ¹⁷ In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. All programs (except family child care) must follow the Guidelines. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K. Programs are not required to follow the Curriculum Frameworks, though public school programs in UPK are likely to follow them. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older 4- and 5-year-olds. IPLE grant-funded programs are required to implement a developmentally appropriate and inclusive early childhood curriculum aligned with the Massachusetts Preschool Early Learning Guidelines; The Massachusetts Curriculum Frameworks for Preschool and Kindergarten; Massachusetts Quality Rating and Improvement Standards for Center-based/School-based programs; and the Early Childhood Program Standards for Three- and Four-Year-Olds. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older four- and five-year-olds.
- ¹⁸ All teachers must have an Early Childhood Education certification. For centers at Level 2 in the QRIS, all members of the teaching staff must have a minimum of three credits in ECE or a related field, and 50% of classrooms must have an educator with a BA. For Level 3 programs, 75% of classrooms must have an educator with a BA. For Level 4 programs, 100% of classrooms must have an educator with a BA. Additional information on teacher certification is found here: <http://www.mass.gov/courts/docs/lawlib/600-699cmr/606cmr7.pdf>
- ¹⁹ Lead teacher educational levels for their highest credential/degree is not available for 2014-2015 IPLE pre-K programs. EEC is collecting information about lead teacher credentials for the IPLE grant for 2015-2016.

- 20 In nonpublic schools the requirement is 20 clock hours per year. Educators working 20 or more hours per week in EEC licensed large group and school-age programs shall complete a minimum of 20 hours of professional development activities per year. There are no state re-certification requirements. In public schools the requirements are stated in 603 CMR 44.00: Educator License Renewal: 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. Plans shall be designed to increase the ability of the person to improve student learning. Each license shall be valid for five years, and may be renewed for successive five-year terms upon the successful completion of the requisite number of PDPs as set forth in 603 CMR 44.05 (1) and 44.06(1) within a particular five-year active period, based on a professional development plan that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor. Professional Development Point (PDP): One clock hour is equivalent to one professional development point.
- 21 In public schools, instructional paraprofessionals are not required to be licensed in the Commonwealth. Paraprofessionals must work under the direct supervision of a licensed teacher. The minimum requirements to be employed in this role are: Possession of a high school diploma or equivalent, and one of the following: Possession of an associate's (or higher) degree, completion of 48-credit hours at an Institution of Higher Education, or passing a completion of paraprofessional exam. In the event the IPLE public school setting is also a Title I school/program, then these paraprofessional requirements apply. In IPLE nonpublic school settings, assistant teachers (nonpublic) must have a high school diploma or equivalent, and must work at all times under the direct supervision of at least a teacher qualified staff person. EEC does not provide certification for assistant teachers.
- 22 EEC is collecting information about paraprofessional/assistant teacher credentials for the IPLE grant for 2015-2016. Preschool teacher information will also be included, as some IPLE classrooms have an EEC-certified lead teacher serving as the "lead" and EEC-certified teacher serving as the second adult in the classroom, in lieu of an EEC assistant teacher.
- 23 IPLE also uses IDEA funds. "High needs children" are defined as children who have multiple risk factors linked to poor school and life outcomes, including: children and parents with special needs; children whose home language is not English or are English Language Learners; families and children involved with multiple state agencies; recent immigrants; children with parents who are deployed and are not living on a military base; low-income households; parents with less than a high school education; and children who are homeless or who move more than once a year. Total spending was Grant 391/IPLE budget allocation FY15 IPLE was \$9,019,279, which included \$8,978,875 of state spending and \$2,957,567 of IDEA funding. Program-level, classroom-level, and child-level spending information for state sources is not available. Additional funding from the FY15 CCDF Quality State Match, UPK budget allocation, and supplemental Head Start allocation are not reported.
- 24 Federal funding sources also include IDEA Part B 619, TANF/CCDF Funds, Head Start funding, Race to the Top- Early Learning Challenge and Preschool Expansion grant money, Title I funds, and McKinney-Vento Homeless Education Assistance Funds. A Title I school may choose to use all or a portion of its allocation for a preschool program. Find more information on Title I and preschool here: <http://www.mass.gov/edu/docs/ese/accountability/title-i/program-design/preschool-faq.docx>. The McKinney-Vento Homeless Education Assistance Funds provides funding to school districts to ensure that homeless children and youth, including preschool children are enrolled and attending school.
- 25 Grant 391 programs are all visited within a 6-year cycle. A 3-year cycle for Grant 391 grantees was conducted by EEC staff. Documentation of children's learning and/or child outcomes is not required per the IPLE grant, but the majority of IPLE grantees are LEAs that are required to report on Early Childhood Indicators for Preschool Outcomes for OSEP under IDEA Part B 619 via DESE, although that is not specifically collected for this state pre-K program. UPK and MKEA utilized a formative assessment tool (TS GOLD, Work Sampling System, or High Scope COR). Information is submitted at least twice per year. Massachusetts is in the process of developing policies for sharing QRIS information and QRIS ratings with families, however it has not yet been fully implemented.

MICHIGAN - Michigan Great Start Readiness Program

- 1 There were 61 out of 305 public school academies (charter schools). There were 200 community-based agencies that received funds through the intermediate school districts (ISDs).
- 2 All grants and funding flow through the ISDs, all ISDs participate, so every child in the state who is eligible is covered by a participating agency. Some ISDs provide direct service in the local school buildings or other sites.
- 3 Children served in the school-day programs use two, half-day slots and are only counted once in the enrollment.
- 4 Children receiving special education services are also enrolled in separate classrooms, but those children are not counted in the total preschool enrollment count.
- 5 Grantees may choose part-day, school-day, or GSRP/Head Start Blend classroom options. School-day classroom programs are reimbursed at two slots per child (\$7,250); all others are reimbursed at one slot per child (\$3,625). The minimum is four days per week for 30 weeks. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year. Grantees may choose part-day, school-day, or GSRP/Head Start Blend classroom options. Legislation allows for a GSRP/Head Start Blend option, and requires a tuition-based sliding scale for children who are over-income. In addition, grantees that offer supplementary child care using funds other than GSRP to achieve a full-day program (min. 10 hours) receive priority in the allocation of GSRP funds.
- 6 At least 90% of the children in each grantee's enrollment must meet the income requirement of 250% FPL or below. There are 7 factors that determine eligibility: low family income (below 250% of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. A state-determined prioritization process allows low family income to automatically qualify a child. Legislation prescribes a quintile prioritization process for income eligibility. Each grant recipient shall enroll children according to how far the child's household income is below 250% of the federal poverty level by ranking each applicant child's household income from lowest to highest and dividing the applicant children into quintiles based on how far the child's household income is below 250% of the federal poverty level, and then enrolling children in the quintile with the lowest household income before enrolling children in the quintile with the next lowest household income until slots are completely filled. The process then allows for above 250% FPL plus two risk factors, then above 250% FPL plus one risk factor, then family income above 250% of FPL, with a cap of 10% of the total slots that can fall above 250% FPL. All families above 250% FPL must pay tuition based on a sliding scale.
- 7 A qualified teacher and associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult meeting licensing requirements must be present.
- 8 Part-day programs provide a snack, and school-day programs provide one meal and two snacks or two meals and one snack.
- 9 Programs must ensure that children have health screenings, including vision and hearing, but they do not have to provide the screening themselves. Screenings are often provided in the program by the local health department. All programs must make appropriate referrals. The physical exam for licensing typically includes height/weight or BMI, blood pressure, and immunizations. Programs are required to make referrals; behavioral and dental screenings and referrals are determined locally. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition-to-kindergarten activities.
- 10 Program policies and procedures must promote, support, and respect the home language, culture, and family composition of each child. The state encourages hiring of at least some staff who speak the dominant languages of the community and provide translators for parents. All staff are expected to learn key words from each child's home language. Communication with families must be carried out on a regular basis throughout the program year, and carried out in the parent's primary or preferred language.
- 11 All lead teachers must have Elementary teaching certification with an Early Childhood endorsement or a BA in 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 2 years.
- 12 All classroom staff must complete 16 clock hours per year, of which two can be CPR and first aid training, to keep required child care licenses current. Lead teachers who are certified teachers in public school settings must complete six credit hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.
- 13 The state has phased out its own equivalent to a CDA as of the 2012-2013 school year, which included the same requirements as a CDA, but teachers did not have to take the CDA exam. The state approved each candidate individually instead. Those with the state alternative are grandfathered in unless they change employer, in which case a CDA or associate's degree would be required. An assistant teacher may have a CDA or equivalent as approved by the State Board of Education, or an AA in ECE/CD. If a suitable person cannot be hired, someone can start out of compliance, but must have completed at least one credit-bearing course in child development and have a plan to complete the requirements within two years.

- 14 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 local spending. Local districts may choose to use Title I funds for preschool programming. Grantees typically spend roughly another \$1,500-\$2,000 per child to cover costs not paid for by the state. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution. All funding flows through the State School Aid Fund to ISDs. Additional federal sources, such as CCDF subsidy, CACFP, and Title I, are used in providing GSRP children the program. However, there is no specific tracking. Additional federal resources are not required to be used. The school district portion has both a needs and a capacity assessment and a formula component that contributes to the final grantee allocation.
- 15 For 2014-2015, only Intermediate School Districts (ISDs) were eligible to receive funds directly from the state. ISDs then determined subrecipients locally, which are LEAs/PSAs/CBOs--both for-profit and nonprofit are allowed.
- 16 MDE implements a self-created monitoring tool for GSRP implementation based on a 3- to 4-year cycle for the ISDs as GSRP grantees. MDE is in the process of transitioning to a risk-based assessment process for determining monitoring visits. Monitoring will cover the programmatic, administrative, and fiscal aspects of the work of the ISDs as GSRP grantees. The ISD is responsible for monitoring its subrecipients for compliance with policies and guidelines for fiscal and programmatic issues, as well as program quality using the PQA. MDE monitoring will include a sampling of data from the ISD's subrecipient program, and administrative and fiscal documentation. An MDE auditor, consultant, or combined team will conduct onsite monitoring visits to the ISD to ensure compliance with state policies and program requirements as they relate to fiscal and programmatic management of the grant. MDE will use a combination of interviews, uploaded and onsite records, MEGS+ applications and reports, and sampling of the ISD's subrecipient program's administrative and fiscal documentation to complete the monitoring process.
- 17 Studies of Michigan's program include: a longitudinal study covering kindergarten through high school graduation and grade retention findings (1995-2011); a regression discontinuity study of 865 students assessed in pre-K and K (2005); a quasi-experimental/longitudinal study of 403 students in private child care, Head Start, and GSRP (2004-2007); and a mixed-methods regression discontinuity and quasi-experimental/longitudinal study of pre-K and kindergarten students in urban and rural districts, and districts with large proportions of dual language learners (2011-present). Studies since 2004 have measured both child outcomes (direct assessments and teacher/parent reports) and process quality in pre-K classrooms (independent observations). The study is funded at \$300,000 per year by the State School Aid Act.
- 18 Programs may choose tools that assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also allows supplemental tools in particular areas to meet particular needs, but grantees must follow a process for decision making that is based on data.
- 19 Michigan chose TS GOLD for voluntary kindergarten entry assessment in 2012-2013 and continues its field testing through 2014-2015. The current State School Aid law, Public Act 85 of 2015, focusing on early literacy, lays out a plan for a coherent system of assessment tools kindergarten through grade 2 that support early literacy. The intent is that all teachers and students will be provided these assessment tools. The MDE's early literacy strategy teams are working to round out these assessments and to provide more definition to what this will look like in fall 2016. Until this process is complete, we do not know exactly what this system will be composed of next fall. It is the intent of MDE that these early literacy assessment tools not be used for school accountability.

MINNESOTA - Minnesota Head Start

- 1 By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes 1 school district, 7 tribal governments, and 25 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- 2 All children included in the enrollment total are Head Start children.
- 3 The breakout of enrollment numbers by home language and race/ethnicity is not available for children funded solely by the state supplement to Head Start. See the PIR data for information about the full population of children enrolled in Head Start in the state.
- 4 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.
- 5 Programs comply with the federal Head Start requirement of at least 3.5 hours per day, 4 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.
- 6 Programs may also use state funds to provide Early Head Start services for children who are under the age of 3 years. Federal Head Start requirements determine program eligibility. Independent school districts meeting certain parameters may establish an early entrance policy for kindergarten. Local school boards may establish local policies meeting certain parameters per statute for early kindergarten entry.
- 7 State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. Other criteria for eligibility include homeless families and foster children. Also, families may be income-eligible if they qualify for child-care services as a participant in Minnesota's TANF program. Reported risk factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies may work with their parent council to establish additional priorities.
- 8 Eligibility can be reassessed if there is a major change in family circumstances, such as income. Children are usually, but not always, allowed to continue enrollment through the end of the program year.
- 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).
- 10 State authorizing statute requires compliance with federal Head Start requirements. The Learning for English Academic Proficiency and Success Act was added to the state statute for Head Start in the last legislative session. Translators or bilingual staff must be available if 50% or more of children in a class speak a language other than English. Per Head Start Standards, information about enrolled children's program and performance must be presented to families in their home language. Programs are highly encouraged to screen and assess all children in their home language. State early childhood staff are working with K-12 Dual Language Learning staff to align resources where possible.
- 11 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 at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In a public school, teachers' union rules require that teachers have at least a BA. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals. A breakdown of teachers by degree level is not available for the state-funded program. See the PIR for information on the degree level of all Head Start teachers in the state.
- 12 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.
- 13 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.
- 14 This list may not be exhaustive of all languages. It is based on PIR data and therefore reflects all children in Head Start in the state.
- 15 State staff are in the process of exploring WIDA standards.

MISSISSIPPI - Early Learning Collaborative

- 1 The majority of the Early Learning Collaboratives (ELCs) are led by school districts, but some are led by nonprofits. A few ELCs include multiple school districts. In addition to the school districts that offer preschool, 13 out of 82 counties in the state offer preschool programs.
- 2 All ELC-selected curriculum and assessments are required to be aligned with the Mississippi College and Career Standards.
- 3 Assistant teachers are required to have an associate's degree in Early Childhood Education, Child Development, or an equivalent field; or an associate's degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.

- 4 There was \$365,050 donated for the 1:1 tax credit donations to the pre-K program. Individuals or corporations may make a contribution to support the local matching fund of an approved early learning collaborative. The donated funds may be eligible to receive a state tax credit for the donated amount up to \$1,000,000. The Mississippi Department of Revenue can approve 1:1 tax credits up to the amount the Legislature appropriates to the Early Learning Collaborative Act each year.
- 5 Each year, the Early Learning Collaboratives are awarded \$3 million to implement the pre-K program. Sometimes, there are funds remaining at the end of the year, which enables the grantees to roll the state funding over to the next funding year. This reflects the addition of the \$128,426 dollars in addition to the \$3 million allocated.
- 6 The ELC provides a 1:1 match requirement (either in-kind or real dollars). The state provides \$2,150 per full-time child enrolled. With the match requirement, the total investment for each child is \$4,300.

MISSOURI - Missouri Preschool Program

- 1 Periodically, small school districts close and consolidate with area school districts; in 2014-2105, there were 516 school districts.
- 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 changes every year.
- 3 Enrollment figures are based on the number of children receiving classroom services based on a May 2015 count.
- 4 Nonpublic schools include Head Start programs, private preschools, and nonprofit agencies.
- 5 The program must provide 6.5 hours of educational activities appropriate to the developmental level of the child per day, 5 days per week, for 12 months per year, and operate between the hours of 7:30am and 5:00pm. Only governmental entities or public school districts can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title I and/or early childhood special education, and can provide services for no less than the school year. Public schools who implement a 4-day school week for their K-12 grade levels can also implement a 4-day schedule for the preschool program. The length of the day should mirror the K-12 day. In 2014-2015, 72 of the 180 programs provided extended-day services to meet the needs of working families through a variety of funding options. Enrollment by operating schedule data are from May 2015. Multiple operating schedules are determined locally based on a bidding process.
- 6 Public school districts that implement a 4-day school week for their K-12 grade levels can also implement a 4-day schedule for the MPP program. The length of day should mirror the K-12 day.
- 7 Preschool programs must provide educational activities appropriate to the developmental level of the children 12 months a year. Governmental entities or public school districts only may provide preschool services for no less than the school year.
- 8 Some local discretion or the request of the parents is granted in enrollment. Additional information may be found at <http://dese.mo.gov/governmental-affairs/kindergarten-first-grade-entry>.
- 9 Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be locally specified.
- 10 If a preschool program charges a fee for preschool, they must implement a sliding scale fee. Programs determine the basis for a sliding scale. Typically, private agencies use a Social Services sliding scale, while public schools use free and reduced-price lunch as a criterion. The sliding scale fee is required for families whose income does not exceed 185% of the federal poverty level.
- 11 The preschool program must serve a minimum of 10 age-eligible children per classroom and have no more than 20 age-eligible children in a classroom. Classrooms with 10 children must have a lead teacher. A teacher assistant is required if more than 10 children are enrolled in the classroom.
- 12 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.
- 13 A full physical must meet the requirements of child care licensing.
- 14 All preschool programs are required to work with their local Parents as Teachers (PAT) program, which provides parent education including family visits and group connections and health and development screenings. In addition, PAT also provides referrals to services that may be beneficial to the family, based on need/request.
- 15 Lead teacher must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certificate, or 4-year college degree in Child Development.
- 16 Data on teacher certification levels indicate the following breakdown: Early Childhood (148, 78%), Early Childhood Special Education (6, 3%), EC/ECSE (19, 10%), and Child Development (17, 9%).
- 17 Effective 2014-2015, site visits are conducted for all programs on a regular basis throughout the year and on-site consultation hours are provided to all classrooms. The number of hours range from 14 to 20 annually based on need. All certified teachers are required to obtain additional hours depending on certification status.
- 18 Teacher assistants must have a CDA; 2-year associate's degree in Child Care/Education; or 60 college hours with a minimum of 3 college credit hours in early childhood, child development, or child/family related courses, and experiences working in a program with young children and their families.

NEBRASKA - Nebraska Early Childhood Education Programs - Ages 3 to 5

- 1 Some school districts begin, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval.
- 2 This does not include 457 children who are served in the preschool program, but did not yet turn 3 by the collection date.
- 3 Most programs operate 3.5 to 4 hours per day, 4 or 5 days per week. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year.
- 4 Children with IEPs may participate, based on their IEPs. Kindergarten-age children with verified disabilities may enroll in prekindergarten if their IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but the district would have to meet staffing and group size requirements established for younger children. The state does not have a minimum age date.
- 5 While all prekindergarten age-eligible children may be served in a school district early childhood program, regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.
- 6 Children who are receiving services through Head Start or IDEA pay nothing. For other children, school districts set a sliding scale fee to fit with their community.
- 7 Programs must offer at least one meal and snack that follows CACFP requirements.
- 8 If a majority of children enrolled use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children. If less than a majority of the children speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.
- 9 Early Learning Guidelines were revised to align with the Nebraska K-12 standards during 2013. At this time, Nebraska has not adopted the Common Core. Creative Arts are also addressed in the Nebraska Early Learning Guidelines.
- 10 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.
- 11 Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program, as well as funding in the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- 12 Educational Service Units may receive grant funds but cannot receive state aid funding.

- 13 Although a 100% match of the state grant funds is required, it does not have to come from a local source. State aid requires that districts used federal and/or local sources to support the operation of the early childhood program in addition to state aid.
- 14 Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected percent of districts will also receive an assessment by a reliable observer for comparison. Programs less than three years old continue to receive a visit by a reliable observer. Randomly selected programs not visited through one of the other means will receive a site visit as well. It is possible, however, that not all sites will receive a visit.

NEVADA - Nevada State PreKindergarten Education Program

- 1 In addition to the 10 school districts that have a program, one community-based program (Great Basin College) also administers a state-funded pre-K program.
- 2 The four-year-old breakdown includes 44 five-year-olds.
- 3 IEP data are only available for four-year-olds.
- 4 Home language is only broken down into Spanish or English and 3- and 4-year-olds are combined.
- 5 Three- and four-year-olds are combined.
- 6 Programs are required to provide services a minimum of 10 hours per week. Local programs determine specific hours and schedules depending on location and track.
- 7 Most programs operate four days per week for 2.5 to 4 hours per day. All NV pre-K programs are part-day programs, as determined locally, due to limited funding.
- 8 Children who are five years old and eligible for kindergarten are not eligible for Nevada State Pre-K unless a local determination is made based on extenuating circumstances such as a recommendation in the child's IEP.
- 9 Specific priorities for enrollment are determined locally. Eligibility requirements may include low-income status, English Language Learner status, homelessness, disability of developmental delay, low parent education, history of abuse, neglect or family violence, parent substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight, other health risk, foster care, or parent in active military duty.
- 10 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 family moves outside of the district are substantiated and it is determined appropriate to fill the space with another child on the waiting list.
- 11 Most programs are part-day, so only snacks are required.
- 12 Program policy rather than state legislation ensures that several screening and referral services are required for all children. Programs are required to screen and assess all children if there is a suspected developmental delay; a home language survey is sent home at the beginning of the school year; information must be presented to parents in their primary language; ESL services must be provided; translators or bilingual staff are available if children do not speak English. Local districts determine the process and instrument used for determining suspected developmental delay.
- 13 There is no state policy related to State Pre-K legislation. However, program policy requires that: Professional development or coaching is provided for teachers, programs are required to screen and assess all children in their home language, a home language survey is sent home at the beginning of the school year, information must be presented to parents in their primary language, translators or bilingual staff are available if children do not speak English. The Nevada legislature passed SB 405 in 2013 to provide additional support for ELL/DLL in pre-K-4th grade, and many districts are using this funding to collaborate with their existing State Pre-K programs. Implementation began mid-year in the 2013-2014 school year for logistical reasons.
- 14 An early childhood crosswalk has been completed between the Nevada Pre-K Standards and the Nevada Academic Content Standards based on the Common Core. A gap analysis based on this document and the Maryland-Ohio EAG Consortium work will guide the next revision process slated to begin in 2015.
- 15 If teachers started with the program prior to 2002, they are grandfathered in. Positions deemed difficult to fill may develop a professional development plan that a hired teacher would follow if not currently certified in early education. The Birth-K license has been incorporated into the Birth-Grade 2 certification and is no longer issued. Persons holding Birth-K certification are still eligible to teach in Nevada pre-K programs.
- 16 The legislature allocated additional funding for DLL Pre-K in 7 districts totaling \$5,818,242 that is not included in State Pre-K data and/or aligned accordingly. An additional amount of \$8,597,571 of Title I funds have been allocated in Clark County School District that is not currently supporting existing State Pre-K programs. District level DSA amounts are not reported.
- 17 Per legislation starting in 2013-2014, Nevada State Pre-K is required to complete and submit a longitudinal evaluation report every other year. Previously, the reports were completed every year. As a result, programs are only formally assessed using the ECERS and ELLCO every other year.
- 18 Results of child-level assessments were considered when the legislature allocated additional funding to begin a targeted pre-K initiative for DLL children in several districts.
- 19 Currently, kindergarten assessments are determined on a local basis. Nevada is piloting Teaching Strategies GOLD in a few districts statewide, however, as well as participating in the Maryland/Ohio Enhanced Assessment Grant Consortium to determine the best statewide KEA to be used in the future.
- 20 Children are not identified as DLL/ELL in pre-K and therefore do not need to be reclassified upon entry into kindergarten. They are assessed to determine their classification as ELL or 'English proficient' upon entry into kindergarten.

NEW JERSEY - New Jersey Former Abbott Preschool Program

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 Thirty-one districts are required to offer the program, due to a state Supreme Court decision. The remaining four are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year.
- 3 Includes only general education preschoolers. Preschoolers with disabilities are also included in the program, but are funded separately. They are not included in the enrollment numbers.
- 4 There were 24,331 children in nonpublic sites but administrative responsibility remains with the public school district.
- 5 All programs must operate for at least 6 hours. Some programs offer extended-day programs with an additional 4 hours of wraparound care for income-eligible children. The wraparound program is funded through the Department of Human Services (DHS). Of the 43,177 children in school-day programs, DHS reported 4,816 in wraparound programs as of June 2015.
- 6 The DOE funds the program for the school calendar year. If the district/provider runs a wraparound program through DHS, the program would then extend services for the full calendar year. Some districts have also used either surplus/local or Title I funding to provide summer care.
- 7 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.
- 8 The program is offered in the poor urban districts initially identified by the NJ Supreme Court in 1990 as having at least 40% of children who qualify for free or reduced-price lunch and 5 additional districts designated by the legislature. All 3- and 4-year-old children within those districts are eligible to participate. Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 9 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 10 Bilingual classes are generally encouraged. In specific cases, monolingual non-English classes may be permitted as part of a transition into a bilingual model including English, but a bilingual, non-English class (while not prohibited) would not be encouraged. The quality of bilingual instruction is monitored via our self-assessment validation system (SAVS).

- 11 Alignment with Common Core State Standards was completed in 2013.
- 12 Teachers with a Standard Elementary School Endorsement (preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P-K) is no longer granted but is still recognized for current holders.
- 13 High school diploma or equivalent is required. In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.
- 14 Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). If this amount provides less for the district than it received in the 2008-2009 school year, however, the district's aid amount reverts to what it was in the 2008-2009 school year. School districts are permitted to subcontract with faith-based programs without religious content during the school day.
- 15 QRIS participation is encouraged, but is not currently required.
- 16 Monitoring information is not used to make decisions about whether or not to fund a district/program, but rather to guide the review of districts' proposed annual budgets.
- 17 A formal evaluation of the program includes DOE-approved program quality assessment instruments, performance-based assessments, district-needs assessment, and early childhood screening assessment at school entry to determine if child needs comprehensive diagnostic assessment.
- 18 TS GOLD was used with pilot districts in 2013-2014. The first cohort began in 2014-2015 with statewide implementation anticipated to be complete within 5-6 years.

NEW JERSEY - New Jersey Former Early Launch to Learning Initiative

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS), Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 Nine of the 24 districts also receive funding as former ECPA districts.
- 3 Enrollment figures represent general education students only. These districts also reported serving 117 three-year-olds who are not funded with state dollars and were not included in the total enrollment. This also reflects only the districts that do not receive funding through the former ECPA program, so as not to double count any students.
- 4 Children who receive special education services must be included in classrooms with the above counted children. However, those special education children are funded separately and are not included in the reported count.
- 5 Some programs are part-day, some programs are school-day, and some programs offer a combination of both. Some programs participate in DHS wraparound programs for before- and after-care. The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.
- 6 An additional 117 three-year-olds were served in ELLI classrooms but were funded through local or private sources and are not included in the total count. Kindergarten-age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.
- 7 In addition to children needing to qualify for free and reduced-price lunch and be a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program. A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.
- 8 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 9 Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines. Provision of meals is not addressed for part-day programs.
- 10 Bilingual classes are encouraged.
- 11 Alignment with Common Core State Standards was completed in 2013.
- 12 Teachers with a Standard Elementary School Endorsement (preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P-K) is no longer granted but still recognized for current holders.
- 13 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified.
- 14 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. For the 2013-2014 school year, however, funding for these districts was kept the same as in prior years, which was not according to the funding formula.
- 15 School districts are permitted to subcontract with faith-based programs without religious content.
- 16 Districts must use local funds or charge tuition to serve regular income general education students and must also use special education funding to serve children with IEPs.
- 17 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. The results of these assessments are not collected by the state, however.
- 18 TS GOLD was used with pilot districts in 2013-2014. The first cohort began in 2014-2015 with statewide implementation anticipated to be complete within 5-6 years.

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

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services (DHS), Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 Ninety-four districts are required to offer the program. Only districts where 20 to 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year old children within those districts are eligible to participate. The program is only open to 3-year-olds, however, once the district has offered full-day kindergarten to all age-eligible children and either half- or full-day preschool to all 4-year-olds.
- 3 Includes only general education preschoolers. Preschoolers with disabilities are also included in the program, but are funded separately. They are not included in the enrollment numbers.
- 4 There were 120 children in nonpublic sites, but administrative responsibility remains with the public school district.
- 5 Districts may operate either a part- (2.5 hours per day) or school-day (6 hours per day) program. DHS funding may be used in some cases to extend beyond a full day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown. The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.
- 6 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.
- 7 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

- 8 Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.
- 9 Bilingual classes are encouraged.
- 10 Alignment with Common Core State Standards was completed in 2013.
- 11 Teachers with a Standard Elementary School Endorsement (preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P-K) is no longer granted but is still recognized for current holders.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified.
- 13 All state funding is technically run from the state aid formula. For the 2014-2015 school year, however, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts may, but are not required to, contribute local funding to operate the program.
- 14 School districts are permitted to subcontract with faith-based programs without religious content.
- 15 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. The results of these assessments are not collected by the state, however.
- 16 TS GOLD was used with pilot districts in 2013-2014. The first cohort began in 2014-2015 with statewide implementation anticipated to be complete within 5-6 years.

NEW MEXICO - New Mexico PreK

- 1 The home language and race/ethnicity figures are cumulative, reflecting children who enrolled and left the program prior to the end of the school year, therefore exceeding the total enrollment count.
- 2 Schedules are determined locally, but the majority of programs operate 2.5-3.5 hours daily for 5 days per week with state funding paying for 450 instructional hours per school year. In 2014-2015, the legislature provided funding for a limited extended-day pilot, with 900 instructional hours per school year.
- 3 The state funds 450 instructional hours per school year. Hours per day vary by program. The most common schedule is 5 days per week. Some private or nonprofit facilities use partial day Child Care Subsidy for wraparound care to assist parents who qualify, or offer reduced rates for private pay. Pre-K programs in public schools can extend the day using operational funds or Title I funds. In 2014-15, the legislature provided limited funding for an extended-day pilot, with 900 instructional hours per school year.
- 4 All age-eligible children in locations offering the program are eligible. Funding priority is given to all age-eligible children who will attend kindergarten at Title I schools with at least 66% of children attending the program living within an attendance zone of a Title I elementary school.
- 5 For 450 hour programs, at least one meal per day is provided, breakfast or lunch depending on schedule. For 900 hour programs, two meals are provided. Programs must participate in either the Child Care Food Program or the USDA School Lunch Program.
- 6 Individual physician protocols may vary to include psychosocial/behavioral or other screening.
- 7 Programs must administer a developmental screening that has a social-emotional component.
- 8 In the absence of state legislation or policy regarding provisions for ELL families in pre-K programs, the New Mexico Department of Education and the New Mexico Pre-K Program Standards provide guidance on effective practices and program requirements to all programs receiving state pre-K funding. Funding is used to support monolingual Spanish and dual-language classrooms with information submitted in the program's application to state agencies.
- 9 Lead teachers in public school programs must have a bachelor's degree and licensure in Early Childhood Education. Teachers who have an Elementary Education or Special Education license are required to take a minimum of 6 credit hours of ECE coursework annually. Teachers in nonpublic school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 credit hours annually and have a professional development plan to complete the degree in ECE.
- 10 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 6 college credits annually toward the requirement. New Mexico offers an Education Assistant license for P-12 in public settings only.
- 11 In 2014-2015, TANF dollars were used to support state-funded pre-K in nonpublic schools.
- 12 Programs must be non-sectarian during pre-K hours. Municipalities and universities must have a licensed child care facility in order to apply.
- 13 The New Mexico Pre-K program will participate in the new FOCUS TQRIS program as part of the Race to the Top Grant awarded to the state of New Mexico with phased in implementation from spring 2015 through fall 2016.
- 14 This pre-K initiative has been evaluated in the past; a 4-year study of child outcomes and classroom observation was started in 2008-2009 but discontinued due to funding.
- 15 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. NM Administrative Code 6.30.5.12 requires that districts assess children within the first thirty instructional days of the school year. Under the Race to the Top initiative, a state-wide Kindergarten Entry Assessment, the Kindergarten Observation Tool, will be fully implemented in the fall of 2016. School districts and charter schools that receive Reads to Lead funding from the state must conduct the DIBELS Next or IDLE assessments. Other districts have local control.

NEW YORK - New York Universal Prekindergarten

- 1 A second initiative called NY Priority Prekindergarten was established in the 2013-2014 school year to increase the availability of high-quality prekindergarten placements for the highest needs children and schools within New York State's public school districts. This grant initiative builds on the foundation established by the allocation-based Universal Prekindergarten (UPK) program. Grant funds can be used to create new full-day prekindergarten placements, convert existing half-day placements to full-day, or create a limited number of new half-day placements designated for higher-need children in lower-wealth school districts. The state allocated \$25 million for the program, which served 4,988 children in 25 school districts in 2013-2014. Additionally, another grant initiative, the Statewide Full-Day Pre-K program was created in the 2014-2015 school year and serves all 4-year-olds.
- 2 Only districts offering the program during 2013-2014 were eligible to receive funding in 2014-2015.
- 3 Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2014-2015 school year, three districts were able to offer the program to 147 three-year-olds.
- 4 Of the 112,120 children enrolled, 10,941 participated in district-operated UPK classrooms and 28,754 attended classrooms in other settings, including community-based programs.
- 5 The UPK funding is for a minimum of 2.5 hours, but many programs opt to run a school-day or extended-day program using local funds or other funding sources. Programs must operate 5 days per week for a minimum of 180 days per year.
- 6 Age exceptions for kindergarten are permitted and are locally determined.
- 7 Eligibility determination depends on the grantee. UPK programs are "universal," as is the Statewide Universal Full-Day Prekindergarten Program. PPK eligibility is based on need requirements as determined by the individual school district.
- 8 There is a very small population of 3-year-olds in the UPK program per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult-to-child ratio.

- 9 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack.
- 10 A full physical exam includes a medical history, Tanner scale, scoliosis, and asthma and hypertension screenings. The state also requires a social and emotional assessment as part of initial screening, progress monitoring, and outcomes assessment for UPK students.
- 11 Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency. Commissioner's regulations require all districts and schools to have a plan in place to serve ELL students appropriately.
- 12 New York Prekindergarten Learning State Standards took effect in January 2011 upon adoption by the State Board of Regents. The New York State Board of Regents also adopted the aligned Common Core Standards for Prekindergarten Math and English Language Arts at the same time.
- 13 Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in Early Childhood Education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades.
- 14 Level I Teaching Assistant Certificate, the entry-level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a HSD or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
- 15 New York Priority Prekindergarten (NYPP) funding for 2014-2015 of \$25 million was not available to programs at the beginning of the program year and are not included in this total. Local grantees may access the following federal funds in addition to state general funds: CCDF and USDA Child and Adult Food Program. The amount of federal funds is unknown.
- 16 The state aid formula takes into account several factors including: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (the proportion of pupils eligible for free and reduced-price lunch), regional cost index, and expected local contribution.
- 17 Libraries and museums are allowed to contract if they can meet all the of the regulations' requirements.
- 18 Participating programs use a variety of tools to provide documentation of children's learning and/or child outcomes. The ones that meet QUALITYstarsNY's Program Standards include: Creative Curriculum Developmental Continuum Assessment, Bayley Scale of Infant and Toddler Development, Brigance Inventories, Galileo Preschool Assessment Scales, High Scope Child Observation Record (COR), Learning Accomplishment Profile-Diagnostic (English or Spanish), Mullen Scales of Early Learning, Ounce Scale, Work Sampling System, Teaching Strategies GOLD, Ages and Stages Questionnaires. In 2013-2014, approximately 365 community-based, family child care, and public school-based programs actively participated in QUALITYstarsNY. Of these participating programs, approximately 100 provide UPK. Approximately 60 of these programs were recruited in Troy and New York City over the summer of 2014 and have not yet been rated.
- 19 Site visits by state personnel are conducted through Coordinated Monitoring with Title I and are also based on criteria established by the Office of Early Learning, such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program. All programs are required to submit to SED an annual application and a final report.
- 20 QUALITYstarsNY has improvement specialists delegated to providing professional development. SED receives, at a minimum, quarterly reports on implementation status.
- 21 Children's learning and development are assessed upon entry to kindergarten and throughout the year. Assessments are locally determined, provided they meet standards of validity and reliability.

NORTH CAROLINA - North Carolina Pre-Kindergarten Program

- 1 Although the NC DHHS has authority over the state's pre-K program standards and fiscal components, NC State Board of Education Policy dictates teacher education standards and Birth-through-Kindergarten Licensure requirements that all pre-K teachers must meet regardless of employment.
- 2 The Division of Child Development and Early Education (DCDEE) contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency, the local Smart Start Partnership for Children, or another agency such as a Community Action-Nonprofit Agency. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.
- 3 Wraparound services are determined locally. A few programs based in public schools may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.
- 4 State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
- 5 Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, provided they have another designated risk factor.
- 6 Classrooms that provide for inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1 to 9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B) at: <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>.
- 7 The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. NC BK (birth through kindergarten). Licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served. Coaches/mentors who support BK licensed teachers are required to use a variety of resources and strategies defined by the NC Foundations for Early Learning and Development standards (pp. 149-153, Supporting Dual Language Learners (DLL)). NC Mentor Teacher Standards align with the NC Professional Teaching Standards. The professional development for mentors and the teachers they support require the use of the resources cited above coupled with Professional Learning Communities (PLCs) for both groups (mentors and teachers). These documents are used in the mandated pre-service training of coaches/mentors of NC Pre-K BK licensed teachers, primarily in nonpublic settings (child care and Head Start classrooms), and are accessible for use by public school principals, NC Pre-K BK licensed teachers, and their mentors.
- 8 NC's early learning standards are aligned with NC's Standard Course of Study (Common Core State Standards and NC's Essential Standards), the standards for what kindergarten children should know and be able to do. The focus of NC's early learning standards is on the early precursor skills that research suggest are important or lay the foundation for what children learn later. The ELDS domains addressed in standards: Approaches to Play and Learning, Emotional-social Development, Health and Physical Development, Language Development and Communication, and Cognition Development.
- 9 All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE or a related field, as well as a North Carolina Birth-through-Kindergarten or Preschool Add-on Standard Professional II license. Teachers in public or nonpublic settings may begin in a NC Pre-K classroom with a minimum of a BA/BS in Child Development, Early Education, or related field, and must qualify to hold a lateral entry license, while working to attain an NC BK or Preschool License within three years. Teachers holding less than the required BK Standard Professional II license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure type. Teachers with higher licensure are evaluated according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement only for a long-term substitute teacher (up to 12 weeks). The Intervention Specialists for P-12 in Vision or Hearing Impaired would be accepted if teacher had an endorsement related to early childhood or a Birth-through-Kindergarten license. Exceptions may be made in rural counties with limited personnel, to allow a lead teacher to enter with less than the minimum and work towards the requirement.
- 10 Educators with another NC educator's license (e.g., K-6) or another state's license may qualify for a Provisional BK or Preschool/Pre-K/K Add-on license and work towards the BK or Preschool/Pre-K/K Add-on.

- ¹¹ BK-licensed teachers in public and nonpublic schools will participate in professional development in accordance with the State Board of Education policy, 7.5 CEUs (75 contact hours) per 5-year licensure cycle for teachers holding an NC BK SPLL license. Teachers working toward the NC BK SPLL licensure requirements will participate in a minimum of six documented semester hours per year, prescribe by a Plan of Study, a professional development plan, and the 3-year Beginning Teacher Support Program (mentoring/performance evaluation). Teacher assistants working toward education requirements will participate in a minimum of six documented semester hours per year.
- ¹² Teacher assistants in public schools must meet requirements specified by NCLB. NC Pre-K generally requires assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years of experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.
- ¹³ Smart Start funds are used to support local administration of pre-K services (address local advisory committee support, child eligibility/screening/placement, site selection, NC Pre-K databases, teacher raises, BK licensure mentoring, classroom TA).
- ¹⁴ There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.
- ¹⁵ The NC Educator Effectiveness System under NC State Board Policy requires licensed teachers to be formally mentored/coached and evaluated using formative and summative evaluation procedures annually, based on type and level of BK licensure held. Additional information is collected about the level and number of mentoring visits and formal evaluation of NC BK-licensed teachers and the number of teachers, directors, mentors, and evaluators who have completed required mentor and evaluator training to prepare for NC educator licensure services. Teacher performance data demonstrating developing proficient, accomplished, or distinguished ratings are required annually and by BK licensure type. The framework is required for teachers in both nonpublic and public schools. Teachers are required to use self-assessment, and mentoring services based on teachers' assessed needs using the NC Rubric for Evaluating NC Teachers/NC Professional Teaching Standards). State-level contracting agencies are monitored annually for fiscal and contract compliance. These local agencies are required to monitor all subcontractors (public and nonpublic providers).
- ¹⁶ Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desktop monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted as part of the rated license system. Teacher evaluations are conducted based on the level and type of BK license held by the teacher.
- ¹⁷ Classroom staff are required to conduct ongoing (regular) formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission, based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs, and interests across all domains of development. Assessment tools are aligned with the NC Foundation for Early Learning and Development to meet this requirement.

OHIO - Ohio Early Childhood Education

- ¹ From 2006-2014, grants were awarded based upon a poverty index. With new funds added in 2014-2015, grants were awarded to high-quality programs located within district boundaries that have high needs, including high poverty and low achievement.
- ² Ohio funded 11,090 children with a per-child allocation of \$4,000. Total enrollment exceeded 11,090 children, however enrollment breakdowns are estimated based on the 11,090 funded enrollment count. Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally determined school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in the program if they are not eligible for kindergarten (i.e. if they turn five after August 1 but before September 30, depending on the district of residence).
- ³ Ohio uses 200% Federal Poverty level as criteria and there were 2,995 three-year-olds and 8,095 four- or five-year-olds. Number of children listed in 4-year-old category includes the children who were also five years old who were not yet eligible for kindergarten.
- ⁴ State funding is for a part-day program, which specifies 12.5 hours per week.
- ⁵ There are two locally determined school entrance dates for kindergarten in Ohio (August 1 or September 30). Depending on the local district's entrance date, it is possible that 5-year-olds may enroll in the program if not age-eligible for kindergarten or if they turn 5 after August 1 but before September 30, depending on the district of residence.
- ⁶ Family income is the determining factor for this program. The program is free for families up to 100% FPL. Families between 101 and 200% FPL may pay a fee based on the district's sliding fee scale. Programs may offer services to children over 200% FPL, but those families pay full tuition.
- ⁷ Programs are now required to participate in Ohio's Step Up to Quality (TQRIS) and are given extra points for meeting 1 to 10 or max 20 ratios and class sizes, as well as attaining 30 hours of PD every 2 years at the star 4 and 5 levels. Most programs are meeting these requirements and attaining these levels.
- ⁸ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- ⁹ Screening and referrals for hemoglobin and lead are also required.
- ¹⁰ In all programs, at least 50% of teachers must have a BA in Early Childhood Education.
- ¹¹ Title I and local sources may be used by programs to fund additional children who are receiving services through ECE but not funded through the state.
- ¹² Originally, the allocation was provided starting with the district with the highest poverty rate. The Ohio Department of Education funded awards of up to two classrooms per district until all dollars were allocated. With the expansion in 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.
- ¹³ Programs receive an annual licensing visit and an on-site quality rating visit every 2 years for 3-start centers and every 3 years for 4-5 star-centers. Centers submit program information to the state annually, including program documentation, teacher credentials, child assessment, self-assessment, and observations. Structure observations of classroom quality are conducted using a state created observation tool (OCOT--Ohio Classroom Observation Tool), that focuses on quality of classroom interactions. The tool is aligned with the ECERS and CLASS. Programs are required to report child assessment data. In 2014-2015, they used Ohio's new Early Learning Assessment which includes formative assessment that is used 2 times per year, ASQSE, and curriculum-embedded performance measures. All programs are required to participate in Ohio's TQRIS--Step Up to Quality which includes PD hours, observations, transition plans, and family engagement review. Programs are required to conduct annual self-assessments and report results to the state. Participation in a state quality rating system, and review of program records are also required.
- ¹⁴ Past early childhood evaluations have used ELLCO. State reviews results of child outcomes and results show that children participating in ECE perform significantly better on the Kindergarten Readiness Assessment than demographically similar children who did not participate in ECE. Evaluation is being conducted of TQRIS which will inform this work, as well.
- ¹⁵ In fall 2014, Ohio began administering the Kindergarten Readiness Assessment (KRA) to assess all domains of school readiness for all children in public school. Ohio collaborated with Maryland State Department of Education to develop the new KRA, which is administered annually from the first day of school to November 1. Ohio has also developed a new pre-K-through kindergarten formative assessment, covering ages 36 to 72 months, which began implementation in 2015 within early childhood education programs.

OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program

- ¹ Oklahoma has a pilot early childhood program for at-risk children from birth through age 3 that served 2,336 children in center-based programs, and 245 children in home-visiting programs for 2,581 total children served in the 2014-2015 school year.
- ² State funding is not available for the 1,335 typically developing 3-year-olds in the prekindergarten program unless they have an IEP. State funding may have been available for 1,132 of these children.
- ³ Even in collaboration programs, all students are considered public school enrollees and are matched with a site elementary school. They receive the same services as onsite public school students.
- ⁴ Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate 5 days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Collaboration with other agencies and programs to provide extended-day services occurs but is not mandated at the state level.

- 5 Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. The funding that a district receives, however, relates to the child's age. Promotion and retention are local district decisions.
- 6 At least one meal is provided through the federal Child Nutrition Program. The federal government does not provide snacks for 4-year-olds in public schools during regular class time, so snacks are determined locally.
- 7 If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.
- 8 All students who are identified as ELL based on their Placement Test scores should be annually assessed using the State's ELP assessment: ACCESS for ELLs, until they meet the score exit criteria.
- 9 Oklahoma is in the process of finishing a complete standards rewrite in Math and English Language Arts; pre-K standards are included in these new standards.
- 10 The state also has an IT3 certificate for individuals teaching infants, toddlers, and 3-year-olds. Teachers with this certification cannot teach in a classroom of 4-year-olds. Additionally, a paraprofessional may become certified in Early Childhood to teach in a pre-K classroom if he/she: has a bachelor's degree, has one year experience as a teaching assistant in a public school in the area for which a teaching license is pursued, passes the Oklahoma General Education Test (OGET), passes a subject area test in early childhood, and passes the Oklahoma Professional Teachers Examination (OPTE).
- 11 Since the 2010-2011 school year, professional development has not been required by the state. As per Oklahoma HB 2928, "A licensed or certified teacher shall not be required to complete any points of the total number of professional development points required." It is a local school district's decision how many hours of professional development are required.
- 12 Teacher assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. If the teacher assistant is employed in a Title I school, however, they must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher; 2. Have completed at least two years or 48 credit hours of study at an institution of higher education; 3. Passed the OGET (Oklahoma General Education Test); 4. Passed the ETS (Education Testing Service) Para Pro Assessment Test or the WorkKeys Assessment. About 69% of school sites are Title 1.
- 13 The program is largely funded through state appropriations through foundation and incentive aid, using the grade weight of 0.7 for half-day and 1.5 for full-day pre-K programs. Oklahoma reports multiple federal sources but cannot report the specific funding amount that comes from each funding stream. These sources include: Title I (Part A, B, C, D); Title II (Part A, B, D); Title III; Title IV; Title V; Title VI; Title VII; Federal Direct Fund; IDEA; Federal Grants-In-Aid; Adult Education and Literacy; and other federal sources. The non-required local sources are activity fund money spent for pre-K.
- 14 The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the end of the first nine weeks of school and the end of the school year.
- 15 Uses of child-level assessments is determined locally, but it is state policy for them not to be used for high-stakes testing. Common applications include to: identify needs that will guide teacher training or professional development, track child- and program-level outcomes over time, and provide a measure of kindergarten readiness.
- 16 It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of thirteen approved assessments for reading: Aimsweb; The Children's Progress Academic Assessment; DIBELS Next; DRA2+; easyCBM; Group Reading Assessment and Diagnostic Evaluation (GRADE); iReady Diagnostics; Literacy First; Measures of Academic Progress; Measures of Academic Progress for Primary Grades; mCLASS DIBELS Next; Star Early Learning Enterprise; Woodcock Reading Mastery tests, Third Edition.

OREGON - Oregon Head Start Prekindergarten

- 1 Total enrollment figure includes 18 blended slots supported by both state and federal funds. An additional 73 children served through home-based models are included in the total enrollment
- 2 Enrollment numbers or programs administered in education service districts, public universities, or community colleges are included in the "nonpublic schools" total.
- 3 Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Minimum required contact time is determined by the classroom hours combined with home-visit hours offered. School- and extended-day programs (more than 6 hours) are generally supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Figures collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs.
- 4 Contracted slots program through the Department of Human Services provides child care subsidy support (Employment Related Day Care subsidy) to qualifying families participating in full-day Head Start services.
- 5 State law for pre-K allows serving children ages 3 to school entry (age 5 by Sept 1). School districts must follow state law or the local school board can develop a policy for early kindergarten entrance.
- 6 State pre-K children must meet the federal Head Start income guidelines. After priority is given to families whose income is at 100% FPL or below, then 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 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.
- 7 Programs are required to offer meals and a snack that provide one-third to one-half of the child's daily nutritional needs in part day programs. Part-day programs provide lunch and either breakfast or snack. Full-day programs serve breakfast, lunch, and snack.
- 8 All programs follow Head Start Performance Standards, which require a doctor's written health appraisal confirming up-to-date, age-appropriate prevention and health care, including medical, dental, and mental health. Programs that receive state funding are required to follow Oregon's Interventions Considered and Recommended for the Periodic Health Examination, which guides requirements for a full physical exam. Nutrition assessments are required for all families.
- 9 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 towards acquiring English through culturally and linguistically appropriate instructional services, and inform parents of such children about instructional services used. If 50% or more of children speak a language other than English, programs must ensure that non-English speaking children are provided language support as needed.
- 10 Oregon has adopted the national Common Core State Standards for K-12. Alignment with the Head Start Early Learning Outcomes Frameworks is in progress. A statewide work group has been convened, and work is underway to develop aligned early learning standards for children ages 3 through kindergarten, based on the revised Head Start Early Learning Outcomes Framework.
- 11 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 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).
- 12 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 for this requirement.
- 13 Under the Head Start Reauthorization Act of 2007, by September 30, 2013, all assistant teachers must have at least a CDA or have been enrolled in a program to receive a CDA, AA, or BA within two years.
- 14 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.
- 15 As of July 2012, the Oregon Department of Education requires all State Head Start Pre-K programs to use TS GOLD as their developmental assessment tool. Programs are also required to participate in the QRIS.

PENNSYLVANIA - Pennsylvania Ready To Learn Block Grant

- 1 In 2014-2015 the program name was changed to "Pennsylvania Ready to Learn (RTL)" as a result of the deletion of the previous program as a budget line item and the creation of a new budget line item.
- 2 The Office of Child Development and Early Learning (OCDEL) supports local districts using RTL funds for preschool programming.
- 3 This is a school district-administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in partnership with Head Start or child care where the other agency is the lead.
- 4 Most programs operate either 2.5 or 5 hours per day, 5 days per week, for a minimum of 180 days per year (programs operate 450 hours for half-day or 900 hours for a full day).
- 5 Pennsylvania considers the minimum age eligibility for pre-K to be two years prior to kindergarten age. Districts determine the eligibility requirements. Children in RTL pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80% use this entry date. The recommended cutoff for kindergarten is 5 years old by September 1, but this is determined locally.
- 6 Districts determine their own prioritization for services and eligibility requirements.
- 7 As of January 2012, only PK-4 will be issued for certification, though N-3 certifications are still valid.
- 8 Beginning in the 2009-2010 school year, assistant teachers had to meet NCLB requirements and were required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 9 Seventy-five percent of allocated funding is for students who have not achieved state test proficiency on the Pennsylvania System of School Assessment, and 25% of all allocated funding is for students who have achieved proficiency.
- 10 The use of Ready to Learn funds is monitored through Annual Financial Reports, audited by the Bureau of School Audits. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.
- 11 Pennsylvania Kindergarten Entry Inventory was piloted in from 2010 to 2013. In 2014, the Inventory was implemented for Cohort 1 (required in focus and priority schools, voluntary for all others). In 2015 and beyond, implementation has occurred in Cohort 2 (required in focus and priority schools and Community Innovation Zones, voluntary for all others).

PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program

- 1 Breakdown by age is not available. By program requirements, children cannot be under age 3 or eligible for kindergarten.
- 2 Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, 4 days per week. Full day for HSSAP is considered more than 5.5 hours per day. Center-based programs can operate 4 or 5 days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 to 180 days a year with a few offering full-year services of approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.
- 3 Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is 5 by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for K, they are not funded by HSSAP, but instead by other resources.
- 4 State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35% of the enrollment may be children whose family incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.
- 5 The maximum class size is 20 children, regardless of age. A smaller class size of 17 is recommended, as is a ratio of 2:17.
- 6 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.
- 7 Head Start programs may voluntarily participate in QRIS. If they choose to do so, there is monitoring.
- 8 Pennsylvania Kindergarten Entry Inventory was piloted from 2010 to 2013. In 2014, the Inventory was implemented for Cohort 1 (required in focus and priority schools, voluntary for all others). In 2015 and beyond, implementation has occurred in Cohort 2 (required in focus and priority schools and Community Innovation Zones, voluntary for all others).

PENNSYLVANIA - Pennsylvania Kindergarten for Four-Year-Olds and School Based Pre-K

- 1 Pennsylvania Department of Education (PDE) provides regulations and policy. Daily operations of the K4 program are conducted by school districts.
- 2 Enrollment figure is lower from last year due to increased funding to Ready to Learn line item.
- 3 2.5 hours is permitted for part-day programs.
- 4 Districts may determine whether they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds.
- 5 K4 programs follow kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-child ratio of 1:10. SBPK programs determine locally whether to enroll 3-year-olds or to limit enrollment only to 4-year-olds.
- 6 Provisions for English Language Learner supports are in place at the school district level.
- 7 As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. There is no minimum degree required for K4 programs.
- 8 Pennsylvania Kindergarten Entry Inventory was piloted from 2010 to 2013. In 2014, the Inventory was implemented for Cohort 1 (required in focus and priority schools, voluntary for all others). In 2015 and beyond, implementation has occurred in Cohort 2 (required in focus and priority schools and Community Innovation Zones, voluntary for all others).

PENNSYLVANIA - Pennsylvania Pre-K Counts

- 1 The Office of Child Development and Early Learning administers and monitors the PA Pre-K Counts program.
- 2 Grants were awarded in 2013-2014 through a competitive procurement process. The competitive grants run on a 5-year cycle.
- 3 Enrollment figures include: 103 under age three; 4,523 three-year-olds; 8,648 four-year-olds; 171 five-year-olds; 9 six-year-olds; 1 seven-year-old; and 1 ten-year-old.
- 4 Programs must operate at least 180 days per year, though days can be stretched across the full calendar year rather than used in the traditional 9-month school calendar. This is a local decision. Partnerships to extend the program day are encouraged but no formal partnership agreement exists at the state level.

- 5 Local boards may decide exceptions for kindergarten. Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is 5 by September 1, but this is locally determined. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts. Children who are not age-eligible for enrollment in Pre-K Counts may be enrolled if funding is provided by a non-state source. Districts may determine if a child may enter kindergarten prior to the eligibility date on an individual basis.
- 6 Families must demonstrate income eligibility. The recommended priority is at or below 250% FPL, though families can enroll at or below 300% FPL.
- 7 A class size of 17 students is recommended. The recommended staff-child ratio is 2:17; if the 1:10 ratio is used, other qualified staff must be present on-site in case of emergency.
- 8 Immunizations and developmental screening are program requirements. However, method for referral is determined locally.
- 9 Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but not required.
- 10 Revised Early Learning Standards that include PA Core standards were released July 2014. The standards went into effect formally in July 2015.
- 11 By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N-3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program. Teachers who do not meet this requirement are considered not in compliance, which can lower the program's score on the Program Review Instrument and affect future funding.
- 12 Assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. A minimum of a CDA is required to demonstrate the knowledge of the ability to assist in instruction.
- 13 Child care agencies must participate in Pennsylvania's tiered quality improvement rating system at either of the top two levels (STARS 3 or 4).
- 14 Providers choose from a list of approved assessment tools. Outcomes are aligned to the PA Early Learning Outcomes Reporting Framework.
- 15 Pennsylvania Kindergarten Entry Inventory was piloted from 2010 to 2013. In 2014, the Inventory was implemented for Cohort 1 (required in focus and priority schools, voluntary for all others). In 2015 and beyond, implementation has occurred in Cohort 2 (required in focus and priority schools and Community Innovation Zones, voluntary for all others).

RHODE ISLAND - Rhode Island State Prekindergarten Program

- 1 There is no formal partnership at the state level, but individual grantees are required to make extended-day services available either by providing such services directly or by partnering with another agency which offers such services.
- 2 Determined locally. Districts have the option to adopt policies that allow for early entry to kindergarten only based on the determination that a child is developmentally ready for kindergarten.
- 3 All age-eligible children in districts offering the program may enroll. Children must reside in the district, town, or community in which the program is offered.
- 4 The early learning and development standards also address: Literacy, Mathematics, Science, Social Studies, and Creative Arts. State Pre-K teachers are required to participate in comprehensive professional development focused on understanding and using the RIELDS.
- 5 The Rhode Island Education Aid Foundation Formula, approved in 2010, takes a phased-in approach to expanding access to high-quality Pre-K, starting with communities that have a high proportion of children eligible for free and reduced-price lunch. The phased-in approach, investing \$10 million over 10 years, will ensure that Pre-K expansion creates high-quality learning programs, improves access for the students who need it the most, and ensures a smooth transition between early childhood and K-12. Additionally, RI received a PDG expansion grant in 2014. Given the federal funds, along with committed state funds, within the first three years of this Preschool Development Expansion Grant, the number of Rhode Island children served in the Rhode Island Pre-K Program will have more than tripled from the current enrollment of 306 children in federal 2014-2015 to 1,080 children in 2017-2018.
- 6 BrightStars, Rhode Island's quality rating and improvement system, recognizes and supports quality in child care and early learning programs. Child care and afterschool programs voluntarily join to be rated by BrightStars and are assessed in the following areas: Health, Safety and Nutrition; Enrollment and Staffing; Staff Qualifications and Ongoing Professional Development; Administration; Early Learning and Development; and Family Engagement. Programs must demonstrate that they meet all the required standards at a particular star level (1 - 5) in order to receive the corresponding star rating. As of September 30, 2015, BrightStars has 744 star-rated programs. For more information, please visit exceed.ri.gov.

SOUTH CAROLINA - South Carolina Child Development Education Program (CDEP)

- 1 The program is no longer a pilot and its name has been adjusted to reflect this change.
- 2 SC Department of Education, Office of Early Learning and Literacy provides oversight for public schools and the SC First Steps provides oversight to private child care programs.
- 3 All SC school districts offer pre-K. Those districts involved in the 2006 funding lawsuit are required to offer CDEP. Funding was expanded to include 14 additional school districts.
- 4 There are exceptions for kindergarten age-eligible children with disabilities or at the request of the parent to enroll in pre-K.
- 5 Priority is given to children based on income, additional spaces can be filled based on other risk factors.
- 6 Some programs provide breakfast, but it is not required.
- 7 Professional development and coaching are provided through a partnership with another state agency.
- 8 SC is in the process of revising their EL Standards, to be aligned with the state's 5K-12 standards, which were changed from Common Core.
- 9 Lead teachers in nonpublic settings must be enrolled in and demonstrating progress toward the completion of a teacher education program within four years.
- 10 Data are only available for teachers working in public school programs. Thirty-three percent of the 330 teachers with a master's, have a master's plus 30 hours.
- 11 The 15 clock hours per year must be approved by the Center for Child Care Career Development in early childhood education hours, and must include at least 5 hours in curriculum, 5 hours in child development, and 5 hours in health and safety, guidance, or other related topics.
- 12 Assistants must complete ECD 101 course within 1 year of being hired. Districts may request waivers to the assistant teacher specialization requirement if assistant teachers have comparable course work.
- 13 State spending from the general fund is the appropriated amount rather than actual spending.
- 14 An additional \$90,000 in Federal Title I funds were made available to support CDEP educators in professional development training.
- 15 New legislation required a language and literacy assessment be used in 2014-2015 and mCLASS CIRCLE was the selected assessment. In 2015-2016, programs can select from: PALS Pre-K, GOLD, or myIGDIs.
- 16 In 2014-2015, the state required that all 5K students be assessed using mCLASS Circle, in language and literacy, during the first 45 days of school.

SOUTH CAROLINA - EIA Child Development Program (4K)

- 1 The name of the program changed to reflect the program serving more children in full-day options.
- 2 The Office of Early Learning and Literacy is a newly created office.

- 3 All SC school districts offer pre-K. Those districts not participating in CDEP are required to offer at least one half-day class for 4K students. Full-day 4K was expanded, so the number of districts participating in the half-day 4K decreased.
- 4 Districts are required to have at least one part-day program, if they are not participating in the state-funded CDEP program. Some districts offer additional full-day programs or extend the half-day to full-day, but these are locally funded.
- 5 Exemptions to the maximum age requirements are made at district's discretion.
- 6 Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in the State Board of Education regulations.
- 7 Comprehensive services are not required, but recommended including parenting support or training, parent involvement activities, health services for children, and transition-to-K activities.
- 8 SC is in the process of revising their EL Standards, to be aligned to the state's 5K-12 standards, which were changed from Common Core.
- 9 Information is missing on an additional three teachers.
- 10 FY15 spending levels were not available. The amounts reported are appropriated dollars.
- 11 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.
- 12 Currently, there is a requirement for the EIA 4K programs to be monitored once every 5 years with a state department developed checklist.
- 13 New legislation required a language and literacy assessment be used in 2014-2015, mCLASS CIRCLE was the selected assessment. In 2015-2016 programs can select from: PALS Pre-K, GOLD, or myIGDs.
- 14 In 2014-2015, the state required that all 5K students be assessed using mCLASS Circle, in language and literacy, during the first 45 days of school.

TENNESSEE - Tennessee Voluntary Pre-K

- 1 Authority over the TN VPK program was moved from Curriculum and Instruction to the Division of Special Populations.
- 2 In 2014-2015, the Shelby County School District in Memphis, divided into an additional seven municipal districts. Of these seven districts, two of them included elementary schools that housed pre-K classrooms. The decision was made to transfer the funds from the Shelby County school district to the two new districts with existing pre-K classrooms. None of the other five districts included schools with pre-K, and, therefore, they do not have a state-funded pre-K program.
- 3 Children with IEPs are considered for enrollment in the VPK program after ensuring all income-eligible students are enrolled as a priority. All special education students are enrolled in VPK and participate 5 days a week, 5.5 hours a day. All 3-year-olds with IEPs are enrolled in PILOT VPK classes, which are allowed to serve both 3- and 4-year-old students. Five-year-olds can enroll if their IEPs indicate the pre-K setting is the most appropriate program to meet IEP goals.
- 4 There is not an income breakdown by age, but 13,326 children qualify for free or reduced-price lunch, or 185% of FPL. Once all available students eligible for free and reduced-price lunch are enrolled, LEAs are permitted to enroll children whose families do not meet this income criterion.
- 5 All classrooms are funded through the LEA and it is the responsibility of the LEA to ensure each classroom meets the requirements of the program regardless of location. While the LEA has administrative responsibility for all children, there are several children served in nonpublic school facilities.
- 6 Naptime cannot be counted in the 5.5-hour minimum.
- 7 Tennessee passed legislation in 2012 that changes the birthdate requirement for pre-K and kindergarten from turning 4 or 5 on September 30 to August 31 for the 2013-2014 school year and August 15 for the 2014-2015 school year. Pilot pre-K programs may also serve children who are 3 years old by August 15 in the 2014-2015 school year.
- 8 Five-year-olds may participate if they have an IEP that identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP. Request for enrollment is made to the Department of Education for approval before the child is enrolled in VPK program.
- 9 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 students with an IEP, a history of abuse or neglect, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) parents with low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.
- 10 In mixed-age groups, a maximum of eight 3-year-olds can be in the class with twelve 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.
- 11 Dental screening and referrals are locally determined. Support services include parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition-to-kindergarten activities. Other comprehensive services are determined locally.
- 12 The state regulates ELL services for K-12 students but because pre-K is not mandatory, LEAs are not required to provide ELL services. All programs include pre-K children in ELL screening, however, and do provide some level of service as appropriate. Although no policy requires services for pre-K, there are opportunities for professional development afforded to pre-K teachers, information is presented to families in primary language, and translators are made available when needed.
- 13 The revised standards are aligned with the Kindergarten Common Core State Standards in both Math and English Language Arts. Other developmental and content areas align with state standards for Kindergarten. Creative Arts are also part of state early learning standards in addition to the subject areas listed.
- 14 Permissible types of endorsements include those in: Pre-K-Grade 3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Special Education. The Pre-K-4 certification and Pre-K-1 Special Education are no longer issued, but are still accepted for pre-K teachers in public and nonpublic settings. All Pre-K endorsements extend to include children from birth. The transitional license is for teachers with a BA but no license. Waivers are available for teachers with a license but not in pre-K. Teachers with a transitional license or waiver must complete requirements in two years. Interim B teachers have completed required coursework for license but have not passed all required Praxis tests. The Pre-K-4 and Pre-K-1 endorsements are no longer issued but are still accepted for pre-K teachers in public and nonpublic settings.
- 15 Nineteen teachers are on transitional license or waiver; 8 teachers have a doctorate.
- 16 All lead teachers working in schools must meet the state requirement of 30 hours of in-service credit per year. The 18 hours required in Early Childhood may be included in the 30 hours. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.
- 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 2014, 53% of all assistant teachers have a CDA credential or higher level of education. There is no degree requirement for assistant teachers but they are required to receive a minimum of 12 hours of state approved professional development on ECERS, ELLCO, Personal Safety, Tennessee Early Learning Development Standards, Child Care Rules and Regulations, and Social Emotional Learning Foundations. Training may occur prior to or during employment.
- 18 The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The local match may be in actual dollars or in in-kind contributions (e.g., facilities, utilities, staffing, etc.).
- 19 State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS. However, all community-based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA.
- 20 The LEA is required to provide a local match. However, the local match does not have to be in actual dollars but can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21% of the cost of the classroom.

- 21 Program level outcomes are incorporated into a Plan of Action, which identifies areas of weakness found as a result of the ECERS-R and ELLCO. State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS. However, all community-based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA. Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. All education consultant positions were eliminated in May 2013. All self assessment documentation is submitted to the Director of Early Childhood programs.
- 22 Peabody Research Institute at Vanderbilt University completed its research study on the Effectiveness of the Voluntary Pre-K Program, examining the impact of program characteristics on child outcomes, to identify essential classroom qualities and resources, and to identify those with little or no impact on child outcomes that can be eliminated. Data continues to be evaluated.
- 23 Student achievement scores count as 15% of a teacher's evaluation. Sixty percent of the evaluation is based on classroom observation and the remaining 25% is based on student growth, which comes from either school-wide growth scores or district-wide growth scores from third grade.

TEXAS - Texas Public School Prekindergarten

- 1 A district shall offer prekindergarten classes if the district identifies 15 or more eligible children who are at least four years of age by September 1 of the current school year. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years of age.
- 2 In addition to the children receiving special education services in the state-funded pre-K program, Texas also provides Early Education (EE), a grade level for students between the ages of zero and five who have not been placed in prekindergarten or kindergarten. Children in EE receive special education services but do not meet the two hours of instruction per day requirement for membership.
- 3 A total of 94,013 children are Limited English Proficient.
- 4 The TEA specifically established the pre-K program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K and are paid for by the school district or tuition if enrolled.
- 5 For students to qualify as educationally disadvantaged, they must be eligible to participate in free or reduced-price lunch. Meeting the income requirement is one of six risk factors for children to qualify for the program.
- 6 Districts are required to verify eligibility. Once a student is determined to be eligible, the student remains eligible for that year in the district in which he or she resides, or is otherwise entitled to Foundation School Program benefits.
- 7 There is no rule regarding prekindergarten class size or staff-to-child ratio, though school districts are encouraged to 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.
- 8 Districts are not required to serve meals to pre-K students. However, many districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.
- 9 Translators are used for Language Proficiency Assessment Committees for parents who do not speak English and during parent/teacher meetings. Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program. The state-level policy regulating services is for ELL only, not DLL.
- 10 Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools.
- 11 Texas does not use the term assistant teachers though paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma and experience working with students or parents. Educational Aide II requires at least a high school diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area, as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.
- 12 The Texas School Ready! program and the funds from the Texas Workforce Commission were used for grant programs and were not available statewide.
- 13 Prekindergarten students generate formula funding based on average daily attendance (ADA), in the same manner as K-12 students, with the provision that they are eligible for a maximum of one half-day ADA.
- 14 Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and/or end of the year, and are required to submit BOY data to the agency.
- 15 Students who qualify because they are unable to speak and comprehend English must have a home language survey on file. School districts must administer the home language survey in English and Spanish. For students of other language groups, school districts must translate the home language survey into the home language whenever possible. The home language survey must contain the following questions: What language is spoken in your home most of the time?, What language does your child (do you) speak most of the time?, What language do you speak most of the time? Proof of a qualifying score on an approved Oral Language Proficiency Test must also be provided. The school district must document the official scores in the student's records. Documentation of the limited proficiency assessment committee's identification of the student as an English language learner is also required.
- 16 Children can qualify for the program if they are unable to speak and comprehend the English language.
- 17 There is a minimum salary schedule for classroom teachers, full-time librarians, full-time counselors, and full-time registered nurses. In no instance may a school district pay less than the state base salary listed for that individual's years of experience as determined by Section 153.1021 of the Texas Administrative Code, Commissioner's Rules on Creditable Years of Service. See: http://tea.texas.gov/Texas_Educators/Salary_and_Service_Record/Minimum_Salary_Schedule/2014-2015_Minimum_Salary_Schedule/

VERMONT - Vermont Early Education Initiative

- 1 EEI is a competitive grant program. A total of 42 grants were awarded in 2014-2015. Geographic distribution is not considered in awarding grants; the quality of the grant proposal is the main criterion.
- 2 Many of the 1,088 children who received early education through EEI grants were also served via Act 62 pre-K.
- 3 Other auspice includes the Committee on Temporary Shelter that serves 15 homeless children.
- 4 The number of hours per week funded with EEI dollars ranges from 3 to 40 hours per week, depending on the grantee's delivery model. Several extended-day child care centers administer EEI programs, although EEI funds only pay for a portion of a child's time. Most EEI programs are part day, 8 to 11 hours per week, for 2 to 3 days per week. Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wraparound services, although EEI funds do not support these services. The EEI grants period operated from July 1, 2014 to June 30, 2015, though most programs only operate on the traditional September to June academic calendar.
- 5 EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. Kindergarten entry age is determined locally; state law requires the date be set on or between August 31 and January 1.
- 6 EEI is for at-risk children. At-risk is defined as low income (185% poverty), has developmental delays, is an English language learner, or is a victim of abuse or neglect. At least one criterion is required, but not all children must be low income.
- 7 There is no policy on meals. Some of the EEI programs serve snacks or meals, but that depends upon the service delivery model of the grantee.
- 8 Grantees that are school districts are required to participate in Child Find and to provide screenings and referrals as needed. Additionally, children must be immunized to attend an in-school program. Grantees who are Head Start programs must abide by Head Start regulations regarding health screenings and referrals.

- 9 The personnel requirements for EEI grantees vary, depending on the type of grantee. Teachers in public school settings must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Teachers in nonpublic school-based center programs must at least meet licensing requirements; the person must have an AA in ECE, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). In 2014-2015, there were 37 teachers licensed in ECE and 8 licensed in ECSE across all grantees. In terms of degrees, 30 teachers had an MA, 70 a BA, and 7 an AA or CDA.
- 10 Licensed lead teachers must complete 9 credit hours in 7 years. Under state child care licensing regulations, the requirement in nonpublic settings is 12 clock hours of professional development per year.
- 11 In public settings, an assistant must meet requirements to be highly qualified under ESEA. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants must have a high school diploma and a 30-hour course in child development.
- 12 Child assessments (TS GOLD) are used for accountability, as well as for programs and teachers to inform instruction and curriculum and to provide feedback to families. Programs are required to use the tools, to report the results to the state, and to offer two family conferences per year.
- 13 The statute that authorizes EEI does not require monitoring except for financial reports and a program's annual report, including child progress data. Agency of Education staff may conduct unannounced site visits.
- 14 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VERMONT - Vermont Prekindergarten Education - Act 62

- 1 The Agency of Education and the Department for Children and Families within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).
- 2 The figures are less than the total enrollment because they only include children ages 3 and 4; not the 280 5-year-olds who attend Act 62 pre-K.
- 3 Act 62 pre-K allows school districts to partner with community early learning and development programs as well as Head Start; hence the location of services varies, but the administrative authority resides with the school district.
- 4 Full-time pre-K is defined as 10 hours per week, but programs can provide anywhere from 6-40 hours per week. They do not get additional funds from the state, however, for any hours beyond 10 per week. Most programs operate about 3 hours per day, 3 to 4 days per week. In all settings, programs must run for at least 35 weeks per year. If a child care program contracts with a school district to offer pre-K, the pre-K portion of the child's program is 10 hours, but the child may attend the child care program 40 hours or more per week. Additionally, a few school districts offer public school-based pre-K programs that run the full school day (about 35 hours/week).
- 5 Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally (and often set at September 1) but must be between August 31 and December 31. Act 62 allows districts to serve 3- and 4-year-olds or just 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age-eligible for kindergarten in a pre-K program if that is found to better suit the child's needs.
- 6 Vermont's Act 62 pre-K program is universal. School districts have the option to offer pre-K to only 4-year-olds. Approximately a half dozen supervisory unions (LEAs) limit pre-K to 4-year-olds and do not serve 3-year-olds.
- 7 Since pre-K is part-time and only defined as 6-10 hours/week, meals are not mentioned in the Act 62 law. There are snacks in part-day programs and meals in full day programs.
- 8 State regulations require immunizations and vision and hearing screening that is reported to the Department of Health. If children are suspected of having developmental delays or psychosocial/behavioral challenges, then they are required to make a referral (per Child Find).
- 9 In public school settings, teachers must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Nonpublic school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic center-based settings, the absolute minimum requirement for a lead teacher is meeting child care licensing requirements; the person must have an AA, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). Registered child care homes require 3 hours of supervision by a licensed ECE or ECSE teacher on weekly basis. The majority of lead teachers in all center-based settings have a BA and are certified.
- 10 Newly licensed teachers must complete 3 credits in the first 3 years of teaching (Level 1). Teachers with more than 3 years of experience must complete 9 credits in 7 years (Level 2).
- 11 Assistant teachers must have an AA or equivalent and must meet highly qualified standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 and depends on the type of pre-K provider.
- 12 A total of \$43,994,576 was used to support Vermont's Act 62 Program. The state was unable to break this down into state, local, and federal sources. This figure likely includes funding from the State Education Fund's school funding formula, state Essential Early Education (early childhood special education) funds, and IDEA. Approximately 25% of all districts also use Title I dollars to support pre-K. However, districts do not report expenditures by grade level, so actual amount is unknown.
- 13 The state's Education Fund provides funding for pre-K-12 education spending. Budgets are determined and approved at the local level and then funded through the Education Fund.
- 14 Districts are encouraged to contract with community early care and education programs. In most cases, the districts pay a negotiated per-child tuition amount. In some cases, the districts provide the licensed teacher, space, and other supports, in lieu of or in addition to child tuition payments.
- 15 Programs are required to conduct parent conferences twice a year to provide families with information on their child's progress (data collected through Teaching Strategies GOLD). Using these data to inform practices is encouraged through professional development.
- 16 In order to offer pre-K, a center must have NAEYC accreditation or 4-5 STARS in Vermont's quality rating system (or 3 STARS with an approved plan). As of the 2012-2013 school year, ECERS is now required for all programs applying for these upper STARS levels.
- 17 Act 62 allows the Agency of Education and Department of Children & Families staff to conduct unannounced visits specifically for pre-K. However, few are conducted specifically for these purposes. Since all pre-K programs must be licensed and meet Child Care Regulations, licensors monitor compliance with child care licensing regulations.
- 18 Child assessment data are used to determine the efficacy of pre-K education. However, an evaluation has not yet been done.
- 19 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VIRGINIA - Virginia Preschool Initiative

- 1 The number of school divisions changed from 136 to 135 because Bedford City and Bedford County were merged into one school system. The program is optional for eligible entities. Funds are available to school districts where there are unserved at-risk four-year-olds not served by Head Start. School districts can choose to take the funds or not take the funds.
- 2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.
- 3 School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program. Kindergarten age-eligible children may enroll in pre-K at local program's discretion only, not solely at the request of parents.
- 4 While allocations to local school divisions are based on free-lunch eligibility, enrollment criteria are based on locally determined risk factors. At least one risk factor is required. Additional risk factors may be determined locally.

- 5 The Appropriation Act and set of assurances does not mandate meals, but the state offers the opportunity for all programs to provide meals. The majority of programs are full day and thus offer at least one meal.
- 6 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for the teacher who is the instructional lead. The instructional lead, who must hold a BA and have appropriate specialized training, supervises the classroom teachers and is responsible for managing and overseeing the program's curriculum and instructional practices. This individual must be onsite for a substantial portion of instructional time.
- 7 The state report does not aggregate number of teachers by level of education attainment, only percentages are available.
- 8 The figure reported may not fully represent actual total VPI spending as these figures account for the state contribution plus the local required match. Localities can spend more local funds on VPI than their match requires but figures are not available. The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of \$6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. The local match is capped at one-half the per-pupil amount.
- 9 Site visits by state staff or consultants are no longer conducted, due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer includes review of program facilities, onsite safety procedures, and program records. Program-level documentation reviews include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets.
- 10 The report completed by the Joint Legislative Audit and Review Committee in 2007 was mandated by the General Assembly. The report done by the Curry School of Education at the University of Virginia in 2011 was not mandated.
- 11 Through the support of the state-funded Early Intervention Reading Initiative, localities may choose to use the PALS. All but one school division uses PALS.

WASHINGTON - Washington Early Childhood Education and Assistance Program (ECEAP)

- 1 Of the three counties not served by this program, two are served by Head Start and the other is sparsely populated.
- 2 Slots were awarded through open competitive RFPs for the 2008-2009 and 2014-2015 school years. Additional slots were awarded to existing contractors based on county poverty levels for the 2011-2012 and 2013-2014 school years.
- 3 Washington has 4 levels: old part-day model at 2.5 hours minimum, new part-day model at 3 hours min., full school-day model at 5.5 to 6.5 hours a day, and extended-day at 10 or more hours. For the old part-day model, a minimum of 320 hours per year is required, and the school year must be at least 30 calendar weeks. A typical part-day program operates 3 hours a day, 3 or 4 days a week for the school year. Many children in wraparound child care at the same site are not counted in the school-day category because ECEAP program standards are not in operation during those hours.
- 4 Part-day models are locally determined, full school day is 4-5 days a week, extended day is 5 days a week.
- 5 Part-day and full school day are based on the school year; Extended-day is full calendar year.
- 6 There are no exceptions for pre-K enrollment. For kindergarten, see exceptions at <https://www.k12.wa.us/EarlyLearning/Parents/EnrollingKindergarten.aspx>
- 7 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.
- 8 The ECEAP adult-child ratio changed on July 1, 2014, to match state licensed child care minimum ratios.
- 9 Contractors offering sessions lasting less than three hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting three or more hours must provide breakfast or lunch and provide a snack.
- 10 Performance standards require that contractors ensure a culturally-relevant curriculum that reflects the cultures of enrolled children; supports ongoing development of each child's home language, while helping each child learn English; and includes and demonstrates respect for diverse family structures and cultures.
- 11 Parent-teacher conferences are required. Separate family support visits are required, but are not required to be in the home.
- 12 All persons serving in the role of ECEAP lead teacher must have 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 a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.
- 13 During 2014-15, we were transitioning between data collection systems and this information is not available. We expect to have it available for the 2015-2016 yearbook.
- 14 Family child-care homes have always been eligible, but in 2014-2015, no FCC homes provided ECEAP. During the 2015-2016 school year, DEL is partnering with two contractors to provide ECEAP in FCC homes.

WEST VIRGINIA - West Virginia Universal Pre-K

- 1 The West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing universal pre-K. The WVDE Office of Early Learning, however, 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 are not age-eligible, including 972 three-year-olds with IEPS and 1,366 three-year-olds enrolled in pre-K program through collaborative programs (such as Head Start or child care).
- 3 The home language was not captured for the 1,366 "exclusion" 3-year-olds who are included in the pre-K program total enrollment but who are enrolled through other programs, such as child care and Head Start. In addition, 29 four-year-olds speak the following home languages: Armenian (2), Burmese (1), Creole (1), Gujarati (1), Hindi (4), Japanese (2), Korean (2), Laotian (1), Malayalam (1), Nepali (2), Persian (2), Pohnpeian (1), Romanian (1), Tamil (2), Telugu (1), Thai (2), Twi (2), and Yoruba (1).
- 4 Child ethnicity was not captured for the 1,366 "exclusion" 3-year-olds who are included in the pre-K program total enrollment but who are enrolled through other programs, such as child care and Head Start.
- 5 Programs must operate for at least 14 hours per week and at least 128 instructional days. Full funding is provided for programs that provide services for 24 hours per week. Beginning 2016-2017, all programs must operate full day, five days per week. Full day is defined as 25 or more hours per week (300 minutes per day). Program length is determined by the county early childhood collaborative team and approved by the WVDE and WVDHHR annually. In the 2014-2015 school year, 84% operated 4 days per week and 16% operated 5 days per week; 93% of classrooms operated a school-day program and 7% operated a part-day program. WV Universal Pre-K allows collaboration with Head Start and child care centers in order for pre-K and options for extended-day for families to be offered.
- 6 Enrollment by program operating schedule was not captured for those 1,366 "exclusion" 3-year-olds who are included in the pre-k program total enrollment but who are enrolled through other programs, such as child care and Head Start.
- 7 Three-year-olds with special needs may attend state pre-K. Some special exceptions are made for kindergarten age-eligible children with documented need. Local school districts can allow for early entrance to kindergarten based on an assessment.
- 8 The maximum class size is 20 children as long as a minimum of 35 square feet per child is available. The maximum staff-child ratio is 1:10. However, 2 adults must be present with children regardless of group size.
- 9 Breakfast and/or lunch are required regardless of the number of hours a program operates per day, but which one is served depends on the time of day for the program. Part-day programs must offer one, and school-day programs typically offer both. Snacks are provided, depending on the meal pattern. Any meal provided during the WV Pre-K hours must be in accordance with the nutrition guidelines set forth in the WVDE National School Lunch Program.
- 10 Full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.
- 11 Beginning August 2013, all newly hired teachers in nonpublic settings must have a minimum of a BA in Early Childhood or a related field.

- 12 Effective July 1, 2014, all assistant teachers must have a CDA or equivalent determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a Child Development Specialist (CDA) or state equivalent.
- 13 Children enrolled in West Virginia Pre-K generate state aid funding the same as K-12, depending on instructional hours, in accordance with WV State Code.
- 14 County collaborative early childhood teams submit comprehensive information on fiscal data, ECERS-R data, professional development, standards, curriculum implementation, and changes to the approved county program structure annually. Documentation of children's learning and/or child outcomes was revised during the 2010-2011 school year and, as of the 2011-2012 school year, all programs now use the Early Learning Scale, as well as health data, for children's learning and/or child outcomes.
- 15 Beginning in 2011, policy revisions established a new comprehensive child assessment system using the Early Learning Scale, health data, and additional formative assessment of the state's early learning standards.
- 16 Beginning in 2014-2015, all kindergarten programs will begin using the Early Learning Reporting System - Kindergarten, similar to pre-K, to assess children's learning and development during the kindergarten year. The Early Learning Reporting System - Kindergarten assesses growth across WV Kindergarten content standards and objectives in English Language Arts and Mathematics. State policy requires assessment updates 2 times per year.
- 17 State policy requires all county West Virginia Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in 15 hours of staff development annually and based on the needs determined in the county continuous quality improvement process.

WISCONSIN - Wisconsin Four-Year-Old Kindergarten Program

- 1 There are 413 elementary school districts, not including high school-only districts or 2R charters. Of these districts, approximately 114 work with child care or Head Start partners to implement the program. Districts are not required to have the program, but if they do provide 4K, it must be open to all age-eligible children.
- 2 Enrollment figures are based on third Friday count. The count by age may be different as it is from a different data set.
- 3 The enrollment total of children receiving special education services is a duplicated count.
- 4 The number of hours varies as districts adopt different class schedules based on collaboration with community programs, transportation, and other considerations. The state funds total number of hours per year and districts determine how many days per week. State agencies promote policies and practices for districts to partner with child care and/or Head Start to extend the day/services. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, 4-5 days per week, but an increasing number of rural districts may offer school-day programs 2-3 days per week. Milwaukee and several other districts offer full-day 4K using other funds to support the expanded hours. 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. See policy documents at http://ec.dpi.wi.gov/ec_ec4yrpag
- 5 The state defines ages for starting the program. An IEP team may determine a child's placement as 4K if they have considered the full range of options. Districts may or may not have policies on retention. Districts are allowed to establish policies for early entrance. The policies can allow or not allow early entrance. Districts can also establish policies for maximum ages.
- 6 Districts offering the 4K program must enroll all age-eligible children whose families wish them to attend. Children living in districts without 4K are not eligible to enroll in 4k in a neighboring district with 4K unless they pay tuition
- 7 Districts may consider the following staff-child ratios and class sizes: a 1:10 staff-child ratio with a maximum class size of 20; a 1:13 staff-child ratio with a maximum group size of 24; and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC. Community-approach models must follow child care or Head Start requirements.
- 8 Programs in child care or Head Start must follow those requirements. If a school-based program operates longer than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.
- 9 State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required. Students entering 4K must have a physical exam (unless waived for religious reasons). There is a standard form but the physician has some discretion in what is done. Referrals and follow-up policies are locally determined.
- 10 At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.
- 11 Requirements depend on how the services are defined. Parent involvement is required when districts obtain additional funds for parent outreach. Referral is required for special education as needed or for suspected abuse or neglect. Access to school nurse, school psychologist, social worker is also required.
- 12 Wisconsin has a 'train the trainer' model for professional development and also a parent training module. A module exists for districts to align the Wisconsin Model Early Learning Standards with the literacy standards in common core. It can be found at: <http://www.livebinders.com/play/play?id=892140>
- 13 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.
- 14 Teachers also have the option of using a performance-based system that includes writing professional development plans, working with a mentor, and having a team review and approval.
- 15 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment, regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and an assistant teacher license.
- 16 Spending figures are estimates, as 4K is part of the overall state school funding formula and it is difficult to break out costs of only one grade level. Funding for 4K is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach. When children with disabilities are enrolled in 4K, IDEA funds support their services per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services, based on the agreements and program models. Local property taxes are part of the funding formula.
- 17 As part of the school funding, districts receive the funding but they can contract with Head Start and private agencies.
- 18 The state started literacy screening with PALS-Pre-K in 2013-2014. The state legislature has changed the requirement and in 2016-2017 districts will still be required to do literacy screening but they will select their own screening tool. The state does not require other assessment at 4K, so districts determine their own assessment process. TS GOLD and Ages and Stages are often used. Common applications of the assessment information are to identify needs that will guide teacher training or professional development, make adjustments to curricula, and track child- and program-level outcomes over time.
- 19 Literacy screening began statewide for 5-year-old kindergarten in 2012-2013 with PALS as the statewide tool. The state legislature has changed the requirement and, in 2016-2017, districts will still be required to do literacy screening but they will select their own screening tool.

WISCONSIN - Wisconsin Head Start State Supplement

- 1 Funds are available to federal Head Start grantees choosing to implement the supplement.
- 2 The Department of Public Information does not collect information on the ages of the children enrolled in the program. Reported enrollment figure reflects funded slots.
- 3 During the 2014-2015 school year, the funding structure was revised to allow programs to be more aligned with their federal cost per child. This resulted in fewer children being served.
- 4 The Head Start State Supplement is administered by DPI, which is the public agency for education. DPI funds a variety of Head Start grantees that could be schools, community action, or a range of other grantees. DPI does not have any administrative authority over the agencies receiving the grant (except for the grant itself). Some Head Start programs also have collaborative agreements with schools, and children may be considered in both programs.

- ⁵ Local programs determine operating schedule by the approved federal grant application model. Part-day is the most common schedule for hours per day, and summer school and full-year programs exist. Extended-days are provided in collaboration with child care and school districts. State policy encourages collaboration with school districts' 4-year-old kindergarten programs, and those models extend the day.
- ⁶ Program operating schedule depends on the approved federal grant and/or if partnership with district 4-year-old kindergarten extends the schedule.
- ⁷ 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.
- ⁸ For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-child ratio.
- ⁹ The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.
- ¹⁰ Support services are based on federal Head Start standards. The screening tool must be sensitive to the child's cultural background. In Wisconsin, DLL approaches are more prevalent.
- ¹¹ Wisconsin Model Early Learning Standards and state standards are aligned for literacy and math.
- ¹² There is no state-determined certification in the state supplement programs but the programs are required to follow the Head Start performance standards. School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.
- ¹³ Per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.
- ¹⁴ Programs receive federal funding directly from the US Administration on Children, Youth, and Families.