

APPENDIX A: STATE SURVEY DATA 2011-2012

STATE

ACCESS

State agency with administrative authority over state pre-K

Alabama	Alabama Department of Children's Affairs, Office of School Readiness; 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
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut	Connecticut State Department of Education
Delaware	Delaware Department of Education, Early Development and Learning Resources
Florida	Florida Department of Education; Florida's Office of Early Learning; Florida Department of Children and Families ¹
Georgia	Bright from the Start: Georgia Department of Early Care and Learning
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SVPP	Iowa Department of Education
Kansas At-Risk	Kansas State Department of Education
Kansas Pre-K	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana 8(g)	Louisiana State Board of Elementary and Secondary Education
Louisiana LA 4	Louisiana Department of Education ¹
Louisiana NSECD	Louisiana Governor's Office of Community Programs
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts	Massachusetts Department of Early Education and Care ¹
Michigan	Michigan Department of Education, Office of Great Start
Minnesota	Minnesota Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education
New Jersey Abbott	New Jersey Department of Education, Division of Early Childhood Education; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing ¹
New Jersey ECPA	New Jersey Department of Education, Division of Early Childhood Education; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing ¹
New Jersey ELLI	New Jersey Department of Education, Division of Early Childhood Education; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing ¹
New Mexico	New Mexico Public Education Department and Children, Youth and Families Department
New York	New York State Department of Education, Office of Early Learning
North Carolina	North Carolina Department of Health and Human Services, Division of Child Development and Early Education
Ohio	Ohio Department of Education, Office of Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon	Oregon Department of Education
Pennsylvania EABG	Pennsylvania Department of Education ¹
Pennsylvania HSSAP	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare
Pennsylvania K4 & SBPK	Office of Child Development and Early Learning ¹
Pennsylvania Pre-K Counts	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	South Carolina Department of Education, Office of Teacher Effectiveness
South Carolina CDEPP	South Carolina Department of Education, Office of Teacher Effectiveness; South Carolina First Steps to School Readiness ¹
Tennessee	Tennessee Department of Education, Division of Special Populations, Office of Early Learning ¹
Texas	Texas Education Agency
Vermont Act 62	Vermont Department of Education; Agency of Human Services, Department for Children and Families ¹
Vermont EEI	Vermont Department of Education
Virginia	Virginia Department of Education
Washington	Washington State Department of Early Learning
West Virginia	West Virginia Department of Education, Office of Early Learning; West Virginia Head Start State Collaboration Office; West Virginia Department of Health and Human Resources ¹
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction
D.C. Pre-K (DCPS & CBOs)	District of Columbia Office of the State Superintendent of Education (OSSE); District of Columbia Public Schools (DCPS)
D.C. Pre-K (Charter)	District of Columbia Office of the State Superintendent of Education (OSSE); DC Public Charter School Board (PCSB)

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

ACCESS

	Availability of program	Are districts, etc., required to offer programs?
Alabama	63 out of 67 counties (94%)	No, competitive
Alaska	6 out of 54 school districts (11%) ¹	No, competitive
Arizona	13 out of 31 FTF Regional Partnership Councils (42%) ²	No, competitive ³
Arkansas	234 out of 239 school districts (98%)	Required for some ¹
California	56 out of 58 counties (97%)	No, competitive
Colorado	170 out of 178 school districts (96%) ¹	No, competitive ²
Connecticut	65 out of 169 towns/communities (38%) ¹	No, optional ¹
Delaware	3 out of 3 counties (100%)	No, competitive ¹
Florida	67 out of 67 counties (100%)	Required for all ²
Georgia	159 out of 159 counties (100%) ¹	No, competitive
Illinois	102 out of 102 counties (100%) ¹	No, competitive
Iowa Shared Visions	32 out of 350 school districts (9%) ¹	No, competitive
Iowa SVPP	316 out of 350 school districts (90%)	No, optional
Kansas At-Risk	183 out of 293 school districts (62%)	No, optional
Kansas Pre-K	14 out of 105 counties (13%) ¹	No, competitive
Kentucky	174 out of 174 school districts (100%) ¹	Required for all
Louisiana 8(g)	67 out of 70 school districts (96%)	No, optional
Louisiana LA 4	63 out of 71 parishes (89%) ²	No, optional
Louisiana NSECD	64 out of 64 parishes (100%)	No, optional
Maine	192 out of 409 elementary schools (47%) ¹	No, optional ²
Maryland	24 out of 24 school districts (100%) ¹	Required for all
Massachusetts	91 out of 351 towns/communities (26%) (UPK); 76 out of 300 school districts (Grant 391) ²	No, competitive ³
Michigan	443 out of 553 school districts (80%); 41 of 267 public school academies (charter schools) (15%) ¹	No, competitive for agencies, allocated by formula to districts that choose to participate. ²
Minnesota	87 out of 87 counties (100%)	Required for all ¹
Missouri	154 out of 520 school districts (30%) ¹	No, competitive
Nebraska	186 out of 249 school districts (75%)	No, competitive ¹
Nevada	10 out of 17 school districts (59%) ¹	No, competitive
New Jersey Abbott	35 out of 590 school districts (6%) ²	Required for some ²
New Jersey ECPA	96 out of 590 school districts (16%) ²	Required for some ³
New Jersey ELLI	24 out of 590 school districts (4%) ²	No, competitive
New Mexico	34 out of 89 school districts (38%) ¹	No, competitive ²
New York	442 out of 677 school districts (65%) ¹	Required for some ²
North Carolina	100 out of 100 counties (100%)	No, optional ¹
Ohio	203 out of 612 school districts (33%)	No, competitive ¹
Oklahoma	515 out of 522 school districts (99%)	No, optional ¹
Oregon	36 out of 36 counties (100%) ¹	No, competitive
Pennsylvania EABG	20 out of 500 school districts (4%)	No, optional ²
Pennsylvania HSSAP	113 out of 500 school districts (23%)	No, competitive ¹
Pennsylvania K4 & SBPK	91 out of 500 school districts (18%)	No, optional
Pennsylvania Pre-K Counts	400 out of 500 school districts (80%)	No, competitive ¹
Rhode Island	3 out of 40 communities (8%)	No, competitive
South Carolina 4K	47 out of 83 school districts (57%)	Required for some ¹
South Carolina CDEPP	36 out of 83 school districts (43%)	Required for some ²
Tennessee	135 out of 135 school districts (100%)	No, competitive
Texas	1,039 out of 1,227 school districts (85%)	Required for some ¹
Vermont Act 62	218 out of 251 towns/communities (87%)	No, optional
Vermont EEI	35 out of 61 school districts (57%) ¹	No, competitive
Virginia	114 out of 136 school districts (84%)	No, optional ¹
Washington	37 out of 39 counties (95%)	No, competitive ¹
West Virginia	55 out of 55 school districts (100%)	Required for all
Wisconsin 4K	368 out of 413 school districts (89%) ¹	No, optional
Wisconsin HdSt	36 out of 39 Head Start grantees (92%)	No, optional ¹
D.C. Pre-K (DCPS & CBOs)	1 out of 1 school districts (100%) ¹	No, optional ²
D.C. Pre-K (Charter)	1 out of 1 school districts (100%) ¹	NA ²

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

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ACCESS

	Program enrollment – Fall 2011, total	Program enrollment – Fall 2011, by age
Alabama	3,906	3,906 4-year-olds
Alaska	211	211 4-year-olds
Arizona	3,166	Data not available ⁴
Arkansas	20,520	752 under age 3; 4,484 3-year-olds; 15,284 4-year-olds ²
California	143,996	1,955 under age 3; 48,175 3-year-olds; 93,866 4-year-olds
Colorado	19,480	233 under age 3; 4,292 3-year-olds; 14,908 4-year-olds; 47 5-year-olds ³
Connecticut	8,993	3,057 3-year-olds; 5,396 4-year-olds; 450 5-year-olds ²
Delaware	843	843 4-year-olds
Florida	175,122	175,122 4-year-olds ³
Georgia	82,868	82,868 4-year-olds ²
Illinois	80,914	33,702 3-year-olds; 46,897 4-year-olds; 315 5-year-olds
Iowa Shared Visions	1,810	582 3-year-olds; 1,202 4-year-olds; 26 5-year-olds
Iowa SVPP	21,123	480 3-year-olds; 20,463 4-year-olds; 180 5-year-olds ¹
Kansas At-Risk	7,113	7,113 4-year-olds
Kansas Pre-K	1,480	1,480 4-year-olds
Kentucky	21,160	3,683 3-year-olds; 17,477 4-year-olds ²
Louisiana 8(g)	3,201	3,201 4-year-olds
Louisiana LA 4	15,968	15,968 4-year-olds ³
Louisiana NSECD	1,252	1,252 4-year-olds
Maine	4,784	4,505 4-year-olds; 279 5-year-olds ³
Maryland	28,612	2,925 3-year-olds; 25,678 4-year-olds ²
Massachusetts	13,266	Data not available ⁴
Michigan	23,579	23,579 4-year-olds ³
Minnesota	1,813	Data not available
Missouri	4,103	1,045 3-year-olds; 3,058 4-year-olds
Nebraska	10,204	651 under age 3; 3,572 3-year-olds; 5,907 4-year-olds; 74 5-year-olds
Nevada	1,288	240 3-year-olds; 1,027 4-year-olds; 21 5-year-olds ²
New Jersey Abbott	43,543	19,909 3-year-olds; 23,634 4-year-olds
New Jersey ECPA	7,485	397 3-year-olds; 7,088 4-year-olds
New Jersey ELLI	512	512 4-year-olds ³
New Mexico	4,591	4,591 4-year-olds ³
New York	102,568	201 3-year-olds; 102,367 4-year-olds ³
North Carolina	24,836	24,836 4-year-olds ²
Ohio	5,700	36 under age 3; 1,609 3-year-olds; 3,564 4-year-olds; 491 5-year-olds ^{2,3}
Oklahoma	40,089	40,089 4-year-olds ²
Oregon	7,169	2,440 3-year-olds; 4,729 4-year-olds ²
Pennsylvania EABG	915	Data not available
Pennsylvania HSSAP	4,889	Data not available ²
Pennsylvania K4 & SBPK	11,718	Data not available
Pennsylvania Pre-K Counts	11,268	3,524 3-year-olds; 7,744 4-year-olds
Rhode Island	108	108 4-year-olds
South Carolina 4K	23,338	2,511 3-year-olds; 20,827 4-year-olds
South Carolina CDEPP	5,783	5,783 4-year-olds ³
Tennessee	18,609	601 3-year-olds; 17,893 4-year-olds; 115 5-year-olds
Texas	225,037	21,505 3-year-olds; 203,143 4-year-olds; 377 5-year-olds
Vermont Act 62	5,260	Data not available ²
Vermont EEI	1,001	422 3-year-olds; 566 4-year-olds; 13 5-year-olds ²
Virginia	16,618	16,618 4-year-olds
Washington	8,391	1,024 3-year-olds; 7,367 4-year-olds
West Virginia	15,268	135 under age 3; 1,907 3-year-olds; 12,833 4-year-olds; 364 5-year-olds; 29 children over age 5
Wisconsin 4K	46,914	179 3-year-olds; 44,249 4-year-olds; 1,894 5-year-olds ²
Wisconsin HdSt	1,097	Data not available ²
D.C. Pre-K (DCPS & CBOs)	5,885	2,312 3-year-olds; 3,573 4-year-olds ³
D.C. Pre-K (Charter)	5,382	2,460 3-year-olds; 2,922 4-year-olds

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STATE

ACCESS

	Enrollment explanation, if not unduplicated Fall 2011 count	Number of English Language Learners
Alabama	Funded slots	204
Alaska	NA	Exact number unknown
Arizona	NA	Exact number unknown
Arkansas	Spring 2012	2,663
California	Unduplicated count, October 2011	Exact number unknown
Colorado	NA	Exact number unknown
Connecticut	Best estimate of unduplicated count. These figures were collected October 2011 before enrollment had reached capacity. Totals include children enrolled in Care4Kids through the Department of Social Services. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K dollars.	Exact number unknown
Delaware	Funded slots	154
Florida	NA	Exact number unknown
Georgia	Filled slots as of March 2012	9,102
Illinois	August 31, 2012 data	13,352
Iowa Shared Visions	NA	Exact number unknown
Iowa SVPP	NA	Exact number unknown
Kansas At-Risk	NA	1,692
Kansas Pre-K	Possibly duplicated figures ²	Exact number unknown
Kentucky	Unduplicated count from December 1, 2011	1,573 ³
Louisiana 8(g)	NA	Exact number unknown
Louisiana LA 4	January 2012 data	Approximately 5% of total based on demographic data at school entry
Louisiana NSECD	Funded slots	Exact number unknown
Maine	NA	Exact number unknown
Maryland	Possible duplication, number unknown	4,929
Massachusetts	Possible duplication	Exact number unknown
Michigan	NA	3,065
Minnesota	NA	5,231
Missouri	Number of children receiving classroom services as of May 2012	116
Nebraska	NA	748
Nevada	NA	568
New Jersey Abbott	NA	Exact number unknown
New Jersey ECPA	NA	Exact number unknown
New Jersey ELLI	Unduplicated	Exact number unknown
New Mexico	Budgeted enrollment number	Exact number unknown
New York	NA	Exact number unknown
North Carolina	Funded contracted slots, Fall 2011	4,597
Ohio	Funded slots ²	40 ²
Oklahoma	NA	3,508
Oregon	Funded enrollment, January 2012	2,254
Pennsylvania EABG	NA	Exact number unknown
Pennsylvania HSSAP	Funded slots	Exact number unknown
Pennsylvania K4 & SBPK	Estimated unduplicated count	Exact number unknown
Pennsylvania Pre-K Counts	May 2012 enrollment	1,159
Rhode Island	NA	Exact number unknown
South Carolina 4K	135th day of school spring 2012	Exact number unknown
South Carolina CDEPP	135th day of school spring 2012	825
Tennessee	NA	353
Texas	NA	90,880
Vermont Act 62	NA	Exact number unknown
Vermont EEI	Actual enrollment as of June 30	67
Virginia	NA	Exact number unknown
Washington	Funded slots	2,945
West Virginia	NA	36
Wisconsin 4K	Enrollment count based on third Friday count	1,598
Wisconsin HdSt	Funded slots	Exact number unknown
D.C. Pre-K (DCPS & CBOs)	NA	586
D.C. Pre-K (Charter)	NA	691

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STATE

ACCESS

Are children receiving special education services counted in enrollment total?

Alabama	Yes, 170 ²
Alaska	Yes, number unknown ²
Arizona	Yes, number unknown
Arkansas	Yes, 3,059
California	Yes, number unknown
Colorado	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
Connecticut	Yes, 200
Delaware	Yes, number unknown
Florida	Yes, approximately 5%
Georgia	Yes, 2,963 ³
Illinois	Yes, 11,420
Iowa Shared Visions	Yes, 248
Iowa SVPP	Yes, 1,664 ²
Kansas At-Risk	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kansas Pre-K	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kentucky	Yes, 9,523 ⁴
Louisiana 8(g)	Yes, number unknown
Louisiana LA 4	Yes, 1,211 ⁴
Louisiana NSECD	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment ¹
Maine	Yes, number unknown
Maryland	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Massachusetts	Yes, 2,427
Michigan	Yes, 5,452 ⁴
Minnesota	Yes, number unknown
Missouri	Yes, 574
Nebraska	Yes, 3,059
Nevada	Yes, 149
New Jersey Abbott	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New Jersey ECPA	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New Jersey ELLI	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment ⁴
New Mexico	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New York	Yes, number unknown
North Carolina	Yes, 1,419
Ohio	Yes, 831 ²
Oklahoma	Yes, 2,788
Oregon	Yes, 1,227
Pennsylvania EABG	Yes, number unknown
Pennsylvania HSSAP	Yes, number unknown
Pennsylvania K4 & SBPK	Yes, number unknown
Pennsylvania Pre-K Counts	Yes, 612
Rhode Island	Yes, number unknown
South Carolina 4K	Yes, number unknown ²
South Carolina CDEPP	Yes, number unknown ⁴
Tennessee	Yes, 1,533 ²
Texas	Yes, 45,657
Vermont Act 62	Yes, 886 ²
Vermont EEI	Yes, 158
Virginia	Yes, number unknown ²
Washington	Yes, 543
West Virginia	Yes, 2,412
Wisconsin 4K	Yes, 4,732
Wisconsin HdSt	Yes, number unknown
D.C. Pre-K (DCPS & CBOs)	Yes, 694 ⁴
D.C. Pre-K (Charter)	Yes, 186 ³

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ACCESS

Special education enrollment, by age

Alabama	170 4-year-olds
Alaska	Number unknown
Arizona	Number unknown
Arkansas	538 3-year-olds; 2,521 4-year-olds
California	Number unknown
Colorado	NA
Connecticut	62 3-year-olds; 134 4-year-olds; 4 5-year-olds
Delaware	64 4-year-olds
Florida	Number unknown
Georgia	2,963 4-year-olds; 1 5-year-old ²
Illinois	5,307 3-year-olds; 5,906 4-year-olds; 207 5-year-olds
Iowa Shared Visions	Age breakdown unknown
Iowa SVPP	480 3-year-olds; 1,004 4-year-olds; 180 5-year-olds ²
Kansas At-Risk	NA
Kansas Pre-K	NA
Kentucky	3,683 3-year-olds; 5,840 4-year-olds ⁵
Louisiana 8(g)	Number unknown
Louisiana LA 4	1,211 4-year-olds ⁴
Louisiana NSECD	Number unknown
Maine	Number unknown
Maryland	NA
Massachusetts	Age breakdown unknown ⁵
Michigan	5,452 4-year-olds
Minnesota	Number unknown
Missouri	147 3-year-olds; 427 4-year-olds ²
Nebraska	Number unknown
Nevada	49 3-year-olds; 96 4-year-olds; 2 5-year-olds
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	Number unknown
North Carolina	1,419 4-year-olds
Ohio	18 under age 3; 253 3-year-olds; 415 4-year-olds; 145 5-year-olds
Oklahoma	2,788 4-year-olds ²
Oregon	417 3-year-olds; 810 4-year-olds
Pennsylvania EABG	Number unknown
Pennsylvania HSSAP	Number unknown
Pennsylvania K4 & SBPK	Number unknown
Pennsylvania Pre-K Counts	177 3-year-olds; 435 4-year-olds
Rhode Island	Number unknown
South Carolina 4K	Number unknown ²
South Carolina CDEPP	Number unknown ⁴
Tennessee	106 3-year-olds; 1,312 4-year-olds; 115 5-year-olds ²
Texas	3,318 3-year-olds; 42,249 4-year-olds; 89 5-year-olds ²
Vermont Act 62	Age breakdown unknown ²
Vermont EEI	Not reported
Virginia	Number unknown ²
Washington	85 3-year-olds; 458 4-year-olds
West Virginia	135 under age 3; 899 3-year-olds; 1,228 4-year-olds; 150 5-year-olds ²
Wisconsin 4K	76 3-year-olds; 3,771 4-year-olds; 873 5-year-olds ³
Wisconsin HdSt	Number unknown
D.C. Pre-K (DCPS & CBOs)	293 3-year-olds; 401 4-year-olds ⁴
D.C. Pre-K (Charter)	49 3-year-olds; 114 4-year-olds; 23 5-year-olds

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ACCESS

Program enrollment – Fall 2011, by type of administering agency

Alabama	Public, 2,070; Nonpublic, 1,836 ³
Alaska	Public, 211 ³
Arizona	Public, 3,166 ⁵
Arkansas	Not available
California	Public, 100,418; Nonpublic, 43,578
Colorado	Public, 19,480 ⁴
Connecticut	Public, 6,096; Nonpublic, 2,897
Delaware	Public, 387; Nonpublic, 456
Florida	Public, 29,627; Nonpublic, 147,713 ⁴
Georgia	Public, 37,283; Nonpublic, 45,585
Illinois	Public, 73,935; Nonpublic, 6,979
Iowa Shared Visions	Public, 1,019; Nonpublic, 791
Iowa SVPP	Public, 21,123
Kansas At-Risk	Public, 7,113
Kansas Pre-K	Breakdown not available
Kentucky	Breakdown not available ⁶
Louisiana 8(g)	Public, 3,201
Louisiana LA 4	Public, 15,815; Nonpublic, 153 ⁵
Louisiana NSECD	Nonpublic, 1,252 ²
Maine	Public, 4,784 ⁴
Maryland	Public, 28,850 ³
Massachusetts	Public, 6,668; Nonpublic, 6,856
Michigan	Public, 22,387; Nonpublic, 1,192
Minnesota	Public, 48; Nonpublic, 1,765
Missouri	Public, 3,889; Nonpublic, 214
Nebraska	Public, 10,204
Nevada	Public, 1,216; Nonpublic, 33
New Jersey Abbott	Public, 43,543 ³
New Jersey ECPA	Public, 7,485
New Jersey ELLI	Public, 512 ⁵
New Mexico	Public, 2,380; Nonpublic, 2,211
New York	Public, 102,568
North Carolina	Public, 12,723; Nonpublic, 12,113 ³
Ohio	Public, 3,990; Nonpublic, 1,710 ²
Oklahoma	Public, 40,089 ³
Oregon	Public, 988; Nonpublic, 6,302 ³
Pennsylvania EABG	Public, 915 ³
Pennsylvania HSSAP	Public, 1,046; Nonpublic, 3,843
Pennsylvania K4 & SBPK	Public, 11,718
Pennsylvania Pre-K Counts	Public, 3,074; Nonpublic, 8,194
Rhode Island	Public, 36; Nonpublic, 72
South Carolina 4K	Public, 23,338
South Carolina CDEPP	Public, 5,200, First Steps, 583
Tennessee	Public, 18,609 ³
Texas	Public, 225,037
Vermont Act 62	Public, 5,260
Vermont EEI	Public, 520; Nonpublic, 481
Virginia	Public, 14,948; Nonpublic, 1,670
Washington	Public, 4,424; Nonpublic, 3,967 ²
West Virginia	Public, 15,268
Wisconsin 4K	Public, 46,914
Wisconsin HdSt	Breakdown not available ³
D.C. Pre-K (DCPS & CBOs)	Public, 5,396; Nonpublic, 489 (CBOs)
D.C. Pre-K (Charter)	Public, 5,382

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STATE

OPERATING SCHEDULE

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

	Hours of operation per day	Is there a formal state-level partnership to provide extended day services through collaboration with other agencies?
Alabama	School day, 6.5 hours/day	No
Alaska	Determined locally, at least 3 hours/day but no more than 5 hours/day ⁴	No ⁵
Arizona	Determined locally ⁶	No ⁷
Arkansas	School day, 7 hours/day	No
California	Part day, minimum of 3 hours/day; Full day, minimum of 6 hours/days ¹	Yes, California regulations allow Head Start to braid and blend funding.
Colorado	Part day, at least 2.5 hours/day for 4 days per week or equivalent ⁵	No ⁶
Connecticut	Determined locally ³	Yes, partnerships through state grants and contracts
Delaware	Part day, 3.5 hours/day ²	Yes ²
Florida	Determined locally ⁵	No
Georgia	School day, 6.5 hours/day	Yes, wrap-around services are provided through Childcare and Parent Services (CAPS) for families who meet qualifications.
Illinois	School day, 4.5 to 8 hours/day; Part day, 2.5 to 3.5 hours/day ²	No
Iowa Shared Visions	Determined locally ²	No ²
Iowa SVPP	Part day, 10 hours/week ³	No
Kansas At-Risk	Part day, 3 hours/day ¹	No
Kansas Pre-K	Determined locally ³	No
Kentucky	Part day, 2.5 hours/day plus meal ⁷	No ⁸
Louisiana 8(g)	School day, 6 hours/day	No
Louisiana LA 4	Extended day, 10 hours/day; School day, 6 hours/day ⁶	No ⁷
Louisiana NSECD	Extended day, 10 hours per day ³	No
Maine	Determined locally ⁵	No ⁶
Maryland	School day, 6.5 hours/day; Part day, 2.5 hours/day ⁴	Yes ⁵
Massachusetts	Determined locally ⁶	No
Michigan	School day, 6.5 hours/day; Part day, 3 hours/day ⁵	Yes ⁶
Minnesota	Determined locally ²	No
Missouri	Determined locally, at least 3 hours/day, may be 6.5 hours/day ³	No
Nebraska	Determined locally ²	No ³
Nevada	Determined locally ³	No
New Jersey Abbott	School day, at least 6 hours/day ⁴	Yes, wrap-around care through the Department of Human Services ⁵
New Jersey ECPA	Determined locally ⁴	Yes ⁵
New Jersey ELLI	School day, 6 or more hours/day; Part day, 2.5 or more hours/day ⁶	Yes, Department of Human Services ⁷
New Mexico	Part day, 2.5 hours/day ⁴	No ⁴
New York	Part day, 2.5 hours/day ⁴	No
North Carolina	School day, 6.5-10 hours/day ⁴	No ⁴
Ohio	Part day, 3-3.5 hours per day ⁴	No
Oklahoma	School day, 6 hours/day; Part day, 2.5 hours/day ⁴	No ⁵
Oregon	Part day, 3.5 hours/day; School day, 6 hours/day ⁴	Yes, Head Start/Child Care contracts ⁵
Pennsylvania EABG	Determined locally ⁴	No
Pennsylvania HSSAP	School day, 5.5 instructional hours/day; Part day, 3.5 instructional hours/day ³	No ⁴
Pennsylvania K4 & SBPK	Part day, at least 2.5 hours/day; School day, 5 hours/day	No
Pennsylvania Pre-K Counts	School day, 5 instructional hours/day; Part day, 2.5 instructional hours/day	No ²
Rhode Island	School day, 6 hours/day	No
South Carolina 4K	Part day, 2.5 hours/day ³	No ³
South Carolina CDEPP	School day, 6.5 hours/day	No
Tennessee	School day, minimum of 5.5 hours a day ⁴	No
Texas	Part day, 3 hours/day ³	No ⁴
Vermont Act 62	Determined locally, minimum of 6-10 hours/week ³	No
Vermont EEI	Determined locally ³	No ³
Virginia	Part day, 3 hours/day; School day, 5.5 hours/day	No
Washington	Determined locally ³	No
West Virginia	Determined locally, minimum of 12 hours/week ³	Yes, WV Universal Pre-K allows collaboration with Head Start and child care centers in order for pre-K to be offered and options for extended day for families.
Wisconsin 4K	Determined locally ⁴	Yes ⁵
Wisconsin HdSt	Determined locally ⁴	Yes, collaboration with child care and school districts
D.C. Pre-K (DCPS & CBOs)	School day, 6.5 hours/day	Yes, DCPS programs are eligible to use TANF funds via OSSE to provide after-care services to income-eligible students, though this not universally available.
D.C. Pre-K (Charter)	Determined locally ⁴	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

OPERATING SCHEDULE

	Program enrollment - Fall 2011, by operating schedule	Days of operation per week	Yearly operating schedule
Alabama	School day, 3,906 ⁴	5 days per week	School or academic year
Alaska	Determined locally, 211 ⁴	Determined locally ⁴	School or academic year
Arizona	Locally determined, 3,166 ⁶	4-5 days per week ⁶	Determined locally ⁶
Arkansas	School day, 20,520	5 days per week	School or academic year
California	Extended day, 44,188; Part day, 99,315 ¹	5 days per week ¹	Determined locally ¹
Colorado	Data unavailable ⁷	5 days per week ⁵	School or academic year
Connecticut	Extended day, 733; School day, 1,250; Part day, 1,829 ⁴	5 days per week ³	Determined locally ³
Delaware	Not reported ²	5 days per week ²	Determined locally ²
Florida	Determined locally, 175,122 ⁶	Determined locally ⁵	Determined locally ⁷
Georgia	School day, 82,868	5 days per week	School or academic year
Illinois	Not reported ³	5 days per week	School or academic year
Iowa Shared Visions	Extended day, 307; School day, 1,220; Part day, 253	Determined locally ²	Determined locally ²
Iowa SVPP	Not reported	Determined locally ³	School or academic year
Kansas At-Risk	Part day, 7,113 ¹	Determined locally ¹	School or academic year
Kansas Pre-K	Determined locally, 1,480 ³	Determined locally ³	Determined locally ³
Kentucky	Not reported ⁹	Determined locally ¹⁰	School or academic year ¹¹
Louisiana 8(g)	School day, 3,201	Determined locally ¹	School or academic year
Louisiana LA 4	Extended day, 980; School day, 15,968 ⁸	5 days per week ⁹	School or academic year
Louisiana NSECD	Extended day, 1,252	5 days per week	School or academic year
Maine	Determined locally, 4,874 ⁷	Determined locally ⁸	School or academic year
Maryland	School day, 8,448; Part day, 20,402	5 days per week	School or academic year
Massachusetts	Extended day, 5,754; School day, 526; Part day, 135 ⁶	Determined locally ⁶	Determined locally ⁶
Michigan	School day, 7,055; Part day, 15,262; Determined locally, 1,262	4 days per week ⁷	30 weeks/year ⁸
Minnesota	Determined locally, 1,813 ²	Determined locally ²	Determined locally ²
Missouri	School day, 2,787; Part day, 1,316	5 days per week	Determined locally ³
Nebraska	Not reported	Determined locally ²	School or academic year
Nevada	Part day, 1,288	Determined locally ³	School or academic year
New Jersey Abbott	School day, 43,543 ⁶	5 days per week	School or academic year ⁷
New Jersey ECPA	School day, 2,316; Part day, 5,169 ⁶	5 days per week	School or academic year
New Jersey ELLI	School day, 180; Part day, 332	5 days per week	School or academic year
New Mexico	Part day, 4,591 ⁴	Determined locally ⁴	School or academic year
New York	School day, 24,570; Part day, 77,998	5 days per week	School or academic year
North Carolina	School day, 24,836 ⁴	5 days per week	School or academic year
Ohio	Data not available ⁴	4 days per week ⁴	School or academic year
Oklahoma	School day, 26,393; Part day, 13,696	5 days per week	School or academic year
Oregon	Extended day, 1,004; School day, 5,663; Determined locally, 503 ⁴	Determined locally ⁷	School or academic year ⁸
Pennsylvania EABG	Not reported	5 days per week ⁴	Determined locally
Pennsylvania HSSAP	Not reported	Determined locally ³	School or academic year ³
Pennsylvania K4 & SBPK	Not reported	5 days per week	School or academic year
Pennsylvania Pre-K Counts	School day, 8,626; Part day, 2,642	5 days per week	Determined locally ³
Rhode Island	School day, 108	5 days per week	School or academic year
South Carolina 4K	Part day, 23,338 ³	5 days per week	School or academic year
South Carolina CDEPP	School day, 5,783	5 days per week	School or academic year
Tennessee	School day, 18,609	5 days per week	School or academic year
Texas	Part day, 225,037 ³	5 days per week	School or academic year
Vermont Act 62	Determined locally, 5,260 ³	Determined locally ³	School or academic year ³
Vermont EEI	Determined locally, 1,001 ³	Determined locally ³	School or academic year ⁴
Virginia	School day, 15,984; Part day, 634	5 days per week	School or academic year
Washington	School day, 890; Part day, 7,501 ⁴	Determined locally ³	School or academic year
West Virginia	School day, 13,782; Part day, 1,486	Determined locally ³	School or academic year
Wisconsin 4K	Determined locally, 46,914	Determined locally ⁴	Determined locally ^{4,5}
Wisconsin HdSt	Determined locally, 1,097	Determined locally ⁴	Determined locally
D.C. Pre-K (DCPS & CBOs)	School day, 5,885	5 days per week ⁵	School or academic year ⁶
D.C. Pre-K (Charter)	Determined locally, 5,382 ⁴	Determined locally ⁴	School or academic year

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

AGE ELIGIBILITY

	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by September 1	5 by September 1
Alaska	4 by September 1	5 by September 1
Arizona	3 by September 1	5 by September 1
Arkansas	3 by August 1	5 by August 1
California	3 by December 2	5 by December 2
Colorado	3 by October 1	Determined locally
Connecticut	2 years, 9 months by September 1	5 by January 1
Delaware	4 by August 31	5 by August 31
Florida	4 by September 1	5 by September 1
Georgia	4 by September 1	5 by September 1
Illinois	3 by September 1	5 by September 1
Iowa Shared Visions	3 by September 15	5 years, 11 months by September 15
Iowa SVPP	4 by September 15	5 by September 15
Kansas At-Risk	4 by August 31	5 by August 31
Kansas Pre-K	4 by August 31	5 by August 31
Kentucky	3 by October 1	4 by September 30
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA 4	4 by September 30	5 by September 30
Louisiana NSECD	4 by September 30	5 by September 30
Maine	4 by October 15	Determined locally
Maryland	4 by September 1	5 by September 1
Massachusetts	2 years, 9 months by locally determined date	Determined locally
Michigan	4 by December 1	5 by December 1
Minnesota	3 by September 1	5 by September 1
Missouri	3 by July 31	5 by July 31
Nebraska	3 by locally determined date	5 by October 15
Nevada	3 by September 30	5 by September 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date	5 by locally determined date
New Mexico	4 by September 1	5 by September 1
New York	4 by December 1	5 by December 1
North Carolina	4 by August 31	5 by August 31
Ohio	3 by Aug 1 or Sept 30	5 by Aug 1 or Sept 30
Oklahoma	4 by September 1	5 by September 1
Oregon	3 by September 1	4 by September 1
Pennsylvania EABG	Determined locally	Determined locally
Pennsylvania HSSAP	Determined locally	Determined locally
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania Pre-K Counts	Determined locally	Determined locally
Rhode Island	4 by September 1	5 by September 1
South Carolina 4K	4 by September 1	5 by September 1
South Carolina CDEPP	4 by September 1	4 by September 1
Tennessee	4 by September 30	5 by September 30
Texas	3 years by September 1	5 by September 1
Vermont Act 62	3 by locally determined date	6 by locally determined date
Vermont EEI	3 by locally determined date	6 by locally determined date
Virginia	4 by September 30	4 years, 11 months by September 30
Washington	3 by August 31	5 by August 31
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1	Determined locally
Wisconsin HdSt	3 by September 1	5 by September 1
D.C. Pre-K (DCPS & CBOs)	3 by September 30	4 by September 30
D.C. Pre-K (Charter)	3 by September 30	4 years by September 30

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

AGE ELIGIBILITY

	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by September 1	No
Alaska	5 by September 1	Yes, for children with IEPs
Arizona	5 by September 1	No
Arkansas	5 by August 1	Yes, for children with special needs
California	5 by December 2	Yes
Colorado	5 by October 1	Yes
Connecticut	5 by January 1	Yes
Delaware	5 by August 31	Yes
Florida	5 by September 1	Yes
Georgia	5 by September 1	Yes
Illinois	5 by September 1	Yes, for children with IEPs
Iowa Shared Visions	5 by September 15	Yes
Iowa SVPP	5 by September 15	Yes, children with IEPs may participate based on their IEP
Kansas At-Risk	5 by August 31	No
Kansas Pre-K	5 by August 31	No
Kentucky	5 by October 1	Yes
Louisiana 8(g)	5 by September 30	No
Louisiana LA 4	5 by September 30	Yes
Louisiana NSECD	5 by September 30	No
Maine	5 by October 15	Yes
Maryland	5 by September 1	Yes
Massachusetts	Determined locally	No
Michigan	5 by December 1	No
Minnesota	5 by September 1	Yes
Missouri	5 by July 31	Yes
Nebraska	5 by October 15	Yes, children with IEPs may participate based on their IEPs
Nevada	5 by September 30	No
New Jersey Abbott	5 by locally determined date	Yes
New Jersey ECPA	5 by locally determined date	Yes
New Jersey ELLI	5 by locally determined date	Yes
New Mexico	5 by September 1	Yes
New York	5 by December 1	Yes
North Carolina	5 by August 31	Yes
Ohio	5 by Aug 1 or Sept 30	No
Oklahoma	5 by September 1	Yes, determined locally
Oregon	5 by September 1	Yes
Pennsylvania EABG	Determined locally	Yes, determined locally
Pennsylvania HSSAP	Determined locally	Yes, determined locally
Pennsylvania K4 & SBPK	Determined locally	Yes, determined locally by local board of directors
Pennsylvania Pre-K Counts	Determined locally	Yes, local boards may decide exceptions for kindergarten
Rhode Island	5 by September 1	Yes, determined locally
South Carolina 4K	5 by September 1	No
South Carolina CDEPP	5 by September 1	No
Tennessee	5 by September 30	Yes
Texas	5 by September 1	No
Vermont Act 62	5 by locally determined date	Yes
Vermont EEI	5 by locally determined date	Yes
Virginia	5 by September 30	Yes
Washington	5 by August 31	No
West Virginia	5 by September 1	Yes
Wisconsin 4K	5 by September 1	Yes, determined locally
Wisconsin HdSt	5 by September 1	Yes, determined locally
D.C. Pre-K (DCPS & CBOs)	5 by September 30	No
D.C. Pre-K (Charter)	5 by September 30	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

AGE ELIGIBILITY

Details of age exceptions

Alabama	NA
Alaska	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.
Arizona	NA
Arkansas	Agencies with ABC funding (vs. ABCSS) can serve children from birth–age 5. ABCSS agencies may serve children who are kindergarten-eligible with special needs although a waiver must be obtained.
California	Children may remain in the program through summer until school begins in the fall.
Colorado	Under a waiver approved through the early childhood councils, three districts may fund children younger than age 3 in CPP. Under certain conditions, highly advanced gifted children may be granted early entrance to kindergarten. There is no designated cut-off date for the maximum age a child could be served in preschool. This is locally determined. However, there is a state policy limiting children to two years of participation. A kindergarten eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten.
Connecticut	Communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5 percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child is not ready for kindergarten.
Delaware	If a child is determined to be gifted and talented, the child may begin kindergarten at age 4.
Florida	Exceptions to kindergarten enrollment: A student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. 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.
Georgia	Children who were age 5 on or before September 1, 2011, and had not attended pre-K as 4-year olds were able to enroll. Bright from the Start reviews requests for children to repeat pre-K on a case-by-case basis. All requests should include reasons the student would be better served in pre-K than in kindergarten, among other documentation. Programs choosing not to accept children who are age 5 should have a written policy supporting their decision.
Illinois	School districts may enroll children in kindergarten before they are age 5 based on local policy. Kindergarten-aged children with IEPs reflecting preschool placement may remain in the program. A child must be 3 years old before he/she enters the program. To start the school year, the child must be 3 on or before September 1. If there is a space available in the classroom, a child may enter the program during the year once he/she is 3 years old.
Iowa Shared Visions	Children with IEPs may participate based on their IEP.
Iowa SVPP	Children age 4 generate the preschool funding formula, which is 50 percent of the school funding formula. Children ages 3 and 5 may participate if space and other funding is available, but they do not generate .5 funding. Five-year-olds may generate 1.0 for the school funding formula if they participate in transitional kindergarten or kindergarten.
Kansas At-Risk	NA
Kansas Pre-K	NA
Kentucky	Exceptions are permitted for children with IEPs. The school- or district-level Admissions and Release Committee decides whether preschool is the best placement for children with special needs.
Louisiana 8(g)	NA
Louisiana LA 4	If a child is evaluated as gifted, he or she may enter kindergarten early.
Louisiana NSECD	NA
Maine	It is a local district decision as to whether a district will continue to serve children who are not age-eligible in a public preschool program. If a child attended kindergarten in another state with a different age eligibility requirement, this will be honored. Allowances are made for children with IEPs who turn 5 between July 15 and Oct. 15.
Maryland	Policy requires local schools systems to have an early admissions policy to allow for enrollment of 3-year-old students who are otherwise eligible (economically disadvantaged or homeless) and demonstrate educational needs warranting early admission into prekindergarten. Effective October 31, 2011, local schools systems may create prekindergarten programs for 3-year olds who are economically disadvantaged, homeless, or who lack school readiness. Policy requires local school systems to have an early admissions policy to allow enrollment of 4-year-old students who demonstrate capabilities warranting early admission into kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten age children to enroll in pre-K.
Massachusetts	A child with special needs could remain in the preschool program but they would no longer be counted in the UPK formula. Children must be in the pre-K classroom by the renewal date of the grant but the state does not have a cut-off date. Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten eligibility locally.
Michigan	Districts may enroll children in kindergarten who are not yet 5 by December 1, but the state does not forward any funding for them, so this rarely occurs.
Minnesota	Programs may also use state funds to provide Early Head Start services for children who are under the age of 3 years. Federal Head Start requirements determine eligibility. Independent school districts may establish an early entrance policy for kindergarten.
Missouri	Kindergarten-age eligible children with documented disabilities may enroll in pre-K.
Nebraska	Kindergarten-age children with verified disabilities may enroll in prekindergarten if their IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but the district would have to meet staffing and group size requirements established for younger children. State does not have a minimum age date.

STATE

AGE ELIGIBILITY

Details of age exceptions

Nevada	NA
New Jersey Abbott	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.
New Jersey ECPA	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.
New Jersey ELLI	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.
New Mexico	A kindergarten-eligible child may attend pre-K if the child has a developmental delay and the IEP recommends a pre-K placement. This is handled on a case-by-case basis and requires permission from state agencies.
New York	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 2011-2012 school year, three districts were able to offer the program to 201 3-year-olds. Age exceptions for kindergarten are permitted and are locally determined.
North Carolina	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.
Ohio	Age eligibilities are based on two kindergarten cutoff dates of August 1 or September 30. These are the only two dates possible, but each district chooses which one to use.
Oklahoma	Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.
Oregon	State law for pre-K allows serving children ages 3 to school entry (age 5 by Sept 1). School districts must follow state law or local school board can develop a policy for early kindergarten entrance.
Pennsylvania EABG	Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. Districts determine the eligibility requirements. Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended cut-off for kindergarten is 5 years old by September 1, but this is determined locally.
Pennsylvania HSSAP	Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cut-off is 5 by September 1, but this is determined locally.
Pennsylvania K4 & SBPK	Districts may determine if they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds.
Pennsylvania Pre-K Counts	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.
Rhode Island	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.
South Carolina 4K	Districts may decide to offer programs for 3-year-olds as an exception and they are locally funded.
South Carolina CDEPP	There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.
Tennessee	Pilot pre-K programs may also serve children who are 3 years old by September 30. Five-year-olds may participate if they have an IEP 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. Pilot Pre-K programs may serve 3-year-old children as well.
Texas	NA
Vermont Act 62	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.
Vermont EEI	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 though state law requires the date be set on or between August 31 or January 1.
Virginia	School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program.
Washington	Children younger than 3 or older than 4 by August 31 are not admitted to pre-K. Younger children can be admitted to kindergarten via testing but this is rare.
West Virginia	Three-year-olds with special needs may attend state pre-K. Some special exceptions are made for kindergarten age-eligible children with documented need.
Wisconsin 4K	Districts may adopt early entrance policies.
Wisconsin HdSt	Districts and local Head Start programs may adopt early entrance policies or set higher dates.
D.C. Pre-K (DCPS & CBOs)	NA
D.C. Pre-K (Charter)	NA

STATE

AGE ELIGIBILITY

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

Alabama	Children may not enroll in pre-K if they are age-eligible for kindergarten
Alaska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
Arizona	Children may not enroll in pre-K if they are age-eligible for kindergarten
Arkansas	Children may not enroll in pre-K if they are age-eligible for kindergarten ³
California	Children may not enroll in pre-K if they are age-eligible for kindergarten
Colorado	Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before
Connecticut	Kindergarten age-eligible children may enroll in pre-K at local program's discretion ⁵
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in pre-K if they are age-eligible for kindergarten
Georgia	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year; Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before ⁴
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁴
Iowa Shared Visions	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Iowa SVPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
Kansas At-Risk	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kansas Pre-K	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kentucky	Children may not enroll in pre-K if they are age-eligible for kindergarten ¹²
Louisiana 8(g)	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana LA 4	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana NSECD	Children may not enroll in pre-K if they are age-eligible for kindergarten
Maine	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁹
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁶
Massachusetts	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁷
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Nebraska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁴
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁸
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁷
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁸
New Mexico	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
New York	Children may not enroll in pre-K if they are age-eligible for kindergarten
North Carolina	Children may not enroll in pre-K if they are age-eligible for kindergarten
Ohio	Children may not enroll in pre-K if they are age-eligible for kindergarten
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁶
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
Pennsylvania K4 & SBPK	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania Pre-K Counts	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁴
Rhode Island	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina 4K	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
South Carolina CDEPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
Tennessee	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
Vermont Act 62	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion ⁴
Vermont EEI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion ⁵
Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion ³
Washington	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
West Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Wisconsin 4K	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁶
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁵
D.C. Pre-K (DCPS & CBOs)	Children may not enroll in pre-K if they are age-eligible for kindergarten
D.C. Pre-K (Charter)	Kindergarten age-eligible children may enroll in pre-K at local program's discretion

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

INCOME REQUIREMENT

Besides age, how is eligibility determined for individual children?

Alabama	All age-eligible children in districts offering the program, or in the entire state, 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 ⁴
California	Eligibility is determined by individual child or family characteristics in addition to age
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Delaware	Eligibility is determined by individual child or family characteristics in addition to age
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
Illinois	Eligibility is determined by individual child or family characteristics in addition to age
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age
Iowa SVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
Kansas At-Risk	Eligibility is determined by individual child or family characteristics in addition to age
Kansas Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age ¹³
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ²
Louisiana LA 4	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹⁰
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹⁰
Maryland	Eligibility is determined by individual child or family characteristics in addition to age
Massachusetts	All age-eligible children in districts offering the program may enroll ⁸
Michigan	Eligibility is determined by individual child or family characteristics in addition to age
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
New Jersey Abbott	All age-eligible children in districts offering the program may enroll ⁹
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁸
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁹
New Mexico	All age-eligible children in districts offering the program are eligible. ⁶
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age ⁵
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 ⁹
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ⁶
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 ⁵
Rhode Island	All age-eligible children in districts offering the program may enroll
South Carolina 4K	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics in addition to age
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont Act 62	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age
Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Wisconsin 4K	All age-eligible children in districts offering the program may enroll ⁷
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁶
D.C. Pre-K (DCPS & CBOs)	All age-eligible children in districts offering the program, or in the entire state, may enroll
D.C. Pre-K (Charter)	All age-eligible children in districts offering the program, or in the entire state, may enroll

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

INCOME REQUIREMENT

	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Alaska	100% FPL ⁷	All children ⁸
Arizona	200% FPL	All children
Arkansas	200% FPL	90% of children ⁵
California	70% SMI	All families, except those children receiving protective services; at risk for abuse, neglect, exploitation; or from homeless families or receiving CalWORKs cash aid (TANF)
Colorado	Eligibility for free or reduced-price lunch (185% of FPL) ⁸	Income is the most frequently used risk factor for eligibility
Connecticut	75% SMI ⁶	60% of children ⁶
Delaware	100% FPL ³	90% of children ³
Florida	None	NA
Georgia	None	NA
Illinois	None ⁵	NA
Iowa Shared Visions	Eligibility for free lunch (130% FPL)	80% of children ³
Iowa SVPP	None	NA
Kansas At-Risk	Eligibility for free lunch (130% of FPL)	Every child must have at least one risk factor ²
Kansas Pre-K	Eligibility for free or reduced-price lunch (185% of FPL)	50% of children must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 54% of children)
Louisiana 8(g)	None	NA
Louisiana LA 4	Eligibility for free or reduced-price lunch (185% FPL) ¹⁰	All children ¹⁰
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligibility for free or reduced-price lunch (185% of FPL)	All children ⁷
Massachusetts	85% SMI (UPK); None (Grant 391)	All children receiving subsidy money (UPK); None (Grant 391) ⁹
Michigan	300% FPL	At least 75% in each grantee/agency ⁹
Minnesota	100% FPL ³	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care) ³
Missouri	None	NA ⁴
Nebraska	Eligibility for free or reduced-price lunch (185% of FPL)	70% of each program's grant funding must be used to serve children having at least one risk factor, only one of which is family income
Nevada	None	NA
New Jersey Abbott	None ⁹	NA
New Jersey ECPA	None	NA
New Jersey ELLI	Eligible for free or reduced-price lunch (185% of FPL) ⁹	All children, unless an exception is granted
New Mexico	None	NA ⁶
New York	None	NA
North Carolina	75% SMI or below ⁵	At least 80% of children ⁵
Ohio	Up to 200% FPL ⁵	All children except those with IEPs ⁵
Oklahoma	None	NA
Oregon	100% FPL ⁹	80% to 90% of children ⁹
Pennsylvania EABG	None	NA
Pennsylvania HSSAP	100% FPL ⁶	At least 90% of children ⁶
Pennsylvania K4 & SBPK	None (K4); Determined Locally (SBPK)	None (K4); Determined Locally (SBPK)
Pennsylvania Pre-K Counts	300% FPL ⁵	100%
Rhode Island	None	NA
South Carolina 4K	Eligibility for free or reduced-price lunch (185% of FPL)	All children
South Carolina CDEPP	Eligibility for free or reduced-price lunch (185% FPL) or Medicaid	All children
Tennessee	Eligibility for free or reduced-price lunch (185% of FPL)	All children
Texas	Eligibility for free or reduced-price lunch (185% of FPL)	All children
Vermont Act 62	None	NA
Vermont EEI	Eligibility for free or reduced-price lunch (185% of FPL)	54% of children enrolled were at or below 185% FPL
Virginia	None	NA
Washington	110% FPL	At least 90% of children
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	100% FPL ⁶	90% of children ⁶
D.C. Pre-K (DCPS & CBOs)	None	NA
D.C. Pre-K (Charter)	None	NA

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

Alabama	NA
Alaska	Locally determined risk factors ⁸
Arizona	NA
Arkansas	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental overseas military duty; Incarcerated parent; Eligibility for services under IDEA; Child eligibility for Title I; Limited English proficiency ⁶
California	History of abuse, neglect, or family violence; Homelessness or unstable housing; Recipient of CalWORKs cash aid
Colorado	Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Parental substance abuse; Teen parent; Child history of foster care; Locally determined risk factors; Other state-specified risk factors ⁹
Connecticut	NA
Delaware	NA ⁴
Florida	NA
Georgia	NA
Illinois	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
Iowa Shared Visions	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Child has other special circumstances such as parental active military duty ³
Iowa SVPP	NA
Kansas At-Risk	Low parental education level; Non-English speaking family members; Teen parent; Single parent; Department for Children and Families referral; Migrant status; Developmentally or academically delayed ²
Kansas Pre-K	Low parental education level; Non-English speaking family members; Teen parent; Parental active military duty; Department for Children and Families referral; Developmentally or academically delayed based upon valid assessment; Early Childhood referral from another program ⁴
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care ¹⁴
Louisiana 8(g)	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Locally determined risk factors ²
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	Child disability or developmental delay; Homelessness or unstable housing; Non-English speaking family members; Risk that child will not be ready for kindergarten; Child history of foster care; Locally determined risk factors ⁷
Massachusetts	NA
Michigan	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Other state-specified risk factors ¹⁰
Minnesota	Homelessness or unstable housing; Child history of foster care ⁴
Missouri	NA ⁴
Nebraska	Child disability or developmental delay; Low parental education level; Non-English speaking family members; Teen parent; Low birth weight or other child health risk

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

Nevada	NA ⁴
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	Locally determined risk factors ¹⁰
New Mexico	Other ⁶
New York	NA
North Carolina	Child disability or developmental delay; Non-English speaking family members; Risk that child will not be ready for kindergarten; Parental active military duty; Chronic health condition and/or child has an IEP ⁵
Ohio	None
Oklahoma	NA
Oregon	Child disability or developmental delay; Locally determined risk factors ⁹
Pennsylvania EABG	Locally determined risk factors ⁵
Pennsylvania HSSAP	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Other state-specified risk factors
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
Rhode Island	NA
South Carolina 4K	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
South Carolina CDEPP	Child receiving Medicaid services; Developmental delay ⁵
Tennessee	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Locally determined risk factors ⁴
Texas	Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Parental active military duty; Parent injured or killed on active military duty
Vermont Act 62	NA
Vermont EEI	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Geographic isolation
Virginia	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Locally determined risk factors ⁴
Washington	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care ⁶
West Virginia	Child disability or developmental delay ⁵
Wisconsin 4K	NA
Wisconsin HdSt	Locally determined risk factors ⁶
D.C. Pre-K (DCPS & CBOs)	NA
D.C. Pre-K (Charter)	NA

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	NA/No income cutoff
Alaska	1	Meeting the income cutoff can count as one of the risk factors
Arizona	NA	NA
Arkansas	1	Meeting the income cutoff can count as one of the risk factors
California	1	Meeting the income cutoff can count as one of the risk factors
Colorado	1 ¹⁰	Meeting the income cutoff can count as one of the risk factors
Connecticut	NA	NA/No income cutoff
Delaware	NA ⁴	Income is the only state-specified risk factor
Florida	NA	NA/No income cutoff
Georgia	NA	NA/No income cutoff
Illinois	Multiple risk factors ⁶	Meeting the income cutoff can count as one of the risk factors
Iowa Shared Visions	1	Income is the primary eligibility consideration ³
Iowa SVPP	NA	NA/No income cutoff
Kansas At-Risk	1	Meeting the income cutoff can count as one of the risk factors ²
Kansas Pre-K	1 ⁴	Meeting the income cutoff can count as one of the risk factors
Kentucky	1	Meeting the income cutoff can count as one of the risk factors
Louisiana 8(g)	Determined locally	Priority is given to children from low-income families ²
Louisiana LA 4	NA	NA/No income cutoff
Louisiana NSECD	NA	Meeting the income cutoff can count as one of the risk factors
Maine	NA	NA/No income cutoff
Maryland	1	Meeting the income cutoff can count as one of the risk factors ⁷
Massachusetts	NA	NA/No income cutoff
Michigan	1 to 3 ¹⁰	Meeting the income cutoff can count as one of the risk factors ¹⁰
Minnesota	1	Meeting the income cutoff can count as one of the risk factors
Missouri	NA	NA/No income cutoff ⁴
Nebraska	1	Meeting the income cutoff can count as one of the risk factors
Nevada	NA	NA/No income cutoff
New Jersey Abbott	NA	NA/No income cutoff
New Jersey ECPA	NA	NA/No income cutoff
New Jersey ELLI	NA ⁹	Other ⁹
New Mexico	NA	NA/No income cutoff
New York	NA	NA/No income cutoff
North Carolina	1	80% must meet income requirement; 20% may meet another risk factor ⁵
Ohio	NA	NA/No income cutoff
Oklahoma	NA	NA/No income cutoff
Oregon	NA ⁹	80-90% of children must meet income requirements ⁹
Pennsylvania EABG	Determined locally	NA/No income cutoff
Pennsylvania HSSAP	Determined locally ⁶	Children must have the specified number of risk factors in addition to meeting the income cutoff ⁶
Pennsylvania K4 & SBPK	NA (K4); Determined locally (SBPK)	NA (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	Determined locally	Meeting the income cutoff can count as one of the risk factors ⁵
Rhode Island	NA	NA/No income cutoff
South Carolina 4K	1 or more	Children must have the specified number of risk factors in addition to meeting the income cutoff
South Carolina CDEPP	1 ⁵	Children must meet the income requirement or be eligible for Medicaid
Tennessee	1 or more, determined locally ⁷	Meeting the income cutoff can count as one of the risk factors ⁶
Texas	1	Meeting the income cutoff can count as one of the risk factors
Vermont Act 62	NA	NA/No income cutoff
Vermont EEI	1	Meeting the income cutoff can count as one of the risk factors
Virginia	1 ⁵	NA/No income cutoff
Washington	1	Meeting the income cutoff can count as one of the risk factors ⁶
West Virginia	NA ⁵	NA/No income cutoff
Wisconsin 4K	NA	NA/No income cutoff
Wisconsin HdSt	Per federal Head Start requirements ⁶	Income is the first consideration ⁶
D.C. Pre-K (DCPS & CBOs)	NA	NA/No income cutoff
D.C. Pre-K (Charter)	NA	NA/No income cutoff

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Is there a sliding payment scale based on income?	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes, for all children in 88 state-supported slots grant programs	No
Alaska	No	No
Arizona	No	Yes
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	Yes, only for full-day programs ²	Yes, only for full-day programs ³
Colorado	No	No
Connecticut	Yes, for all children ⁷	Yes ⁸
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of the children	No
Iowa SVPP	No	No
Kansas At-Risk	No	No
Kansas Pre-K	No	No
Kentucky	Determined locally ¹⁵	No
Louisiana 8(g)	No	No
Louisiana LA 4	Determined locally ¹¹	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Yes, scale is determined locally (UPK) ¹⁰	No
Michigan	No	No
Minnesota	No	Yes ⁵
Missouri	Determined locally ⁴	No
Nebraska	Yes ⁶	No
Nevada	No	No
New Jersey Abbott	No	No ¹⁰
New Jersey ECPA	No	No ⁸
New Jersey ELLI	No	No ¹¹
New Mexico	No	No
New York	No	No
North Carolina	Determined locally ⁶	No
Ohio	Yes, for children of families that are 101-200% of FPL	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania Pre-K Counts	No	No
Rhode Island	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	Yes, at the beginning of each year of enrollment 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
D.C. Pre-K (DCPS & CBOs)	No	No
D.C. Pre-K (Charter)	No	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 20 ⁵	4-year-olds, 1:10 ⁵
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds 1:10
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit ⁴	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut	3- and 4-year-olds, 20 ⁹	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
Florida	4-year-olds, 20 (540-hour program); 12 (300-hour program)	4-year-olds, 1:11 or 2:11-20 (540-hour program); 1:12 (300-hour program) ⁸
Georgia	4-year-olds, 22 ⁵	4-year-olds, 1:11 ⁵
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Iowa Shared Visions	3-year-olds, 18; 4-year-olds, 20 ⁴	3- and 4-year-olds, 1:8
Iowa SVPP	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds, 1:10
Kansas At-Risk	4-year-olds, 20	4-year-olds, 1:10
Kansas Pre-K	4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana LA 4	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20 ⁴	4-year-olds, 1:10 ⁵
Maine	4-year-olds, No limit ¹¹	4-year-olds, 1:15 ¹²
Maryland	3- and 4-year-olds, 20 ⁸	3- and 4-year-olds, 1:10
Massachusetts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10 (UPK); 1:7-10 (Grant 391) ¹¹
Michigan	4-year-olds, 18	4-year-olds, 1:8 ¹¹
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	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 ⁵	3-year-olds, 1:8; 4-year-olds, 1:9 ⁶
North Carolina	4-year-olds, 18	4-year-olds, 1:9
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3- and 4-year-olds, 20 ⁷	3- and 4-year-olds, 2:17
Pennsylvania K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK) ²	3- and 4-year-olds, No limit (K4); 1:10 (SBPK) ²
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20 ⁶	3- and 4-year-olds, 1:10 ⁶
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20 ⁸	3-year-olds, 1:8; 4-year-olds, 1:10
Texas	3- and 4-year-olds, No limit 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, 1:9
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10 ⁶
Wisconsin 4K	4-year-olds, determined locally ⁸	4-year-olds, determined locally ⁸
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20 ⁷	3-year-olds, 2:17; 4-year-olds, 1:10 ⁷
D.C. Pre-K (DCPS & CBOs)	3-year-olds, 16; 4-year-olds, 20 ⁷	3-year-olds, 2:16; 4-year-olds, 2:20 ⁷
D.C. Pre-K (Charter)	3- and 4-year-olds, determined locally ⁵	3- and 4-year-olds, determined locally ⁵

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PROGRAM STANDARDS

Meal requirement

STATE	PROGRAM STANDARDS
Alabama	Lunch and Snack ⁶
Alaska	Breakfast or Lunch and one snack
Arizona	Depends on length of program day ⁸
Arkansas	Breakfast, Lunch, and Snack
California	Depends on length of program day ⁵
Colorado	Depends on length of program day ¹¹
Connecticut	Depends on length of program day ¹⁰
Delaware	At least one meal and snack ⁵
Florida	Depends on length of program day ⁹
Georgia	Lunch ⁶
Illinois	Lunch and Snack (school day); Snack (part day)
Iowa Shared Visions	Lunch and Snack ⁵
Iowa SVPP	Snack ⁵
Kansas At-Risk	Snack
Kansas Pre-K	Snack
Kentucky	At least one meal a day, Breakfast or Lunch
Louisiana 8(g)	Breakfast, Lunch, and Snack
Louisiana LA 4	Lunch and Snack ¹²
Louisiana NSECD	Breakfast, Lunch, and Snack
Maine	No meals are required ¹³
Maryland	Breakfast and Lunch (school day); Breakfast or Lunch (part day)
Massachusetts	Depends on length of program day ¹²
Michigan	Snack (part day); At least one meal and one snack (school day) ¹²
Minnesota	Breakfast and/or Lunch ⁶
Missouri	Depends on length of program day ⁵
Nebraska	Snack ⁸
Nevada	No meals are required ⁵
New Jersey Abbott	Breakfast, Lunch, and Snack
New Jersey ECPA	Depends on length of program day ⁹
New Jersey ELLI	Depends on length of program day ¹²
New Mexico	At least one meal per day, breakfast or lunch depending on schedule
New York	Depends on length of program day ⁷
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day ⁶
Oklahoma	At least one meal ⁷
Oregon	Lunch and either Breakfast or Snack ¹⁰
Pennsylvania EABG	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 one meal (school day)
Rhode Island	Lunch and Snack
South Carolina 4K	Snack
South Carolina CDEPP	Breakfast and Lunch
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day ⁸
Vermont Act 62	No meals are required
Vermont EEI	No meals are required ⁶
Virginia	No meals are required ⁶
Washington	At least one meal
West Virginia	At least one meal ⁷
Wisconsin 4K	Depends on length of program day ⁹
Wisconsin HdSt	Lunch and Snack ⁸
D.C. Pre-K (DCPS & CBOs)	Breakfast and Lunch ⁸
D.C. Pre-K (Charter)	Lunch ⁶

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PROGRAM STANDARDS

Screening and referral requirements

Alabama	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Physical exam, Developmental, Dental; Determined locally: Psychological/Behavioral
Alaska	Vision, Hearing, Immunizations, Psychological/Behavioral, Developmental ⁸
Arizona	Vision, Hearing, Developmental; Determined locally: Psychosocial/Behavioral
Arkansas	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Physical exam, Developmental, Dental; Determined locally: Psychological/Behavioral
California	Determined locally ⁶
Colorado	Immunizations, Physical exam, Developmental; Determined locally: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Dental
Connecticut	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Delaware	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Florida	Determined locally ¹⁰
Georgia	Vision, Hearing, Immunizations, Dental ⁷
Illinois	Vision, Hearing, Immunizations, Developmental; Determined locally: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Dental
Iowa Shared Visions	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁶
Iowa SVPP	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Kansas At-Risk	Vision, Hearing, Height/Weight/BMI, Immunizations, Physical exam; Determined locally: Psychological/Behavioral, Developmental, Dental
Kansas Pre-K	Vision, Hearing, Physical exam, Developmental; Determined locally: Height/Weight/BMI, Immunizations, Psychological/Behavioral, Dental ⁵
Kentucky	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam; Developmental
Louisiana 8(g)	Immunizations, Psychological/Behavioral, Developmental; Determined locally: Vision, Hearing, Height/Weight/BMI, Blood pressure, Physical exam, Dental
Louisiana LA 4	Vision, Hearing, Immunizations, Psychological/Behavioral; Determined locally: Height/Weight/BMI, Blood pressure, Physical exam, Developmental, Dental
Louisiana NSECD	Vision, Hearing Height/Weight/BMI, Immunizations; Determined locally: Psychological/Behavioral, Physical exam, Developmental, Dental, Speech ⁶
Maine	Vision, Hearing, Immunizations, Developmental; Determined locally: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Dental
Maryland	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam; Determined locally: Developmental, Dental ⁹
Massachusetts	Vision, Hearing, Developmental ¹³
Michigan	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Physical exam, Developmental; Determined locally: Psychological/Behavioral, Dental ¹³
Minnesota	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Missouri	Vision, Hearing, Height/Weight/BMI, Immunizations, Physical exam, Developmental, Dental; Determined locally: Blood pressure, Psychological/Behavioral ⁶
Nebraska	Determined locally

STATE

PROGRAM STANDARDS

Screening and referral requirements

Nevada	Determined locally ⁶
New Jersey Abbott	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Determined locally: Blood pressure, Psychological/Behavioral, Physical exam
New Jersey ECPA	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Determined locally: Blood pressure, Psychological/Behavioral, Physical exam
New Jersey ELLI	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Determined locally: Blood pressure, Psychological/Behavioral, Physical exam
New Mexico	Vision, Hearing, Height/Weight/BMI, Immunizations, Physical exam, Developmental, Dental ⁷
New York	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁸
North Carolina	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Ohio	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Hemoglobin and Lead ⁷
Oklahoma	Vision, Hearing, Immunizations; Determined locally: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental
Oregon	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Nutrition assessments are required for all families ¹¹
Pennsylvania EABG	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Pennsylvania HSSAP	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Pennsylvania K4 & SBPK	Immunizations; Determined locally: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental
Pennsylvania Pre-K Counts	Determined locally
Rhode Island	Vision, Hearing, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Speech/language development
South Carolina 4K	Determined locally ⁴
South Carolina CDEPP	Vision, Hearing, Immunizations; Determined locally: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental
Tennessee	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental; Determined locally: Dental
Texas	Immunizations; Determined locally: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental
Vermont Act 62	Determined locally
Vermont EEI	Determined locally
Virginia	Vision, Hearing, Immunizations; Determined locally: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental
Washington	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
West Virginia	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁸
Wisconsin 4K	Physical exam, Developmental; Determined locally: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Dental ¹⁰
Wisconsin HdSt	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Other
D.C. Pre-K (DCPS & CBOs)	Determined locally ⁹
D.C. Pre-K (Charter)	Determined locally ⁷

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

Alabama	State policy does not regulate services for English Language Learners
Alaska	Bilingual classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Translators or bilingual staff are available if children do not speak English ⁹
Arizona	State policy does not regulate services for English Language Learners
Arkansas	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
California	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners ¹¹
Delaware	Bilingual classes are permitted in pre-K; Professional development is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English ⁶
Florida	State policy does not regulate services for English Language Learners ¹¹
Georgia	Bilingual classes are permitted in pre-K; Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners ⁸
Illinois	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
Iowa Shared Visions	A home language survey is sent home at the beginning of the year in public settings but not in private or Head Start settings
Iowa SVPP	A home language survey is sent home at the beginning of the school year
Kansas At-Risk	A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language ³
Kansas Pre-K	Information must be presented to parents in their primary language ⁶
Kentucky	Bilingual non-English classes are permitted in pre-K ¹⁶
Louisiana 8(g)	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year
Louisiana LA 4	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; ESL services must be provided
Louisiana NSECD	Bilingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children
Maine	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English ¹⁴
Maryland	Bilingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Massachusetts	State policy does not regulate services for English Language Learners ¹⁴
Michigan	Bilingual classes are permitted in pre-K ¹⁴
Minnesota	Translators or bilingual staff are available if children do not speak English; Other support services as per federal Head Start requirements ⁷
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Translators or bilingual staff are available if children do not speak English ⁸
Nevada	State policy does not regulate services for English Language Learners ⁶
New Jersey Abbott	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English
New Jersey ECPA	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English
New Jersey ELLI	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

New Mexico	State policy does not regulate services for English Language Learners ⁸
New York	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English ⁹
North Carolina	A systematic, written plan must be in place on how to work with English Language Learners ⁷
Ohio	State policy does not regulate services for English Language Learners
Oklahoma	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, Required to have list maintained
Oregon	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English; Other support services provided as per federal Head Start Performance Standards ¹²
Pennsylvania EABG	State policy does not regulate services for English Language Learners
Pennsylvania HSSAP	State policy does not regulate services for English Language Learners; Follows federal Head Start requirements
Pennsylvania K4 & SBPK	State policy does not regulate services for English Language Learners ³
Pennsylvania Pre-K Counts	Bilingual classes are permitted in pre-K; Information must be presented to parents in their primary language
Rhode Island	Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language
South Carolina 4K	Bilingual classes are permitted in pre-K
South Carolina CDEPP	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided
Tennessee	State policy does not regulate services for English Language Learners ⁹
Texas	Bilingual classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English ⁹
Vermont Act 62	State policy does not regulate services for English Language Learners
Vermont EEI	State policy does not regulate services for English Language Learners
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Other ELL service plans are locally determined ⁸
West Virginia	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners
Wisconsin 4K	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if some children do not speak English ¹¹
Wisconsin HdSt	Follows federal Head Start requirements
D.C. Pre-K (DCPS & CBOs)	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
D.C. Pre-K (Charter)	Professional development or coaching is provided for teachers; 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 English Language Learners; Staff working with English Language Learners must be certified and trained

STATE

PROGRAM STANDARDS

Support services required for all programs

Alabama	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits; Other comprehensive services are required but they are determined locally
Alaska	Parenting support or training; Child health services; Nutrition information; Other support services locally determined ¹⁰
Arizona	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Arkansas	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
California	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Colorado	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Information about and referral for immunizations and dental care
Connecticut	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Family literacy and support of dual language learners
Delaware	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Mental health consultation
Florida	None
Georgia	Parent involvement activities; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services determined locally ⁹
Illinois	Parent education or job training; Parenting support or training; Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Iowa Shared Visions	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Parent conferences and/or home visits; Family nights
Iowa SVPP	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Kansas At-Risk	Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Kansas Pre-K	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities
Kentucky	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits ¹⁷
Louisiana 8(g)	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; GED and literacy program; Housing/utility referrals
Louisiana LA 4	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Literacy training; GED services; Housing/utility referrals; Other support services locally determined
Louisiana NSECD	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Psychosocial/Behavior; Developmental; Other support services locally determined
Maine	Parent conferences and/or home visits; Other support services locally determined
Maryland	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits
Massachusetts	Parent conferences and/or home visits
Michigan	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Minnesota	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Missouri	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits ⁷
Nebraska	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other services and supports based on family need
Nevada	Parenting support or training; Parent involvement activities; Referral for social services; Parent conferences and/or home visits; Other support services locally determined

STATE

PROGRAM STANDARDS

Support services required for all programs

Nevada	Parenting support or training; Parent involvement activities; Referral for social services; Parent conferences and/or home visits; Other support services locally determined
New Jersey Abbott	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
New Jersey ECPA	Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits ¹⁰
New Jersey ELLI	Parent involvement activities; Child health services; Nutrition information; Transition to K activities; Parent conferences and/or home visits
New Mexico	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
New York	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
North Carolina	Parent involvement activities; Child health services; Referral for social services; Transition to pre-K and K activities; Other support services as needed ⁸
Ohio	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Oklahoma	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services ⁹
Oregon	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Mental health services
Pennsylvania EABG	None
Pennsylvania HSSAP	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Parent involvement activities; Referral for social services; Transition to K activities ⁷
Rhode Island	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
South Carolina 4K	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities
South Carolina CDEPP	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Other support services determined locally
Tennessee	Parenting support or training; Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Texas	Support services locally determined
Vermont Act 62	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Vermont EEI	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Virginia	Parent involvement activities; Child health services; Referral for social services; Other support services locally determined
Washington	Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
West Virginia	Transition to K activities; Parent conferences and/or home visits; Other support services determined locally
Wisconsin 4K	Parent involvement activities; Child health services; Referral for social services; Parent conferences and/or home visits; Referral for special education; Access to school nurse, school psychologist, school social worker
Wisconsin HdSt	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services in accordance with federal Head Start performance standards
D.C. Pre-K (DCPS & CBOs)	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
D.C. Pre-K (Charter)	Child health services; Referral for social services; Parent handbook outlining school policies; Other support services locally determined

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Name of early learning standards document
Alabama	Alabama Performance Standards for 4-Year-Olds
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations, Volumes 1 & 2
Colorado	Building Blocks to the Colorado K–12 Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Delaware Early Learning Foundations: Preschool
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas At-Risk	The Kansas Early Learning Document
Kansas Pre-K	The Kansas Early Learning Document
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana LA 4	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year-Old Children
Maine	State of Maine Early Learning Guidelines
Maryland	Maryland Model for School Readiness (MMSR) / State Curriculum (SC) for Prekindergarten
Massachusetts	Guidelines of Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	Missouri Early Learning Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Outcomes - Full Version
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio	Ohio's Early Learning and Development Standards and Ohio's Early Learning Program Guidelines
Oklahoma	Oklahoma C3 Standards
Oregon	Early Childhood Foundations for Children Ages Birth to Five
Pennsylvania EABG	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 Standards
South Carolina 4K	South Carolina Early Learning Standards
South Carolina CDEPP	South Carolina Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2010 ECEAP Performance Standards and Washington State Early Learning and Development Guidelines
West Virginia	WVBE Policy 2520.15 - West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
D.C. Pre-K (DCPS & CBOs)	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
D.C. Pre-K (Charter)	Early Learning Standards: Infant, Toddlers and Pre-kindergarten

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

STATEWIDE EARLY LEARNING STANDARDS

Web address of early learning standards document

Alabama	http://children.alabama.gov/
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arizona	http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf
Arkansas	http://humanservices.arkansas.gov/dccece/Pages/default.aspx
California	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	http://www.cde.state.co.us/early/downloads/building_blocks_sept_2011.pdf
Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/PresscELFFinalJul2010.pdf
Florida	http://www.fldoe.org/earlyLearning/
Georgia	http://www.dec.al.ga.gov/Prek/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf
Iowa Shared Visions	http://educateiowa.gov/index.php?option=com_content&task=view&id=681&Itemid=1571
Iowa SVPP	http://educateiowa.gov/index.php?option=com_content&task=view&id=681&ItemID=1571
Kansas At-Risk	http://www.ksde.org/Default.aspx?tabid=3321
Kansas Pre-K	http://www.ksde.org/Default.aspx?tabid=3321
Kentucky	http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx
Louisiana 8(g)	http://www.louisianaschools.net/lde/uploads/17057.pdf
Louisiana LA 4	http://www.louisianaschools.net/lde/uploads/17057.pdf
Louisiana NSECD	http://www.louisianaschools.net/lde/uploads/17057.pdf
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://marylandpublicschools.org/MSDE/divisions/child_care/early_learning/MMSR.htm
Massachusetts	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/mde/0,4615,7-140-6530_6809_50451-193806--,00.html
Minnesota	http://education.state.mn.us/MDE/StuSuc/EarlyLearn/index.html
Missouri	http://dese.mo.gov/eel/el/PreK_Standards/index.htm
Nebraska	http://www.education.ne.gov/OEC/elg.html
Nevada	http://www.doe.nv.gov/APAC_PreK/
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_Birth-Kindergarten_fullversion.pdf
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysisprek.pdf
North Carolina	http://www.earlylearning.nc.gov/Foundations/index.asp
Ohio	http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1513&ContentID=1629&Content=127736 (ELDS); http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1390&ContentID=5590&Content=96201 (ELPG)
Oklahoma	http://ok.gov/sde/sites/ok.gov/sde/files/C3%20Pass%20prek.pdf
Oregon	Early Childhood Foundations for Children Ages Birth to Five are no longer posted on the web due to change in 2012 to Head Start Child Development Early Learning Framework: http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Assessment/Child%200Outcomes/revised-child-outcomes.html
Pennsylvania EABG	http://www.pakeys.org/pages/get.aspx?page=career_standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=career_standards
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.ride.ri.gov/els
South Carolina 4K	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina CDEPP	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/ci/earlychildhood/
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont Act 62	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEI	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf and http://www.del.wa.gov/publications/development/docs/Guidelines.pdf
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php
D.C. Pre-K (DCPS & CBOs)	http://dcps.dc.gov/downloads/TEACHING%20&%20LEARNING/Learning%20Standards%202009/DCPS-ELA-PREK-STANDARDS-LEARNING-ACTIVITIES.pdf
D.C. Pre-K (Charter)	http://dcps.dc.gov/downloads/TEACHING%20&%20LEARNING/Learning%20Standards%202009/DCPS-ELA-PREK-STANDARDS-LEARNING-ACTIVITIES.pdf

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Year standards adopted	Year standards last revised
Alabama	2004	Under revision
Alaska	2006	2006
Arizona	2005	Under revision, anticipated 2013
Arkansas	1996	2004
California	2008	2011
Colorado	2007	2011
Connecticut	1999	Under revision, anticipated 2013
Delaware	2003	2010
Florida	2011	2011
Georgia	1996	Under revision
Illinois	2003	Under revision
Iowa Shared Visions	2006	Under revision
Iowa SVPP	2012	2012
Kansas At-Risk	2006	2009
Kansas Pre-K	2006	2009
Kentucky	2003	2009
Louisiana 8(g)	2012	2012
Louisiana LA 4	2010	2012
Louisiana NSECD	2010	2012
Maine	2005	Under revision, anticipated June 2013
Maryland	2012	2012
Massachusetts	2003	2003
Michigan	1986	Under revision
Minnesota	2003	2005
Missouri	2009	Under revision
Nebraska	2005	Under revision
Nevada	2010	2010
New Jersey Abbott	2002	2009
New Jersey ECPA	2002	2009
New Jersey ELLI	2002	2009
New Mexico	2005	January 2012
New York	2011	2011
North Carolina	2005	Under revision
Ohio	2012 for ELDS; 2005 for ELPG ⁸	2011 for Early Learning and Development Standards; 2009 for Early Learning Program Guidelines ⁸
Oklahoma	1996	Under revision
Oregon	2007	In 2012, the Head Start Child Development and Early Learning Framework replaced the Early Childhood Foundations and is considered the updated version.
Pennsylvania EABG	2005	2009
Pennsylvania HSSAP	2005	2009
Pennsylvania K4 & SBPK	2005	2009
Pennsylvania Pre-K Counts	2005	2009
Rhode Island	2003	Under revision
South Carolina 4K	2008	2008
South Carolina CDEPP	2008	2008
Tennessee	2004	Revised 4-year-old standards were adopted in August 2012.
Texas	2008	2008
Vermont Act 62	2003	Under revision
Vermont EEI	2003	Under revision
Virginia	2003	2007
Washington	1986 for Standards, 2012 for Guidelines (which replace the 2006 Benchmarks)	Most recent updates were in 2010 for Standards and 2012 for Guidelines (formerly Benchmarks).
West Virginia	2004	2010
Wisconsin 4K	2003	2011
Wisconsin HdSt	2003	2011
D.C. Pre-K (DCPS & CBOs)	2008	2008
D.C. Pre-K (Charter)	2008	2008

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

STATEWIDE EARLY LEARNING STANDARDS

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

Alabama	Alignment is in progress ⁷
Alaska	No ¹¹
Arizona	Alignment is in progress, anticipated 2013
Arkansas	Yes
California	Yes ⁷
Colorado	No ¹²
Connecticut	Yes
Delaware	Yes
Florida	Yes
Georgia	Alignment is in progress ¹⁰
Illinois	Alignment is in progress
Iowa Shared Visions	Alignment is in progress
Iowa SVPP	Yes
Kansas At-Risk	Alignment is in progress
Kansas Pre-K	Alignment is in progress
Kentucky	Alignment is in progress ¹⁸
Louisiana 8(g)	Yes ³
Louisiana LA 4	Yes ¹³
Louisiana NSECD	Alignment is in progress ⁷
Maine	Alignment is in progress
Maryland	Yes, on-going ¹⁰
Massachusetts	Yes ¹⁵
Michigan	Yes
Minnesota	Alignment is in progress
Missouri	Alignment is in progress
Nebraska	No ⁹
Nevada	Alignment is in progress
New Jersey Abbott	Alignment is in progress
New Jersey ECPA	Alignment is in progress
New Jersey ELLI	Alignment is in progress
New Mexico	Yes ⁹
New York	New learning standards were adopted in January 2011 and revised in September 2011 to align with Common Core State Standards ¹⁰
North Carolina	Yes
Ohio	Yes ⁸
Oklahoma	Alignment is in progress ⁹
Oregon	Alignment is in progress ¹³
Pennsylvania EABG	Alignment is in progress
Pennsylvania HSSAP	Alignment is in progress
Pennsylvania K4 & SBPK	Alignment is in progress
Pennsylvania Pre-K Counts	Alignment is in progress
Rhode Island	Alignment is in progress
South Carolina 4K	Alignment is in progress
South Carolina CDEPP	Alignment is in progress
Tennessee	Yes ¹⁰
Texas	No
Vermont Act 62	Alignment is in progress ⁶
Vermont EEI	Alignment is in progress ⁷
Virginia	No
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes
Wisconsin HdSt	Yes
D.C. Pre-K (DCPS & CBOs)	Alignment is in progress ¹⁰
D.C. Pre-K (Charter)	Alignment is in progress ⁸

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

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 ⁷
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 ¹²
Connecticut	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹²
Delaware	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹²
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
Illinois	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 At-Risk	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas 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 ³
Louisiana LA 4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹³
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁷
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁵
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
Massachusetts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁵
Michigan	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Minnesota	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Missouri	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nebraska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

STATE

STATEWIDE EARLY LEARNING STANDARDS

NEGP domains addressed in standards

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 ¹⁰
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁹
Ohio	Approaches toward learning; Language development; Cognitive and general knowledge ⁸
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 ¹⁴
Pennsylvania EABG	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania HSSAP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
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 CDEPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Tennessee	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Texas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont Act 62	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont EEI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Washington	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
West Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
D.C. Pre-K (DCPS & CBOs)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
D.C. Pre-K (Charter)	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)
Alaska	BA (public and nonpublic) ¹²
Arizona	BA (public and nonpublic)
Arkansas	BA in ECE or CD (one for every three classrooms) & AA in ECE or CD (other classrooms) (public and nonpublic) ⁷
California	California Child Development Associate Teacher Permit (public and nonpublic) ⁸
Colorado	CDA (public and nonpublic) ¹³
Connecticut	CDA (public and nonpublic) ¹³
Delaware	AA (public and nonpublic) ⁷
Florida	BA (summer); CDA or equivalent (school year) ¹³
Georgia	BA (public and nonpublic) ¹¹
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); AA in ECE or CD (nonpublic) ⁷
Iowa SVPP	BA (public and nonpublic)
Kansas At-Risk	BA (public)
Kansas Pre-K	BA (public); AA in ECE working toward BA within five years (nonpublic) ⁷
Kentucky	BA (public and nonpublic) ¹⁹
Louisiana 8(g)	BA (public)
Louisiana LA 4	BA (public and nonpublic) ¹⁴
Louisiana NSECD	BA (nonpublic) ⁸
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic) ¹¹
Massachusetts	BA (public); None (nonpublic) ¹⁶
Michigan	BA (public and nonpublic) ¹⁵
Minnesota	BA (public); AA (nonpublic) ⁸
Missouri	BA (public and nonpublic)
Nebraska	BA (public and nonpublic) ¹⁰
Nevada	BA (public and nonpublic) ⁷
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public); HSD (nonpublic) ¹⁰
New York	BA and NYS teaching certificate (public); BA in early childhood or related field with 5-year plan to become certified (nonpublic) ¹¹
North Carolina	BA (public and nonpublic) ¹⁰
Ohio	AA in ECE (public and nonpublic) ⁹
Oklahoma	BA/BS and ECE certification (public and nonpublic)
Oregon	BA and teaching license plus 15 ECE credits (public); AA (nonpublic) ¹⁵
Pennsylvania EABG	BA (public); AA (nonpublic) ⁶
Pennsylvania HSSAP	AA (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	BA (public)
Pennsylvania Pre-K Counts	BA (public and nonpublic) ⁸
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic) ⁶
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public); No minimum degree required (nonpublic) ¹⁰
Vermont Act 62	BA (public); Meets child care requirements (nonpublic) ⁷
Vermont EEL	BA (public); Meets child care requirements (nonpublic) ⁸
Virginia	BA (public); HSD (nonpublic) ⁷
Washington	AA (public and nonpublic) ⁹
West Virginia	BA in ECE or pre-K special education (public); AA (nonpublic) ⁹
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); AA in ECE or a related field (nonpublic) ⁹
D.C. Pre-K (DCPS & CBOs)	BA (public); AA working toward BA by 2017 (nonpublic) ¹¹
D.C. Pre-K (Charter)	None (public) ⁹

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Alabama	Early Childhood Education (P-3) (public); Child Development (P) (public and nonpublic) ⁹
Alaska	ECE endorsement (P-3) (public and nonpublic) ¹²
Arizona	None (public and nonpublic) ⁹
Arkansas	Degree in ECE or CD, with P-4 certification for lead teachers (public); Degree in ECE or CD (nonpublic) ⁷
California	Child Development Associate Teacher Permit (P) (public and nonpublic) ⁹
Colorado	Meets CDA requirements (public and nonpublic) ¹⁴
Connecticut	Meets CDA requirements (public and nonpublic) ¹³
Delaware	AA in Early Childhood or a related field (public and nonpublic) ⁷
Florida	Prekindergarten/primary, Preschool, Prekindergarten disabilities, Family and Consumer Science (summer); CDA (school year) ¹⁴
Georgia	Elementary Grades (P-8), SpEd General Curriculum Consultative/ECE (P-5), Early Childhood Education (P-5), Birth through Five (P), SpEd Preschool (ages 3-5) endorsement (P), Birth Through Five Endorsement (P) (public and nonpublic)
Illinois	EC Certificate (Birth-3rd grade) (public and nonpublic)
Iowa Shared Visions	Early Childhood Endorsement, with or without special education (Birth-3rd grade), PreK-K (Birth-K) (public); AA in ECE or CD (Birth-K) (nonpublic)
Iowa SVPP	Birth to grade 3 including special education, Birth to grade 3 not including special education, Pre-K-K (public and nonpublic)
Kansas At-Risk	EE certification (K-6), ECE certification (birth to age 5), ECE special education (birth to age 5), Early childhood unified (birth-k, birth to grade 3), EE certification with ECE endorsement (K-6) (public)
Kansas Pre-K	EE certification (K-6), ECE certification (Birth to age 5), ECE Special education (Birth to age 5), ECE Unified (birth to grade 3), EE Certification with ECE endorsement (K-6) Birth to K (public); AA (ECE) (nonpublic) ⁷
Kentucky	Interdisciplinary Early Childhood Education (birth to kindergarten) (public and nonpublic)
Louisiana 8(g)	Nursery School (PK), Early Intervention (B-5), PreK-3, Non-categorical Preschool Handicapped (PK), Kindergarten (K) (public) ⁴
Louisiana LA 4	P-3, Nursery School Endorsement (Pre-K), Kindergarten (PK-K), Non-categorical Preschool Handicapped (Birth-5), Early Interventionist (Birth-5) (public and nonpublic) ¹⁴
Louisiana NSECD	Nursery School (PK), Early Intervention (Birth-5), PreK-3, Non-Categorical Peschool Handicapped (PK), Kindergarten (K) (nonpublic) ⁹
Maine	Early Childhood Educator endorsement (Birth-Age Five) (public and nonpublic)
Maryland	Maryland Early Childhood Certification (PK-3) (public and nonpublic)
Massachusetts	Early childhood teacher of students with and without disabilities (pre-K to grade 2) (public); 3 credits (preschool) (nonpublic) ¹⁶
Michigan	EE certification with ECE endorsement (K-5 + Birth to age 8) (public); EE certification with ECE endorsement or CDA (K-5 + Birth to age 5), BA in Child Development with focus on preschool teaching (Birth to age 5) (nonpublic) ¹⁵
Minnesota	Associate Degree in early childhood education or equivalent (public and nonpublic) ⁸
Missouri	ECE or ECSE (birth-3rd), 4-year Child Development Degree (public and nonpublic)
Nebraska	ECE (Birth-Grade 3), ECSE (Birth-Grade 3), Preschool Disabilities (Birth-K), Early Childhood Education Unified (B-Grade 3) (public and nonpublic) ¹⁰
Nevada	Early Childhood Certification (B-Grade 2), Early Childhood Special Education (B-Grade 2) (public and nonpublic) ⁷
New Jersey Abbott	P-3, Nursery School Endorsement (P-K), Standard Elementary School Endorsement (P-8) (public and nonpublic) ¹¹
New Jersey ECPA	P-3, Nursery School Endorsement (P-K), Standard Elementary School Endorsement (P-8) (public and nonpublic) ¹¹
New Jersey ELLI	P-3, Nursery School Endorsement (P-K), Standard Elementary School Endorsement (P-8) (public and nonpublic) ¹³
New Mexico	Early Childhood Education Teacher License (Birth to Grade 3) (public and nonpublic) ¹⁰
New York	ECE certification (B-grade 2), Certificate in Students with Disabilities (B-grade 2), Teaching Certificate (N-6 or Pre-K-6) (public and nonpublic) ¹¹
North Carolina	Birth-Kindergarten License, Preschool Add-on License (Age 3-5 and age for license) (public and nonpublic) ¹⁰
Ohio	Pre K-3 license, Pre-K license, Intervention Specialist License P-12 in Vision or Hearing Impaired, Early Childhood Intervention Specialist License P-3, K-3 or K-8 certificate plus four courses in ECE or CD from accredited college (PK-3 or PK-8), PreK Associate (P) (public); AA in ECE (PK) (public and nonpublic) ⁹
Oklahoma	ECE (Birth-Grade 3) (public and nonpublic) ¹⁰
Oregon	ECE endorsement, pre-K to grade 3-9 (public); meets AA requirements (nonpublic) ¹⁵
Pennsylvania EABG	ECE Certification (PK-4 or N-3) (public); AA in ECE (public and nonpublic) ⁶
Pennsylvania HSSAP	Meets CDA requirements (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	ECE or EE certification (K4); ECE certification (SBPK)
Pennsylvania Pre-K Counts	ECE Certification, P-4 or N-3 (public and nonpublic) ⁸
Rhode Island	Early Childhood certification (P-grade 2) (public and nonpublic)
South Carolina 4K	Early Childhood (P-3rd grade) (public)
South Carolina CDEPP	Early Childhood (PreK-3rd grade) (public); AA in ECE or related field (PreK) (nonpublic)
Tennessee	Pre-K-Grade 3, Pre-K-4, Pre-K-K, EC SpEd Pre-K-1, EC SpEd Pre-K-3 (public and nonpublic) ¹¹
Texas	Generalist Teaching Certificate (EC-6), Bilingual Generalist (EC-6), ESL Generalist (EC-6), Special Education (EC-12) (public); None (nonpublic) ¹⁰
Vermont Act 62	Early Childhood Educator (birth through grade 3), Limited Early Childhood Educator (birth to kindergarten), Early Childhood Special Educator (birth through age 6) (public); AA, CDA, or child care post-secondary certificate (nonpublic) ⁷
Vermont EEI	Early Childhood Educator (birth through grade 3), Limited Early Childhood Educator (birth to kindergarten), Early Childhood Special Educator (birth through age 6) (public); AA, CDA, or child care post-secondary certificate (nonpublic) ⁸
Virginia	Early/primary ed (PreK-3), Elementary education (PreK-6) (public) ⁷
Washington	30 quarter credits in ECE (public and nonpublic) ⁹
West Virginia	Pre-K-3-5 (Pre-K), ECE, Preschool Special Needs (Pre-K), EE with PK/K endorsement (Pre-K and K) (public); AA in CD, ECE, or Occupational Development with an emphasis in CD (Pre-K) (nonpublic) ⁹
Wisconsin 4K	ECE birth-age 8, ECE birth-age 11, 4K-grade 3 (public and nonpublic)
Wisconsin HdSt	ECE birth-age 8, ECE birth-age 11 (public); AA in ECE or related field (nonpublic) ⁹
D.C. Pre-K (DCPS & CBOs)	EC Certification (Preschool/Pre-K) (public); AA or BA in CD, ECE, or Child and Family Studies (Preschool/Pre-K) (nonpublic) ¹¹
D.C. Pre-K (Charter)	None (public) ⁹

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PERSONNEL

	Education level of teachers during 2011-2012, percent	Education level of teachers during 2011-2012, number
Alabama	BA, 77%; MA, 23%	BA, 167; MA, 50
Alaska	BA, 100%	BA, 14
Arizona	Not available	Not available
Arkansas	CDA, 2%; AA, 10%; BA, 71%; MA, 16%; Doctorate, 1%	CDA, 13; AA, 73; BA, 511; MA, 117; Doctorate 4 ⁷
California	Not available	Not available
Colorado	Not available	Not available
Connecticut	CDA, 14%; AA, 23%; BA, 38%; MA, 16%; EC Certification, 7%; Unavailable, 2%	CDA, 135; AA, 217; BA, 350; MA, 151; Other, 66
Delaware	CDA, 13%; AA, 26%; BA, 46%; Advanced, 15%	CDA, 5; AA, 10; BA, 18; Advanced, 6
Florida	CDA, 52%; AA, 12%; BA, 31%; MA, 5%	CDA, 6,568; AA, 1,482; BA, 3,877; MA, 610
Georgia	AA, 6%; BA, 16%; BA with Certification (ECE, ELEM), 78%	Not available ¹¹
Illinois	Not available	Not available
Iowa Shared Visions	CDA, 5%; AA, 7.5%; BA, 71.7%; MA, 15.8%	CDA, 6; AA, 9; BA, 86; MA, 19 ⁷
Iowa SVPP	BA, 100%	Not available
Kansas At-Risk	BA or higher, 100%	Not available
Kansas Pre-K	BA required, breakdown not available	Not available
Kentucky	Not available	Not available ²⁰
Louisiana 8(g)	BA or higher, 100%	BA, 141
Louisiana LA 4	BA, 60%; MA, 40%	BA, 589; MA, 391 ¹⁵
Louisiana NSECD	BA, 74%; MA, 26%	BA, 59; MA, 21 ¹⁰
Maine	BA, 97%; MA, 3%	BA, 157; MA, 5
Maryland	BA, 100%	Not available
Massachusetts	Not available	Not available ¹¹
Michigan	BA, 71%; MA, 29%	BA, 828; MA, 345
Minnesota	HSD, 1%; CDA, 4%; AA, 25%; BA, 65%; MA, 5%	HSD, 2; CDA, 22; AA, 157; BA, 402; MA, 28
Missouri	BA or higher, 100%	BA, 184
Nebraska	BA or higher, 100%	Not available
Nevada	AA, 6%; BA, 44%; MA, 47%; PhD/EdD, 3%	AA, 2; BA, 14; MA, 15
New Jersey Abbott	BA, 78%; MA, 21.6%; PhD, 0.4%	BA, 2,340; MA, 650; PhD 12
New Jersey ECPA	BA, 68%; MA, 32%	BA, 254; MA, 119
New Jersey ELLI	BA required, breakdown not available	Not available
New Mexico	HSD, 5%; Certificate, 5%; CDA, 8%; AA, 12%; BA, 50%; MA, 20%	HS, 9; Certificate, 10; CDA, 14; AA, 23; BA, 94; MA, 38
New York	BA, 27%; MA, 73%	BA, 1,538; MA, 4,211 ¹²
North Carolina	HSD, 0.3%; AA, 3%; BA, 84.8%; MA, 11.8%; PhD., 0.1%	HSD, 7; AA, 62; BA, 1,747; MA, 244; PhD, 1 ¹¹
Ohio	AA, 4%; BA, 44%; MA, 51%; Education specialist or non-degree, 1%	AA, 31; BA, 350; MA, 402; Education specialist or non-degree, 12
Oklahoma	BA, 80%; MA, 19.8%; Doctorate or Juris Doctorate, <1%	BA, 1,479; MA, 365; Doctorate, 1; J.D., 1
Oregon	CDA, 14%; AA, 34%; BA, 38%; MA, 14%	CDA, 51; AA, 125; BA, 143; MA, 52 ¹⁶
Pennsylvania EABG	Not available	Not available
Pennsylvania HSSAP	Not available	Not available
Pennsylvania K4 & SBPK	BA required, breakdown not available	Not available
Pennsylvania Pre-K Counts	AA, 17%; BA, 66%; MA, 17%	AA, 124; BA, 493; MA, 128 ⁸
Rhode Island	BA, 100%	BA, 6
South Carolina 4K	BA, 75%; MA, 25%	Not available
South Carolina CDEPP	BA, 75%; MA, 25% (public); Not available (nonpublic)	BA, 195; MA, 65
Tennessee	BA, 52%; MA, 44%; Doctorate, interim license or waiver (teaching outside of grade level), 4%	BA, 490; MA, 411; Other, 33 ¹¹
Texas	BA or higher, 100% (public); Not available (nonpublic)	BA, 8,197 (public); Not available (nonpublic)
Vermont Act 62	Not available	Not available ⁷
Vermont EEI	CDA, 1%; AA, 12%; BA, 62%; MA, 25%	CDA, 1; AA, 17; BA, 83; MA, 33 ⁹
Virginia	CDA, 2%; AA, 2%; BA, 96%	CDA, 23; AA, 23; BA, 1,116
Washington	HSD, 1%; CDA, 3%; AA, 45%; BA, 37%; MA, 9%; Other, 5%	HSD, 4; CDA, 14; AA, 178; BA, 144; MA, 35; Other, 18 ¹⁰
West Virginia	Not available	Not available
Wisconsin 4K	BA, 70%; MA, 29%; MA or Ph.D. with license, 1%	Not available
Wisconsin HdSt	Not available	Not available
D.C. Pre-K (DCPS & CBOs)	BA, 100%	BA, 668
D.C. Pre-K (Charter)	Not available	Not available

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PERSONNEL

	Teacher in-service requirement	Minimum assistant teacher degree requirement
Alabama	30 clock hours per year	CDA (public and nonpublic)
Alaska	6 credit hours per 5 years	AA (public and nonpublic)
Arizona	18 clocks hours per year	No minimum degree required (public and nonpublic)
Arkansas	60 clock hours per year (certified staff); 30 clock hours per year (all other teachers)	CDA (public and nonpublic) ⁸
California	105 clock hours per every 5 years	HSD (public and nonpublic) ⁹
Colorado	15 clock hours per per year	No minimum degree required, but Colorado Department of Human Services Licensing Requirements (public and nonpublic) ¹⁵
Connecticut	6 clock hours per each year ¹⁴	No minimum degree required (public and nonpublic)
Delaware	18 clock hours per year	HSD (public and nonpublic) ⁷
Florida	10 clock hours per year ¹⁴	No minimum degree required (summer and school year) ¹⁵
Georgia	15 clock hours per academic year	CDA (public and nonpublic)
Illinois	120 clock hours per 5 years	AA or paraprofessional approval (public and nonpublic) ⁷
Iowa Shared Visions	6 credit hours per 5 years (public); None (nonpublic) ⁸	HSD (public and nonpublic) ⁹
Iowa SVPP	Locally determined ⁶	CDA or Iowa paraeducator certificate (public and nonpublic) ⁷
Kansas At-Risk	15 clock hours per year	CDA (public)
Kansas Pre-K	15 clock hours per year	CDA (public and nonpublic) ⁸
Kentucky	28 clock hours per year	HSD (public and nonpublic) ²¹
Louisiana 8(g)	150 clock hours per 5 years	HSD (public) ⁵
Louisiana LA 4	18 clock hours per year	HSD (public and nonpublic) ¹⁶
Louisiana NSECD	18 clock hours per year	CDA or AA (nonpublic) ¹¹
Maine	6 credit hours per 5 years	Ed Tech II, which requires 60 college credit hours (public and nonpublic) ¹⁶
Maryland	6 credit hours per 5 years ¹¹	HSD (public and nonpublic) ¹²
Massachusetts	20 clock hours per year (UPK); 150 clock hours per 5 years (Grant 391)	HSD (public); At least 18 years of age plus 3 credit CD courses of CDA (nonpublic) ¹⁷
Michigan	6 credit hours per 5 years (certified staff); 12 clock hours per year (other staff) ¹⁶	CDA (public and nonpublic) ¹⁷
Minnesota	15 clock hours per year ⁹	Meets child care regulations (public and nonpublic) ¹⁰
Missouri	22 clock hours per per year ⁸	CDA (public and nonpublic)
Nebraska	12 clock hours per year	12 semesters hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience
Nevada	6 credit hours per 5 years	HSD (public and nonpublic)
New Jersey Abbott	100 clock hours per 5 years	HSD, unless Title I school (public); HSD (nonpublic) ¹²
New Jersey ECPA	100 clock hours per 5 years	HSD, unless Title I school (public); HSD (nonpublic) ¹²
New Jersey ELLI	100 clock hours per 5 years	HSD, unless Title I school (public); HSD (nonpublic) ¹⁴
New Mexico	45 clock hours per year	HSD with Educational Assistant License (public); HSD (nonpublic) ¹¹
New York	175 clock hours per 5 years	HSD + 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic) ¹³
North Carolina	75 clock hours per 5 years ¹²	CDA or NCLB requirements (public); CDA (nonpublic) ¹³
Ohio	20 clock hours per per 2 years ¹⁰	HSD (public and nonpublic)
Oklahoma	75 clock hours per 5 years	Meets NCLB requirements (public and nonpublic) ¹¹
Oregon	15 clock hours per per year	HSD or equivalent (public and nonpublic) ¹⁵
Pennsylvania EABG	None ⁷	Meets NCLB requirements (public and nonpublic) ⁸
Pennsylvania HSSAP	15 clock hours per year	HSD (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	None ⁴	Meets NCLB requirements (SBPK); No minimum degree required (K4) ⁵
Pennsylvania Pre-K Counts	180 clock hours per 5 years	Meets NCLB requirements (public and nonpublic) ⁹
Rhode Island	20 clock hours per year	HSD + 12 college credits in EC (public and nonpublic)
South Carolina 4K	15 clock hours per year	HSD (public)
South Carolina CDEPP	15 clock hours per year	HSD (public and nonpublic) ⁷
Tennessee	18 clock hours per year ¹²	CDA (pilot); HSD + pre-K experience (VPK) ¹³
Texas	150 clock hours per 5 years	HSD (public); No minimum degree required (nonpublic) ¹¹
Vermont Act 62	9 credit hours per 7 years ⁸	AA (public); HSD + 30 hour course in child development (nonpublic) ⁹
Vermont EEI	9 credit hours per 7 years (public); 12 clock hours per year (nonpublic) ¹⁰	AA (public); HSD + 30 hours or 3-credit course in child development (nonpublic) ¹¹
Virginia	15 clock hours per year	HSD (public); No minimum degree required (nonpublic)
Washington	15 clock hours per year	CDA or 12 credits in ECE (public and nonpublic) ¹¹
West Virginia	15 clock hours per year	HSD (public and nonpublic)
Wisconsin 4K	6 credit hours per 5 years	HSD (public and nonpublic) ¹²
Wisconsin HdSt	15 clock hours per year ¹⁰	HSD (public and nonpublic) ⁹
D.C. Pre-K (DCPS & CBOs)	5 days of professional development per year (DCPS); 1 day per month (CBO)	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ¹²
D.C. Pre-K (Charter)	Determined locally	No minimum degree required (public) ⁹

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

PERSONNEL

Assistant teacher specialized training requirement

Alabama	CDA or 9 credits of college coursework in CD or EC (ages 3-5) (public and nonpublic)
Alaska	AA in ECE or related field (P-3) (public and nonpublic)
Arizona	None (public and nonpublic)
Arkansas	CDA or AA in ECE or CD (public and nonpublic) ⁸
California	None (public and nonpublic) ⁹
Colorado	None (public and nonpublic) ¹⁵
Connecticut	None (public and nonpublic)
Delaware	None (public and nonpublic) ⁷
Florida	None (summer and school year)
Georgia	CDA (public and nonpublic)
Illinois	None (public and nonpublic)
Iowa Shared Visions	None (public and nonpublic) ⁹
Iowa SVPP	CDA or Iowa paraeducator certificate (Early Childhood) (public and nonpublic) ⁷
Kansas At-Risk	CDA (public) ⁴
Kansas Pre-K	CDA (public and nonpublic) ⁸
Kentucky	None (public and nonpublic) ²¹
Louisiana 8(g)	None (public)
Louisiana LA 4	None (public and nonpublic)
Louisiana NSECD	CDA (infant/toddler thru preschool) or AA or higher in early childhood education or family studies (focus on preschool) (nonpublic) ¹²
Maine	Ed Tech II Authorization (PK-12) (public and nonpublic) ¹⁶
Maryland	None (public and nonpublic)
Massachusetts	None (public and nonpublic)
Michigan	CDA or AA in ECE or CD (Birth to age 5) (public and nonpublic)
Minnesota	Per federal Head Start requirements and state licensing regulations (public and nonpublic) ¹⁰
Missouri	CDA (public and nonpublic)
Nebraska	12 semester hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)
Nevada	None (public and nonpublic)
New Jersey Abbott	None (public and nonpublic)
New Jersey ECPA	None (public and nonpublic)
New Jersey ELLI	None (public and nonpublic)
New Mexico	Educational Assistant License (PreK to Grade 12) (public); None (nonpublic) ¹²
New York	Level I, II, or III Certificate (public); None (nonpublic) ¹³
North Carolina	CDA (public and nonpublic)
Ohio	None (public and nonpublic)
Oklahoma	Meets NCLB requirements (public and nonpublic) ¹¹
Oregon	None (public and nonpublic) ¹⁵
Pennsylvania EABG	Meets NCLB requirements (public and nonpublic) ⁸
Pennsylvania HSSAP	None (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	Meets NCLB requirements (SBPK); None (K4) ⁵
Pennsylvania Pre-K Counts	Meets NCLB requirements (public and nonpublic) ⁹
Rhode Island	HSD + 12 college credits in EC (HSD + 12 college credits in EC) (public and nonpublic)
South Carolina 4K	None (public)
South Carolina CDEPP	Early childhood developmental credential (Pre-K) (public and nonpublic) ⁷
Tennessee	State-required training (public and nonpublic) ¹⁴
Texas	None (public and nonpublic)
Vermont Act 62	None (public and nonpublic) ⁹
Vermont EEI	None (public and nonpublic) ¹¹
Virginia	None (public and nonpublic)
Washington	CDA or 12 quarter credits in ECE (public and nonpublic) ¹¹
West Virginia	None (public and nonpublic)
Wisconsin 4K	None (public and nonpublic)
Wisconsin HdSt	None (public and nonpublic)
D.C. Pre-K (DCPS & CBOs)	None (public); CDA (nonpublic) ¹²
D.C. Pre-K (Charter)	None (public) ⁹

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

RESOURCES

	Total 2011-2012 spending	How much of total spending came from...
Alabama	\$28,114,547	State, \$19,086,953; Required local, \$9,027,594
Alaska	\$1,700,000	State, \$1,700,000 ¹³
Arizona	\$11,068,660	State, \$9,223,883; Required local sources, \$1,844,777 ¹⁰
Arkansas	\$179,618,753	State, \$103,500,000; Federal, \$7,500,000; Required local, \$68,618,753 ⁹
California	\$729,876,257	State, \$595,634,484; Federal, \$132,588,832; Required local, \$1,652,941 ¹⁰
Colorado	\$67,106,863	State, \$37,255,421; Required local, \$29,851,442
Connecticut	\$105,440,065	State, \$75,431,544; Non-required local, \$30,008,521 ¹⁵
Delaware	\$5,727,800	State, \$5,727,800
Florida	\$399,463,552	State, \$399,463,552
Georgia	\$289,222,657	State, \$289,222,657
Illinois	\$259,770,892	State, \$259,770,892 ⁸
Iowa Shared Visions	\$18,068,777	State, \$6,540,233; Required local, \$1,308,047; Non-required local, \$10,220,497 ¹⁰
Iowa SVPP	\$71,950,253	State, \$71,950,253 ⁸
Kansas At-Risk	\$13,443,570	State, \$13,443,570
Kansas Pre-K	\$4,799,812	State, \$4,799,812 ⁹
Kentucky	\$145,489,817	State, \$74,765,158; Federal, \$56,173,509; Non-required local, \$14,551,150
Louisiana 8(g)	\$8,987,900	State, \$8,987,900 ⁶
Louisiana LA 4	\$76,577,807	State, \$4,527,807; Federal, \$70,050,000; Non-required local, \$2,000,000 ¹⁷
Louisiana NSECD	\$7,500,000	State, \$7,500,000 ¹³
Maine	\$24,026,917	State, \$10,587,015; Required local, \$13,439,902 ¹⁷
Maryland	\$246,027,743	State, \$103,262,453; Federal, \$8,918,205; Required local, \$133,847,085 ¹³
Massachusetts	\$57,632,907	State, \$16,519,276; Federal, \$41,113,631 ¹⁸
Michigan	\$104,275,000	State, \$104,275,000 ¹⁸
Minnesota	\$13,764,296	State, \$13,764,296
Missouri	\$11,004,934	State, \$11,004,934 ⁹
Nebraska	\$21,368,211	State, \$9,629,490; Federal, \$7,530,288; Required local, \$4,208,433 ¹¹
Nevada	\$4,615,610	State, \$3,338,875; Federal, \$1,276,735 ⁸
New Jersey Abbott	\$559,361,073	State, \$559,361,073 ¹³
New Jersey ECPA	\$39,252,494	State, \$39,252,494 ¹³
New Jersey ELLI	\$2,280,300	State, \$2,280,300
New Mexico	\$14,514,300	State, \$14,514,300 ¹²
New York	\$380,170,105	State, \$380,170,105
North Carolina	\$193,796,376	State, \$128,147,360; Federal, \$47,074,156; Non-required local, \$18,574,860
Ohio	\$22,688,446	State, \$22,688,446
Oklahoma	\$297,743,270	State, \$146,406,556; Federal, \$40,327,242; Non-required local, \$111,009,472
Oregon	\$61,000,000	State, \$61,000,000 ¹⁷
Pennsylvania EABG	\$3,904,559	State, \$3,904,559
Pennsylvania HSSAP	\$35,414,000	State, \$35,414,000
Pennsylvania K4 & SBPK	\$38,135,744	State, \$38,135,744 ⁶
Pennsylvania Pre-K Counts	\$80,137,594	State, \$80,137,594
Rhode Island	\$1,002,000	State, \$358,000; Federal, \$484,000; Non-required local, \$160,000
South Carolina 4K	\$64,204,792	State, \$15,813,846; Non-required local, \$48,390,946 ⁵
South Carolina CDEPP	\$19,895,059	State, \$19,895,059 ⁸
Tennessee	\$108,196,428	State, \$84,254,767; Required local, \$23,941,661
Texas	\$740,659,344	State, \$727,213,344; Federal, \$13,446,000
Vermont Act 62	\$19,242,692	State, \$19,242,692
Vermont EEI	\$1,131,751	State, \$1,131,751
Virginia	\$97,584,006	State, \$62,780,182; Required local, \$34,803,824 ⁸
Washington	\$57,055,931	State, \$55,927,933; Federal, \$1,127,998 ¹²
West Virginia	\$135,895,574	State, \$86,246,280; Federal, \$48,405,851; Non-required local, \$1,243,443
Wisconsin 4K	\$239,100,000	State, \$147,600,000; Required local, \$91,500,000 ¹³
Wisconsin HdSt	\$6,264,100	State, \$6,264,100
D.C. Pre-K (DCPS & CBOs)	\$168,310,000	District, \$157,440,000; Federal, \$10,870,000 ¹³
D.C. Pre-K (Charter)	\$168,310,000	District, \$157,440,000 ¹⁰

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

RESOURCES

State funding sources and amounts

Alabama	Education trust fund, \$19,086,953 ⁹
Alaska	State general fund, \$1,700,000
Arizona	First Things First tobacco tax funds, \$9,223,883
Arkansas	General revenue, \$103,500,000
California	State General Fund, \$595,634,484 ¹⁰
Colorado	General fund, General fund exempt, State public school fund (CF), State education fund, \$37,255,421
Connecticut	General Fund, \$75,431,544 ¹⁵
Delaware	Early Childhood Assistance Program, \$5,727,800
Florida	General Revenue: \$327,986,389; Trust Funds: \$71,477,163 ¹⁶
Georgia	Lottery, \$289,222,657
Illinois	General revenue funds, \$259,770,892 ⁸
Iowa Shared Visions	General funds, \$6,540,233 ¹²
Iowa SVPP	State aid, \$58,562,323; Special education student foundation aid, \$13,387,930 ⁸
Kansas At-Risk	State general funds, \$13,443,570
Kansas Pre-K	Tobacco funds, \$4,799,812
Kentucky	State General Fund, \$73,315,300; Other state funds, \$1,449,858 ²²
Louisiana 8(g)	8(g) funds, \$8,987,900
Louisiana LA 4	State General fund, \$4,527,807 ¹⁸
Louisiana NSECD	State General Funds, \$7,500,000 ¹³
Maine	General fund revenue for state school funding formula, \$10,587,015 ¹⁸
Maryland	Not provided
Massachusetts	State budget appropriations: \$7,500,000; (UPK) \$9,019,276 (391) ¹⁹
Michigan	State school aid fund, \$104,275,000 ¹⁹
Minnesota	General Fund, \$13,764,296
Missouri	Entrance fees to the gambling boats, \$11,004,934
Nebraska	Early Childhood Education Grant Program for ages 3 to 5, \$3,186,060; Tax Equity and Educational Opportunities Support Act (TEEOSA) Nebraska State Aid, \$6,433,205; Special Education Flexible Funding from state general funds, \$10,225
Nevada	State funds, \$3,338,875
New Jersey Abbott	State Preschool Education Aid, \$559,361,073
New Jersey ECPA	State Preschool Education Aid, \$39,252,494 ¹⁴
New Jersey ELLI	State Education Funds, \$2,280,300
New Mexico	State General Fund, \$14,514,300
New York	Allocation grant, \$380,170,105
North Carolina	General fund, \$65,011,651 Lottery, \$63,135,709
Ohio	General revenue funds, \$22,688,446
Oklahoma	State aid formula, \$132,133,841; Other state sources, \$14,272,715 ¹²
Oregon	State general fund, \$61,000,000 ¹⁷
Pennsylvania EABG	General Fund, \$3,904,559
Pennsylvania HSSAP	General Fund, \$35,414,000
Pennsylvania K4 & SBPK	General Fund, \$38,135,744
Pennsylvania Pre-K Counts	General Fund, \$80,137,594
Rhode Island	General revenue, \$358,000
South Carolina 4K	State Education Improvement Act (penny sales tax), \$15,813,846 ⁵
South Carolina CDEPP	Education Improvement Act, \$17,300,000; First Steps, \$2,595,059 ⁸
Tennessee	General Revenue Funds, \$84,254,767
Texas	State funds, \$727,213,344 ¹²
Vermont Act 62	Education Fund, \$19,242,692
Vermont EEI	General fund, \$1,131,751
Virginia	Lottery, \$62,780,182 ⁹
Washington	State general fund, \$15,927,933; Opportunities Pathway Account (lottery), \$40,000,000
West Virginia	State aid funding formula, \$86,246,280
Wisconsin 4K	General revenue funds, \$147,600,000
Wisconsin HdSt	General purpose revenue, \$6,264,100
D.C. Pre-K (DCPS & CBOs)	District, \$157,440,000 ¹³
D.C. Pre-K (Charter)	District, \$157,440,000 ¹⁰

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

RESOURCES

	Federal funding sources and amounts	School funding or state aid formula?
Alabama	None	No
Alaska	None	No
Arizona	None	No
Arkansas	TANF, \$7,500,000; USDA, IDEA, and Title I, amounts not specified	No
California	CCDF, \$132,588,832; USDA CACFP, amount unknown	No
Colorado	None	Yes ¹⁶
Connecticut	USDA CACFP, amount not specified ¹⁵	Yes ¹⁶
Delaware	None	No
Florida	None	Yes ¹⁷
Georgia	None	No
Illinois	Amounts not specified	No
Iowa Shared Visions	Head Start, Empowerment, TANF, amounts not specified	No
Iowa SVPP	None	Yes ⁹
Kansas At-Risk	None	Yes ⁵
Kansas Pre-K	None	No
Kentucky	IDEA, \$10,184,384; Title I, \$8,576,958; Head Start, \$31,652,805; Other, \$5,759,362 ²³	Yes ²⁴
Louisiana 8(g)	Unknown ⁶	Yes ⁷
Louisiana LA 4	TANF, \$70,050,000	Yes ¹⁹
Louisiana NSECD	None ¹³	No
Maine	IDEA, Title I, amounts not specified ¹⁹	Yes ²⁰
Maryland	Data not available	Yes ¹⁴
Massachusetts	TANF/CCDF funds, \$37,320,355; IDEA funds, \$3,793,276 ¹⁸	No ¹⁹
Michigan	None	Yes ²⁰
Minnesota	None	No
Missouri	Unknown	No
Nebraska	IDEA Part B, \$4,099,871; IDEA Part C, \$10,090; Title I, \$540,939; Head Start, \$2,832,516; Health and Human Services Child Care Subsidy, \$46,872	Yes ¹²
Nevada	Title I, \$1,276,735 ⁸	No
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹³
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹⁵
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹⁵
New Mexico	None	Yes ¹³
New York	None	Yes ¹⁴
North Carolina	Head Start, \$15,846,848; Title I, \$17,773,878; IDEA programs, \$7,187,667; CACFP, \$6,265,763	No
Ohio	Title I, amounts not specified ¹¹	Yes ¹²
Oklahoma	Title I, Title II 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, \$40,327,242	Yes
Oregon	USDA CACFP, CCDF, IDEA, Title I, amounts not specified ¹⁸	No
Pennsylvania EABG	None	Yes ⁹
Pennsylvania HSSAP	None	No
Pennsylvania K4 & SBPK	None	No
Pennsylvania Pre-K Counts	None	No
Rhode Island	Title I, \$418,500	No
South Carolina 4K	None	Yes ⁶
South Carolina CDEPP	None	Yes
Tennessee	Head Start, IDEA, Title I, Even Start, amounts not specified	Yes ¹⁵
Texas	Federal funds, \$13,446,000 ¹³	Yes ¹⁴
Vermont Act 62	Unknown ¹⁰	Yes ¹¹
Vermont EEI	None	No
Virginia	None	Yes ¹⁰
Washington	CCDF, \$1,127,998	No
West Virginia	IDEA, \$4,185,626; Title I, \$2,108,686; Head Start, \$36,713,590; TANF/Child care subsidy, \$5,397,949	Yes ¹⁰
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amounts not specified ¹⁴	Yes
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amounts not specified	No
D.C. Pre-K (DCPS & CBOs)	Head Start, \$10,870,000	Yes ¹³
D.C. Pre-K (Charter)	Unknown	Yes ¹⁰

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

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RESOURCES

Agencies eligible to receive funding directly

Alabama	Public schools, Head Start, Private CC, Faith-based centers, College/university lab schools, Military agencies, Community organizations
Alaska	Public schools
Arizona	Public schools, Head Start, Private CC, Faith-based centers, Tribal governments
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹⁰
California	Public schools, Head Start, Private CC, Faith-based centers
Colorado	Public schools
Connecticut	Municipalities, Towns, School Districts ¹⁷
Delaware	Public schools, Head Start, Private CC, Faith-based centers
Florida	Early Learning Coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Universities and technical schools, Military bases, Charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Higher education
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers without religious content
Iowa SVPP	Public schools
Kansas At-Risk	Public schools
Kansas Pre-K	Public schools, Head Start, Private CC, Faith-based centers, Other ¹⁰
Kentucky	Public schools ²⁵
Louisiana 8(g)	Public schools
Louisiana LA 4	Public schools, Charter Schools
Louisiana NSECD	Private CC, Private Learning Centers, Faith-based centers, Nonpublic and parochial schools ¹⁴
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private Schools
Michigan	Public schools, Head Start, Private CC, Faith-based centers without religious content, Competitive grantees can be for-profit or nonprofit, public or private agencies
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Educational Service Units ¹³
Nevada	Public schools, Head Start, Private CC, Faith-based centers
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, Universities, Charter schools, Regional education cooperatives
New York	Public schools
North Carolina	Public schools, Head Start, Other settings, Public-private partnerships (local Smart Start partnerships), Other non-profit organizations
Ohio	Public schools
Oklahoma	Public schools ¹³
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Community Colleges, Government Agencies, Higher Education
Pennsylvania EABG	Public schools ¹⁰
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Licensed nursery schools ¹⁰
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, South Carolina First Steps
Tennessee	Public schools
Texas	Public schools, Charter Schools
Vermont Act 62	Public schools
Vermont EEI	Public schools, Head Start, Private CC, Family CC, Parent Child Centers ¹²
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Local governments, Colleges/universities, Educational service districts
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start
D.C. Pre-K (DCPS & CBOs)	Public schools, Private CC, Faith-based centers, Public Charter Schools
D.C. Pre-K (Charter)	Charter schools

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

RESOURCES

	Agencies with which subcontracting is permitted	Is there a required local match?
Alabama	None	Yes, 25% match (cash or in-kind) ¹⁰
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Arizona	None	Yes, 20% of total grant amount ¹¹
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Home-visiting programs	Yes, 40% ¹¹
California	Public schools, Head Start, Private CC, Faith-based centers	No
Colorado	Head Start, Private CC, Faith-based centers without religious content, Public agencies such as city recreation centers or university and college labs school programs, Charter schools	Yes ¹⁶
Connecticut	Public schools, Head Start, Private CC, Faith-based centers, RESCs ¹⁷	No
Delaware	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Florida	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Georgia	None	No
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers without religious content	Yes, 20% of total grant amount
Iowa SVPP	Head Start, Private CC, Faith-based centers	No
Kansas At-Risk	Public schools, Service centers--determined locally	No
Kansas Pre-K	Public schools, Head Start, Private CC, Faith-based centers	No
Kentucky	Public schools, Head Start, Private CC, Faith-based centers ²⁶	No
Louisiana 8(g)	None	No
Louisiana LA 4	Head Start, Private CC, Charter Schools	No
Louisiana NSECD	Public, Head Start, Private CC, Faith-based centers ¹⁵	No
Maine	Public schools, Head Start, Private CC, Family CC	Yes ²¹
Maryland	Public schools, Head Start, Private CC	No
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private Schools	No
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other settings ²¹	Yes ¹⁸
Minnesota	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Missouri	Public schools, Head Start, Private CC, Family CC	No
Nebraska	Head Start, Private CC, Nonprofit organizations	Yes ¹⁴
Nevada	None	No ⁹
New Jersey Abbott	Public schools, Head Start, Private CC, Faith-based centers without religious content	No
New Jersey ECPA	Public schools, Head Start, Private CC, Faith-based centers without religious content	No
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers without religious content	Yes ¹⁶
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, Charter Schools, Regional Educational Cooperatives, Universities	No
New York	Head Start, Private CC, Faith-based centers, Family CC, Libraries, Museums	No
North Carolina	Public schools, Head Start, Private CC, Faith-based centers	Yes ¹⁴
Ohio	Public schools, Head Start, Private CC, Faith-based centers	No
Oklahoma	Head Start, Private CC, Faith-based centers, Corporate spaces and community-based facilities, such as assisted living centers, YWCA, university child development centers, and tribal Head Start	No
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Community Colleges, Governmental agencies, Higher education	No
Pennsylvania EABG	Public schools, Head Start, Private CC	No
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Pennsylvania K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Licensed Nursery Schools ¹⁰	No
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers	No
South Carolina 4K	Public schools, Head Start	No
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers	No
Tennessee	Head Start, Private CC, Faith-based centers, Institutions of higher education, Housing authorities, Adult learning centers ¹⁶	Yes ¹⁷
Texas	Public schools, Head Start, Private CC	No
Vermont Act 62	Public schools, Head Start, Private CC, Family CC ¹²	No
Vermont EEI	None ¹²	No
Virginia	Public schools, Head Start, Private CC, Faith-based centers	Yes ¹⁰
Washington	Public schools, Head Start, Private CC, Local governments, colleges/universities, Educational service districts	No
West Virginia	Head Start, Private CC, Faith-based centers	No
Wisconsin 4K	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹⁵	Yes ¹⁶
Wisconsin HdSt	Public schools, Private CC, Family CC	No
D.C. Pre-K (DCPS & CBOs)	NA	No
D.C. Pre-K (Charter)	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹¹	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

Information collected for monitoring purposes

Alabama	Structured observations of classroom quality (ECERS, ELLCO, one to two times per year); Documentation of children's learning and/or child outcomes (PPVT & LELA, twice per year); Documentation of program-level outcomes (ECERS & ELLCO, twice per year); Program facilities and safety procedures; Program records
Alaska	Structured observations of classroom quality (ECERS, twice per year); Documentation of children's learning and/or child outcomes (PPVT and DIAL 3, twice per year); Documentation of program-level outcomes (ECERS, twice per year); Annual report and Alaska Developmental Profile year-end snapshot
Arizona	Structured observations of classroom quality (ECERS and CLASS, annually); Documentaton of children's learning and/or child outcomes (Teaching Strategies Gold or other selected by program); Program facilities and safety procedures ¹²
Arkansas	Structured observations of classroom quality (ECERS, Infant/Toddler Environmental Rating Scale, Family Child Care Rating Scale, annually); Documentation of children's learning and/or child outcomes (WSS, three times per year); Documentation of program-level outcomes (ABC rules and regulations, annually Program Administration Scale/Business Administration Scale, every 3 years); Program facilities and safety procedures; Participation in a state QRIS; Program records
California	Structured observations of classroom quality (ECERS, at least annually); Documentation of children's learning and/or child outcomes (Desired Results Developmental Profile, within 60 days of initial enrollment and not to exceed every 6 months thereafter); Documentation of program-level outcomes (Environment Rating Scale self-assessment, parent surveys, annually parent teacher conferences, every 6 months); Program facilities and safety procedures; Results of program self-assessments; Program records ¹¹
Colorado	Structured observations of classroom quality (District Advisory Councils use Colorado Quality Standards, two times per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD or HighScope COR, three times per year); Program facilities and safety procedures ¹⁷
Connecticut	Structured observations of classroom quality (ECERS for non-accredited programs); Documentation of children's learning and/or child outcomes (collect learning experience plans yearly); Program facilities and safety procedures; Results of program self-assessments (CSRPPES) ¹⁸
Delaware	Structured observations of classroom quality (CLASS, for programs undergoing triennial federal monitoring); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, three times per year); Documentation of program-level outcomes (Head Start Performance Standards, annual family, fiscal, health, administrative, quarterly reports); Program facilities and safety procedures; Results of program self-assessments (Head Start self-assessment tool); Participation in a state QRIS; Program records ⁸
Florida	Structured observations of classroom quality (ECERS and CLASS instrument is locally determined, annually); Documentation of children's learning and/or child outcomes (Florida Kindergarten Readiness Screener, annually); Documentation of program-level outcomes (ECHOS, and Florida Assessments for Instruction in Reading (FAIR-K), annually); Program facilities and safety procedures; Results of program self-assessments; Program records
Georgia	Structured observations of classroom quality (CLASS, annually); Documentation of children's learning and/or child outcomes (WSS, rating every six weeks; Report to parents twice per year); Program facilities and safety procedures; Results of program self-assessments (Grant Requirement Checklist, IQ Guides for Classroom Environment, Daily Schedule, Assessment); Program records
Illinois	Structured observations of classroom quality (ECERS-R & CLASS, at least every 3 years); Documentation of children's learning and/or child outcomes (Portfolios, ongoing; other instruments and frequency vary); Documentation of program-level outcomes (follow-up data on children program performance data, yearly); Program facilities and safety procedures; Results of program self-assessments (ECERS-R); Participation in a state QRIS; Program records; Compliance reviews; Student Information; System data ⁹
Iowa Shared Visions	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD online, by state-determined checkpoint dates); Documentation of program-level outcomes (progress toward goals and maintenance of NAEYC accreditation, annually; portfolios, reviewed externally every 5 years); Program records; Annual desk audit through the year-end report ¹¹
Iowa SVPP	Structured observations of classroom quality (observation tools modeled after NAEYC tools and aligned with program standards, one year after implementation); Documentation of children's learning and/or child outcomes (GOLD, Developmental Curriculum, COR, or other, twice per year); Documentation of program-level outcomes (program standards and kindergarten literacy assessment, annually); Program facilities and safety procedures; Program records, annually; Optional participation in state quality rating system ¹⁰
Kansas At-Risk	Documentation of children's learning and/or child outcomes ⁶
Kansas Pre-K	Documentation of children's learning and/or child outcomes (locally determined instrument, annual report to the state); Program records
Kentucky	Structured observations of classroom quality (ECERS-R, at least once every 5 years); Documentation of children's learning and/or child outcomes (All children are assessed on one of 12 selected assessments, twice a year minimum); Documentation of program-level outcomes (ECERS-R, minimum once every 5 years, more as needed; additional program level outcomes reviewed based on a desk review once every 5 years); Program facilities and safety procedures; Results of program self-assessments; Program records ²⁷
Louisiana 8(g)	Structured observations of classroom quality (ECERS-R, frequency determined locally); Documentation of children's learning and/or child outcomes (DSC, three times per year; ongoing portfolio assessment); Documentation of program-level outcomes (compliance with program guidelines, annually); Program facilities and safety procedures; Program records (audited financial records, annually)
Louisiana LA 4	Structured observations of classroom quality (ECERS-R annually for new teachers and those scoring below 5.0 previous year, teachers in targeted schools based on low DIBELS kindergarten entry scores, districts with outlier DSC assessment scores, randomly selected sites); Documentation of children's learning and/or child outcomes (DSC, annually; portfolios, ongoing; Student Performance Checklist, ongoing in targeted schools); Documentation of program-level outcomes (compliance with program guidelines, annually); Program facilities and safety procedures; Results of program self-assessments (teacher self-assessments upon site visits); Participation in a state QRIS (diverse delivery settings only); Program records (monitoring of monthly, quarterly, and semi-annual reports) ²⁰
Louisiana NSECD	Structured observations of classroom quality (ELLCO, twice per year); Documentation of children's learning and/or child outcomes (DSC, pre- & mid-year and post assessment); Documentation of program-level outcomes (TANF-based Program Performance Indicators, monthly); Program facilities and safety procedures; Results of program self-assessments (NSECD Performance Review and Rating); Program records; NSECD Provider Fiscal Review, annually
Maine	Other ²²
Maryland	Program records; Other information to determine compliance with state prekindergarten regulations
Massachusetts	Documentation of children's learning and/or child outcomes (WSS, Creative Curriculum Developmental Continuum/Teaching Strategies GOLD, High Scope Child Observation Record UPK, at least twice per year); Documentation of program-level outcomes (annually); (Self-assessment required for QRIS using program tool); Program facilities and safety procedures; Fiscal reports ²⁰
Michigan	Structured observations of classroom quality (Program Quality Assessment, at least 3 times per year); Documentation of children's learning and/or child outcomes (AEPS, COR, Creative Curriculum, WSS, ASQ, Battelle, DIAL-3, at enrollment and ongoing); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records ²²
Minnesota	Program facilities and safety procedures; Results of program self-assessments (Locally designed, but modeled after federal protocol); Program records ¹¹
Missouri	Program facilities and safety procedures; Program records ¹⁰
Nebraska	Structured observations of classroom quality (ECERS annually for the first three years of grant funding); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, High/Scope Online COR, AEPSi, ongoing); Documentation of program-level outcomes (Child outcomes are collected for state aggregated data and for program outcomes. Programs also document their self assessment of program quality); Program facilities and safety procedures; Results of program self-assessments (ECERS); Program records

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

Information collected for monitoring purposes

Nevada	Structured observations of classroom quality (ECERS and ELLCO, annually); Documentation of children's learning and/or child outcomes (PPVT and EOWPVT, pre- and post-assessments); Documentation of program-level outcomes (ECERS and ELLCO); Program records
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); Program facilities and safety procedures; Results of program self-assessments (SAVS, state-developed self-assessment for districts); Program records ¹⁴
New Jersey ECPA	Program records ¹⁶
New Jersey ELLI	Structured observations of classroom quality (ECERS, frequency unspecified); Program records ¹⁷
New Mexico	Structured observations of classroom quality (ECERS-R, Classrooms are independently assessed at least once annually on a four-year cycle); Documentation of children's learning and/or child outcomes (New Mexico Early Learning Outcome Tools, ongoing); Documentation of program-level outcomes (23 Essential Indicators, 25 for children with IEPs, twice per year); Program facilities and safety procedures; Results of program self-assessments (ECERS results annually); Participation in a state QRIS (nonpublic settings only); Program records
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 (determined from list of 17 assessments, reported annually); Documentation of program-level outcomes (Annual year-end report); Program facilities and safety procedures; Results of program self-assessments; Participation in a state QRIS; Program records; Teacher qualification data; Basic Educational Data System Information on each enrolled pre-K student ¹⁵
North Carolina	Structured observations of classroom quality (ECERS-R, at least every 3 years based on the rated license assessment); Documentation of children's learning and/or child outcomes (Required use of instructional assessment); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state QRIS; Program records; On-site monitoring by contract administrators and child care consultants; Contractor monitoring managed at the state level through a sample of on-site visits and desk audits
Ohio	Structured observations of classroom quality (ELLCO used by state; Annual observations by schools use CLASS, ELLCO, ECERS, CSEFL); Documentation of children's learning and/or child outcomes (GGG, twice per year ASQSE, annually; curriculum-embedded performance measures locally selected); Documentation of program-level outcomes (IMPACT, annually to document compliance and performance indicators with program guidelines, PD hours, observations conducted, transition plans, community partners); Program facilities and safety procedures; Results of program self-assessments (IMPACT, annually and program plan); Program records ¹³
Oklahoma	Documentation of children's learning and/or child outcomes (locally determined outcomes aligned with student standards); Documentation of program-level outcomes (locally determined outcomes aligned with student standards); Program facilities and safety procedures; Program records
Oregon	Structured observations of classroom quality (CLASS, annually and as needed, also, triennial monitoring); Documentation of children's learning and/or child outcomes (Required assessment instruments determined locally from approved list); Documentation of program-level outcomes (compliance with federal Head Start Performance Standards, formally every three years and as needed; Program Information Reports, annually); Program facilities and safety procedures; Results of program self-assessments (Annual Self-Assessment reports); Program records ¹⁹
Pennsylvania EABG	None ¹¹
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS, ECERS-R, or approved local tool annually); Documentation of children's learning and/or child outcomes (WSS, 3 times per year); Documentation of program-level outcomes (locally determined, annually); Program facilities and safety procedures; Results of program self-assessments; Program records; Optional participation in the state QRIS
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Structured observations of classroom quality (ECERS, annual self-assessment; bi-annual external assessment); Documentation of children's learning and/or child outcomes (WSS, three times annually); Documentation of program-level outcomes (Program Review Instrument, annually); Program facilities and safety procedures; Results of program self-assessments (ERS required; OCDEL Program Review Instrument optional); Participation in a state QRIS; Program records
Rhode Island	Structured observations of classroom quality (ECERS if a classroom has not achieved an average score of 5 or more, CLASS once per year); Documentation of children's learning and/or child outcomes (Teaching Strategies Gold, ongoing; progress assessments, three times per year); Documentation of program-level outcomes (state-created reporting tools, annually); Results of program self-assessments (state-created reporting tools)
South Carolina 4K	None ⁷
South Carolina CDEPP	None ⁹
Tennessee	Structured observations of classroom quality (ECERS and ELLCO self-assessment, bi-annually); Documentation of program-level outcomes (verification of teacher and assistant's credentials attendance and make up of classroom curriculum and assessment, at least annually); Program facilities and safety procedures; Results of program self-assessments (ECERS and ELLCO); Program records ¹⁸
Texas	None
Vermont Act 62	Structured observations of classroom quality (ECERS, required for sites applying for upper STARS levels in QRIS); Documentation of children's learning and/or child outcomes (WSS or Teaching Strategies GOLD, twice per year); Participation in a state QRIS ¹³
Vermont EEI	Documentation of children's learning and/or child outcomes (WSS or Teaching Strategies GOLD, twice per year); Participation in a state QRIS; Annual Report; Results of program self-assessments; Programs records ¹³
Virginia	Documentation of children's learning and/or child outcomes (PALS, twice per year); Documentation of program-level outcomes (Review of local plan) ¹¹
Washington	Documentation of children's learning and/or child outcomes (Devereux Early Childhood Assessment locally determined assessment, most use Teaching Strategies, twice per year); Documentation of program-level outcomes (health, annually); Program facilities and safety procedures; Results of program self-assessments (Washington State Department of Early Learning ECEAP Self-Assessment); Program records; Intensive review by DEL of all ECEAP; Performance Standards
West Virginia	Structured observations of classroom quality (ECERS-R, once every three years); Documentation of children's learning and/or child outcomes (WV Pre-K Child Assessment System - using ELS); Program facilities and safety procedures; Results of program self-assessments (Curriculum Implementation Checklist, Health and Safety Self-Monitoring); Program records ¹¹
Wisconsin 4K	Other information such as special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports
Wisconsin HdSt	Other information such as grant applications, fiscal audit, sections of the federal application, and submission of Head Start PIR
D.C. Pre-K (DCPS & CBOs)	Structured observations of classroom quality (ECERS & CLASS, twice per year); Documentation of children's learning and/or child outcomes (PPVT, EVT, twice per year); Documentation of program-level outcomes (ELLCO, twice per year); Program facilities and safety procedures; Results of program self-assessments (Creative Curriculum, High Scope, Tools of the Mind); Participation in a state QRIS; Program records
D.C. Pre-K (Charter)	Structured observations of classroom quality (Program Development Review (PDR), frequency varies, no less than every 5 years); Documentation of children's learning and/or child outcomes (varies by LEA, recored in school's Accountability Plan at year's end); Documentation of program-level outcomes (PDR, frequency varies but no less than every 5 years; Accountability Plan at year's end); Program facilities and safety procedures; Results of program self-assessments (Accountability Plan at year's end; Self-study is done by first-year charters)

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

How is monitoring information collected by the state?

Alabama	Site visits (5 to 10 times per year based on need); Submission of information by program or local entity (three times per year); Monitoring information is collected through other means, outside evaluators conduct child evaluations
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 (annually) ¹²
Arkansas	Site visits (by staff of the state oversight agency annually, by consultants every other year for ERS assessment); Submission of information by program or local entity (annually through grant renewal process); Monitoring information is collected through other means, two to three times per year for agency updates, staff credentials, mid-year and final expenditure reports ¹²
California	Site visits (every 3 years based on a priority order using programmatic, contract, fiscal, and other compliance data)
Colorado	Site visits (every two years, more frequently in programs with identified needs); Submission of information by program or local entity (annually); Monitoring information is collected through other means, Department of Human Services child care licensing visits, financial records submission and auditing ¹⁸
Connecticut	Site visits (by staff of the state oversight agency as needed and by random sampling; community liaisons monitor programs at least three times per year); Submission of information by program or local entity (communities submit an RFP annually and conduct site evaluation); Monitoring information is collected through other means, monthly reports
Delaware	Site visits (twice per year and as needed based on the technical assistance plan); Submission of information by program or local entity (quarterly reports)
Florida	Site visits (random sample, except where technical assistance is needed or as corrective action plan follow-up); Submission of information by program or local entity (monthly attendance records); Monitoring information is collected through other means ¹⁸
Georgia	Site visits (annually); Submission of information by program or local entity (four times during the school year); Monitoring information is collected through other means ¹²
Illinois	Site visits (on a 3-year cycle and as needed); Submission of information by program or local entity (annually; individual student information system, continuation application, program improvement plans after on-site visit) ¹⁰
Iowa Shared Visions	Site visits (by NAEYC, once every 5 years); Submission of information by program or local entity (year-end reports) ¹¹
Iowa SVPP	Site visits (by staff of the state oversight agency, beginning in the second year of implementation and every five years thereafter); Submission of information by program or local entity (teacher, child, and program information, annually)
Kansas At-Risk	Submission of information by program or local entity (web-based child data application, twice per year; data on a sampling of children, classroom practices, and parent/home practices, once per year)
Kansas Pre-K	Submission of information by program or local entity (annually, monitoring information on child outcomes)
Kentucky	Site visits (once every 5 years; all sites are visited and at least 30% of the teachers at each site); Submission of information by program or local entity (once every 5 years the cohort districts submits information regarding meeting the regulations in areas of program, assessment, special education, finance, facilities and developmentally appropriate practice) ²⁸
Louisiana 8(g)	Site visits (as needed); Submission of information by program or local entity (annually) ⁸
Louisiana LA 4	Site visits (by staff of the state oversight agency and consultants to randomly selected new teachers, those scoring below 5.0 on ECERS the previous year, teachers in targeted schools program monitoring yearly); Submission of information by program or local entity (enrollment reported monthly, collaboration efforts/projects reported quarterly, support services reported semi-annually)
Louisiana NSECD	Site visits (twice per year; more as required); Monitoring information is collected through other means (legislative audit, annually)
Maine	Monitoring information is collected through other means; submission of information by program or local entity periodically when requested
Maryland	Site visits (at least once every three years); Submission of information by program or local entity (annually); Enrollment information and Prekindergarten Directory submitted by each LEA to Early Learning Office annually; LEAs provide annual pre-K updates in their comprehensive Master Plans
Massachusetts	Site visits (approximately once per year (UPK), all programs are visited within a 6-year cycle (Grant 391)); Submission of information by program or local entity (annual and informal as needed, submission of assessment data); Monitoring information is collected through other means, annual grant review and electronic submission of child assessment data twice per year (UPK)
Michigan	Site visits (programs are monitored based on problems or special issues, although the plan includes monitoring every three years); Submission of information by program or local entity (annual application, mid-year and final reports) ²²
Minnesota	Site visits (3- or 5-year rotating schedule); Submission of information by program or local entity (enrollment reported monthly); Monitoring information is collected through other means, annual application describes program design
Missouri	Site visits (varies, based on previous ECERS-R scores); Submission of information by program or local entity (at least twice per year)
Nebraska	Site visits (by state agency staff, a percentage of classrooms are visited each year; by consultants employed by the state, at least once per year for a sample of classrooms); Submission of information by program or local entity (annually) ¹⁵

STATE

MONITORING

How is monitoring information collected by the state?

Nevada	Site visits (annually); Submission of information by program or local entity (twice per year)
New Jersey Abbott	Site visits (by staff of the state oversight agency, 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 (twice annually, or as needed/requested by the district); Submission of information by program or local entity (annual budget and program plan)
New Jersey ELLI	Site visits (twice annually, or as needed/requested by the district); Submission of information by program or local entity (annual budget and program plan)
New Mexico	Site visits (at least once per year and more as needed); Submission of information by program or local entity (3 times per year); Monitoring information is collected through other means, child outcome information, twice per year; database maintaining a variety of program information and demographics
New York	Site visits (varies); Submission of information by program or local entity (final program reports and program modification request applications, annually) ¹⁶
North Carolina	Site visits (annually and more frequently if requested); Submission of information by program or local entity; Monitoring information is collected through other means, site visits to classrooms by contracting agency personnel frequently, ECERS-R evaluations are conducted on all second-year classrooms, as well as randomly through QRS evaluations of licensed programs ¹⁵
Ohio	Site visits (programs receive an on-site visit every 3 years); Submission of information by program or local entity (at least once per year) ¹⁴
Oklahoma	Site visits (two audits per year); Submission of information by program or local entity (accreditation report each October) ¹⁴
Oregon	Site visits (annually and/or as-needed); Submission of information by program or local entity (monthly reports on enrollment, attendance, child outcomes, targeted performance indicators)
Pennsylvania EABG	None ¹¹
Pennsylvania HSSAP	Site visits (at least once annually) ⁹
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Site visits (at least once annually); Submission of information by program or local entity (quarterly narrative reports, monthly information submission, annual report); Monitoring information is collected through other means, program review instrument; teacher, child, and family demographics updated continually
Rhode Island	Site visits (by staff of the state oversight agency, once per year at a minimum; by consultants, monthly); Submission of information by program or local entity (web-based child assessment information monitoring three times per year)
South Carolina 4K	NA ⁷
South Carolina CDEPP	Site visits (by staff of the state oversight agency, only if requested) ⁹
Tennessee	Site visits (by staff of the state oversight agency, minimum of two per year by consultants, minimum of one visit per year to all programs); Submission of information by program or local entity (as requested, at least annually); Monitoring information is collected through other means on-going desk monitoring of data collected from Education Information System, including enrollment, demographic, attendance, age compliance, class size, monthly financial reports, end-of-year reports, and annual family surveys ¹⁹
Texas	NA
Vermont Act 62	Submission of information by program or local entity (annual child progress data); Monitoring information is collected through other means, annual STARS reports and 3-year full application ¹⁴
Vermont EEI	Submission of information by program or local entity (annually) ¹⁴
Virginia	Submission of information by program or local entity (twice per year) ¹¹
Washington	Site visits (every one to six years, based on risk assessment); Submission of information by program or local entity (monthly and annually); Monitoring information is collected through other means, review of policies and other documents ¹³
West Virginia	Site visits (annually for each county working toward 2012-2013 universal access); Submission of information by program or local entity (annually) ¹¹
Wisconsin 4K	Site visits (by staff of the state oversight agency, as needed; by consultants, available periodically); Submission of information by program or local entity (yearly and with more frequency for start-up grants)
Wisconsin HdSt	Submission of information by program or local entity (annual grant application, fiscal audit, federal PIR submission)
D.C. Pre-K (DCPS & CBOs)	Site visits (quarterly for CBOs, annually for DCPS); Submission of information by program or local entity (monthly for CBOs, annually for DCPS)
D.C. Pre-K (Charter)	Site visits (as part of PDR, at least every five years); Submission of information by program or local entity (for accountability plan and compliance review, annually) ¹²

STATE

MONITORING

How is monitoring information used by the state?

Alabama	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Alaska	To guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Arizona	To 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 QRIS
Arkansas	To 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 QRIS; To provide feedback to parents
California	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Colorado	To 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 ¹⁹
Connecticut	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees
Delaware	To 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 QRIS; To provide feedback to parents
Florida	To 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 ¹⁹
Georgia	To 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 QRIS; To provide feedback to parents
Illinois	To 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
Iowa Shared Visions	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make changes to state policies regarding the preschool program
Iowa SVPP	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring
Kansas At-Risk	To guide teacher training or professional development; To provide a report on the efficacy of the program at the state level
Kansas Pre-K	To make funding decisions about programs or grantees
Kentucky	To 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 QRIS; To provide feedback to parents
Louisiana 8(g)	To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring
Louisiana LA 4	To 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 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
Maine	To guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Maryland	To identify programs for corrective action or sanctions
Massachusetts	To guide teacher training or professional development; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Michigan	To 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 QRIS; To provide feedback to parents
Minnesota	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Missouri	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make changes to state policies regarding the preschool program
Nebraska	To 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 provide feedback to parents

STATE

MONITORING

How is monitoring information used by the state?

Nevada	To guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring
New Jersey Abbott	To guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ECPA	To 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 guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Mexico	To 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
New York	To 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 measure program on QRIS; To provide feedback to parents
North Carolina	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 QRIS
Ohio	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Oklahoma	To identify programs for corrective action or sanctions; To make changes to state policies regarding the preschool program
Oregon	To determine and support child/family outcomes leading to school readiness; To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Pennsylvania EABG	NA
Pennsylvania HSSAP	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Rhode Island	To guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
South Carolina 4K	NA
South Carolina CDEPP	NA
Tennessee	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Texas	NA
Vermont Act 62	To 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 QRIS; To provide feedback to parents ¹⁵
Vermont EEI	To guide teacher training or professional development; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To measure program on QRIS; To provide feedback to parents ¹⁵
Virginia	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Washington	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantee; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
West Virginia	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Wisconsin 4K	For administrative oversight
Wisconsin HdSt	To make funding decisions about programs or grantees
D.C. Pre-K (DCPS & CBOs)	To 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
D.C. Pre-K (Charter)	To identify programs for corrective action or sanctions; To make changes to state policies regarding the preschool program; To provide feedback to parents

STATE

MONITORING

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

Alabama	Yes, measuring both process quality and program impact/child outcomes ¹¹
Alaska	Yes, measuring both process quality and program impact/child outcomes ¹⁴
Arizona	This pre-K initiative has not been evaluated
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California	This pre-K initiative has not been evaluated
Colorado	Yes, measuring program impact and child outcomes ²⁰
Connecticut	This pre-K initiative has not been evaluated
Delaware	Yes, measuring program impact and child outcomes
Florida	Yes, measuring program impact and child outcomes ²⁰
Georgia	Yes, measuring both process quality and program impact/child outcomes ¹³
Illinois	Yes, measuring both process quality and program impact/child outcomes
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes
Iowa SVPP	This pre-K initiative has not been evaluated
Kansas At-Risk	Yes, measuring both process quality and program impact/child outcomes ⁷
Kansas Pre-K	Yes, measuring process quality ¹¹
Kentucky	This pre-K initiative has not been evaluated ²⁹
Louisiana 8(g)	Yes, measuring both process quality and program impact/child outcomes ⁹
Louisiana LA 4	Yes, measuring both process quality and program impact/child outcomes ²¹
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes ¹⁶
Maine	This pre-K initiative has not been evaluated
Maryland	This pre-K initiative has not been evaluated
Massachusetts	Yes, measuring process quality (UPK) ²¹
Michigan	Yes, measuring both process quality and program impact/child outcomes ²³
Minnesota	This pre-K initiative has not been evaluated
Missouri	Yes, measuring process quality ¹¹
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes ¹⁰
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ECPA	This pre-K initiative has not been evaluated
New Jersey ELLI	This pre-K initiative has not been evaluated
New Mexico	Yes, measuring both process quality and program impact/child outcomes ¹⁴
New York	This pre-K initiative has not been evaluated
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring process quality ¹⁵
Oklahoma	Yes, measuring program impact and child outcomes
Oregon	This pre-K initiative has not been evaluated
Pennsylvania EABG	This pre-K initiative has not been evaluated
Pennsylvania HSSAP	This pre-K initiative has not been evaluated
Pennsylvania K4 & SBPK	This pre-K initiative has not been evaluated
Pennsylvania Pre-K Counts	This pre-K initiative has not been evaluated
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	This pre-K initiative has not been evaluated
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring process quality and program impact/child outcomes ²⁰
Texas	This pre-K initiative has not been evaluated
Vermont Act 62	This pre-K initiative has not been evaluated ¹⁶
Vermont EEI	This pre-K initiative has not been evaluated
Virginia	Yes, measuring both process quality and program impact/child outcomes ¹²
Washington	This pre-K initiative has not been evaluated
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	This pre-K initiative has not been evaluated
D.C. Pre-K (DCPS & CBOs)	Yes, measuring both process quality and program impact/child outcomes ¹⁴
D.C. Pre-K (Charter)	This pre-K initiative has not been evaluated ¹³

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

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

Alabama	Ongoing
Alaska	2011-2012
Arizona	NA
Arkansas	Ongoing an evaluation has been conducted for the past 6 years with an additional 4 years with a new focus.
California	NA
Colorado	Ongoing, annually
Connecticut	NA
Delaware	2006-2007
Florida	Ongoing, annually
Georgia	Ongoing
Illinois	Fall 2009–Winter 2012
Iowa Shared Visions	2008
Iowa SVPP	NA
Kansas At-Risk	Ongoing; 2011-2012 was most recent year
Kansas Pre-K	Ongoing; 2011-2012 was most recent year
Kentucky	NA
Louisiana 8(g)	2011-2012; Anticipated completion December 2012
Louisiana LA 4	2010-2011
Louisiana NSECD	Annually since the 2004-2005 school year; 2011-2012 (in process of evaluation)
Maine	NA
Maryland	NA
Massachusetts	2008-2009; 2009-2010
Michigan	Ongoing, since 1995
Minnesota	NA
Missouri	Early Childhood Project: Final Evaluation Report July 2003
Nebraska	2010-2011, annually
Nevada	Annual and Longitudinal evaluation is required every year
New Jersey Abbott	Program Quality Evaluation, 2011; next report, 2013
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	2010
New York	NA
North Carolina	Ongoing, evaluation of classroom quality and child outcomes are conducted annually
Ohio	November 2012
Oklahoma	2011 and ongoing
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	2009-2011
South Carolina 4K	NA
South Carolina CDEPP	2009-2010 school year
Tennessee	Ongoing
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	2011
Washington	NA
West Virginia	2012 and 2009 by REL-A; 2009 by Marshall University; 2005 by NIEER
Wisconsin 4K	2003-2004 school year as part of the SWEEP study
Wisconsin HdSt	NA
D.C. Pre-K (DCPS & CBOs)	2009-2010 evaluation of fidelity of implementation and quality improvement and 2010-2011 evaluation focused on quality improvement.
D.C. Pre-K (Charter)	NA

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

Documentation of evaluation

Alabama	Study not available online ¹¹
Alaska	Study not available online
Arizona	NA
Arkansas	Study not available online
California	NA
Colorado	Report available at: http://www.cde.state.co.us/cpp/legreports.htm ²⁰
Connecticut	NA
Delaware	Report is available at: http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/ECAP06%2007%20State%20Report.pdf
Florida	Report is available at: http://www.oppaga.state.fl.us/summary.aspx?reportnum=12-06 ²⁰
Georgia	Report is not yet available online ¹³
Illinois	Report is available at: http://www.isbe.net/earlychi/preschool/pfa-report/
Iowa Shared Visions	Report is available at: http://educateiowa.gov/index.php?option=com_content&view=article&id=645&Itemid=2818
Iowa SVPP	NA
Kansas At-Risk	Study not available online ⁷
Kansas Pre-K	Study not available online
Kentucky	NA ²⁹
Louisiana 8(g)	Study not available online ⁹
Louisiana LA 4	Study not available online ²¹
Louisiana NSECD	Report is available at: http://www.picardcenter.org/RESEARCHAREAS/EDUCATION/EARLYCHILDHOOD/NSECD/Pages/NSECDdefault.aspx and http://www.picardcenter.org/ResearchAreas/education/EarlyChildhood/NSECD/Documents/NSECD--2009-10--Annual_Report_Final.pdf ¹⁶
Maine	NA
Maryland	NA
Massachusetts	Study not available online ²¹
Michigan	Report are available at: www.highscope.org and www.nieer.org ²³
Minnesota	NA
Missouri	Report is available at: http://dese.mo.gov/eel/el/pat/HB_1519_Final_Evaluation_Report.html ¹¹
Nebraska	Report is available at: http://www.education.ne.gov/OEC/pubs/eceg_reports/2010-2011.pdf
Nevada	Report is available at: http://www.doe.nv.gov/Early_Childhood/ ¹⁰
New Jersey Abbott	Quality Evaluation: http://www.state.nj.us/education/ece/research/elichome.htm (2011 study); Program Impact Evaluation: http://www.state.nj.us/education/ece/research/studies.htm (2009 study 2012 study forthcoming) ¹⁵
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	Report is available at: https://www.newmexicoprek.org/Docs/NIEER%20Reports/NIEER_PreK_Evaluation_Impacts_From_The_Fourth_Year_November_2010.pdf ¹⁴
New York	NA
North Carolina	Report is available at: http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program
Ohio	Study not available online
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	Study not available online
South Carolina 4K	NA
South Carolina CDEPP	Report is available at: http://www.eoc.sc.gov/Reports%20%20Publications/2008-2012/Child%20Development%20Programs/CDEPP%20Report%201-12-10.pdf ¹⁰
Tennessee	Report is available at: http://peabody.vanderbilt.edu/research/pri/projects/by_content_area/tennessee_state_pre-k_evaluation/index.php ²⁰
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	Report from the Legislative Audit and Review Committee is available at: http://jlarc.virginia.gov/reports/Rpt364.pdf ¹²
Washington	NA
West Virginia	2012 REL-A study: http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2012021.pdf ; 2009 REL-A study: http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2009070_sum.pdf ; 2009 Marshall University study available by request only; 2005 NIEER study: http://nieer.org/resources/research/multistate/wv.pdf
Wisconsin 4K	Report is available at: http://www.dpi.wi.gov/fscp/pdf/ec-impact-dev.pdf
Wisconsin HdSt	NA
D.C. Pre-K (DCPS & CBOs)	Report is available at: http://osse.dc.gov/service/resources-regulations-and-reports ¹⁴
D.C. Pre-K (Charter)	NA ¹³

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE	Was the evaluation of state pre-K mandated by the state?	MONITORING Required assessment for pre-K
Alabama	No ¹¹	LELA, PPVT
Alaska	Yes	DIAL 3, PPVT ¹⁵
Arizona	NA	Teaching Strategies GOLD
Arkansas	Yes	WSS
California	NA	DRDP
Colorado	Yes ²⁰	Teaching Strategies GOLD or the High/Scope COR ²¹
Connecticut	NA	Any curriculum and assessment that is aligned with the Connecticut Prechool Curriculum and Assessment Frameworks that addresses learning standards and outcomes
Delaware	No	Teaching Strategies GOLD; Other assessments determined locally
Florida	Yes ²⁰	None
Georgia	No ¹³	Georgia's Pre-K Child Assessment ¹⁴
Illinois	No	Required assessment instruments are determined locally from a provided list
Iowa Shared Visions	Yes	Teaching Strategies GOLD online
Iowa SVPP	NA	Locally determined comprehensive, research- or evidence-based assessment aligned with Iowa Early Learning Standards ¹¹
Kansas At-Risk	No ⁷	Assessments are locally determined
Kansas Pre-K	No ¹¹	Locally determined assessments; child outcome results sent to state for annual report
Kentucky	NA ²⁹	Districts may choose an approved assessment tool from the Kentucky Continuous Assessment Guide ³⁰
Louisiana 8(g)	No ¹⁰	DSC and portfolios or locally determined tool
Louisiana LA 4	Yes ²¹	DSC; portfolio assessments; grantees may choose additional assessment tools ²²
Louisiana NSECD	Yes ¹⁶	DSC given as a pre-, mid-, post-assessment and portfolios or locally determined tool ¹⁷
Maine	NA	Required assessment instruments are locally determined
Maryland	NA	None ¹⁵
Massachusetts	Yes	WSS, High Scope COR, or Creative Curriculum Developmental Continuum (or the new GOLD) (UPK)
Michigan	Yes	COR, Creative Curriculum Development Continuum, and WSS are recommended ²⁴
Minnesota	NA	Required assessments are determined locally and must comply with federal Head Start requirements.
Missouri	Yes ¹¹	None
Nebraska	Yes	Districts may choose from among Teaching Strategies GOLD, High/Scope Online COR, or AEPSi
Nevada	Yes ¹⁰	PPVT and EOWPVT; PreLAS Observational Assessment for English Language Learners who are unable to score a basal on the previous assessments
New Jersey Abbott	Yes	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	NA	Performance-based assessment; district-needs assessment; annual program evaluation
New Jersey ELLI	NA	Performance-based assessment; district-needs assessment; annual program evaluation
New Mexico	Yes	New Mexico Early Learning Outcomes Observational Assessment is based on the New Mexico Pre-K Early Learning Outcomes
New York	NA	Required assessment instruments are locally determined ¹⁷
North Carolina	No	COR (second edition); WSS; Creative Curriculum Developmental Continuum, Ages 3-5 and Teaching Strategies GOLD; Galileo On-line Assessment System; Learning Accomplishment Profile – Third Edition (LAP-3); and Learning Care System (for use with Tutor Time LifeSmart and The Empowered Child Childtime) are recommended
Ohio	No ¹⁵	GGG, ASQSE ¹⁶
Oklahoma	No	Determined locally
Oregon	NA	Determined locally; most use Teaching Strategies GOLD ¹⁹
Pennsylvania EABG	NA	None
Pennsylvania HSSAP	NA	Programs may choose the assessment they use, but for reporting consistency programs report child outcomes using the WSS Online or Teaching Strategies.
Pennsylvania K4 & SBPK	NA	Required assessment instruments determined locally
Pennsylvania Pre-K Counts	NA	WSS; other assessments chosen locally
Rhode Island	Yes	Teaching Strategies GOLD
South Carolina 4K	NA	None
South Carolina CDEPP	Yes ¹⁰	Dial3, Dial4, Work Sampling
Tennessee	Yes	None
Texas	NA	None
Vermont Act 62	NA	WSS or Teaching Strategies GOLD
Vermont EEI	NA	WSS or Teaching Strategies GOLD
Virginia	No ¹²	PALS Pre-K
Washington	NA	Devereux Early Childhood Assessment (DECA) and one additional assessment ¹⁴
West Virginia	No	Early Learning Scale ¹²
Wisconsin 4K	No	None ¹⁷
Wisconsin HdSt	NA	Required assessments must comply with federal Head Start requirements
D.C. Pre-K (DCPS & CBOs)	Yes ¹⁴	Determined locally ¹⁵
D.C. Pre-K (Charter)	NA ¹⁴	Determined locally ¹⁵

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

How are child-level pre-K assessments used?

Alabama	To guide teacher training or professional development; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Alaska	To guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Arizona	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To include pre-K data in a state's K-12 student data system
Arkansas	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
California	To guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Colorado	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness ²²
Connecticut	Determined locally
Delaware	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To evaluate teacher performance
Florida	NA
Georgia	To guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Illinois	To guide teacher training or professional development; To make adjustments to curricula; To inform instruction
Iowa Shared Visions	To guide teacher training or professional development; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Iowa SVPP	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Kansas At-Risk	To track child and program level outcomes over time; To adjust the data collection process
Kansas Pre-K	To show growth over the year (locally determined)
Kentucky	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness; To report child outcomes data for children with disabilities to the Office of Special Education
Louisiana 8(g)	To guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Louisiana LA 4	To guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Louisiana NSECD	To guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance; To provide a measure of kindergarten readiness
Maine	Determined locally
Maryland	NA ¹⁵
Massachusetts	Determined locally
Michigan	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Minnesota	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Missouri	NA
Nebraska	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time

STATE

MONITORING

How are child-level pre-K assessments used?

Nevada	To guide teacher training or professional development; To track child and program level outcomes over time
New Jersey Abbott	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
New Jersey ECPA	To guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Jersey ELLI	To guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Mexico	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
New York	To guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To evaluate teacher performance; To provide a measure of kindergarten readiness
North Carolina	To guide teacher training or professional development; To make adjustments to curricula; To guide instructional practice
Ohio	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program ¹⁷
Oklahoma	NA ¹⁵
Oregon	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Pennsylvania EABG	NA
Pennsylvania HSSAP	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Rhode Island	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
South Carolina 4K	NA
South Carolina CDEPP	To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Tennessee	NA
Texas	NA
Vermont Act 62	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Vermont EEI	To guide teacher training or professional development; To make funding decisions about programs or grantees; To track child and program level outcomes over time
Virginia	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Washington	To make adjustments to curricula; To track child and program level outcomes over time; To individualize instruction and support for each child
West Virginia	To guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Wisconsin 4K	NA ¹⁷
Wisconsin HdSt	To guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
D.C. Pre-K (DCPS & CBOs)	NA ¹⁵
D.C. Pre-K (Charter)	NA ¹⁵

STATE

MONITORING

When are kindergarten programs required to assess learning and development?

Alabama	At kindergarten entry
Alaska	At kindergarten entry
Arizona	Kindergarten programs are not required to assess children's learning and development
Arkansas	At kindergarten entry
California	Kindergarten programs are not required to assess children's learning and development
Colorado	During the kindergarten year
Connecticut	At kindergarten entry
Delaware	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	During the kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry; During the kindergarten year
Iowa SVPP	At kindergarten entry; During the kindergarten year
Kansas At-Risk	During the kindergarten year
Kansas Pre-K	During the kindergarten year
Kentucky	At kindergarten entry
Louisiana 8(g)	At kindergarten entry
Louisiana LA 4	At kindergarten entry
Louisiana NSECD	At kindergarten entry
Maine	At kindergarten entry
Maryland	At kindergarten entry
Massachusetts	Kindergarten programs are not required to assess children's learning and development ²²
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota	During the kindergarten year
Missouri	Kindergarten programs are not required to assess children's learning and development
Nebraska	Kindergarten programs are not required to assess children's learning and development
Nevada	Kindergarten programs are not required to assess children's learning and development
New Jersey Abbott	During the kindergarten year
New Jersey ECPA	During the kindergarten year
New Jersey ELLI	During the kindergarten year
New Mexico	At kindergarten entry
New York	At kindergarten entry; During the kindergarten year
North Carolina	During the kindergarten year
Ohio	At kindergarten entry
Oklahoma	During the kindergarten year
Oregon	Kindergarten programs are not required to assess children's learning and development
Pennsylvania EABG	During the kindergarten year
Pennsylvania HSSAP	During the kindergarten year
Pennsylvania K4 & SBPK	During the kindergarten year
Pennsylvania Pre-K Counts	During the kindergarten year
Rhode Island	During the kindergarten year
South Carolina 4K	Kindergarten programs are not required to assess children's learning and development
South Carolina CDEPP	Kindergarten programs are not required to assess children's learning and development
Tennessee	Kindergarten programs are not required to assess children's learning and development
Texas	During the kindergarten year
Vermont Act 62	At kindergarten entry
Vermont EEI	At kindergarten entry
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	Kindergarten programs are not required to assess children's learning and development
West Virginia	At kindergarten entry; During the kindergarten year
Wisconsin 4K	Kindergarten programs are not required to assess children's learning and development
Wisconsin HdSt	Kindergarten programs are not required to assess children's learning and development
D.C. Pre-K (DCPS & CBOs)	Kindergarten programs are not required to assess children's learning and development
D.C. Pre-K (Charter)	During the kindergarten year

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

STATE

MONITORING

Required kindergarten assessment instruments

Alabama	DIBELS
Alaska	Alaska Developmental Profile
Arizona	NA ¹³
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	Literacy skill screening with choice of DIBELS, PALS or DRA2 ²³
Connecticut	CT Kindergarten Inventory ¹⁹
Delaware	NA
Florida	ECHOS and Florida Assessments for Instruction in Reading (FAIR) ²⁰
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills ¹⁴
Illinois	NA ¹¹
Iowa Shared Visions	BRI, PAT, DIBELS, DIBELS Next, PALS, or other Department of Education approved assessment ¹²
Iowa SVPP	BRI, PAT, DIBELS, PALS or other Department of Education approved assessment ¹²
Kansas At-Risk	Assessments are locally determined
Kansas Pre-K	Assessments are locally determined
Kentucky	Assessments are locally determined ³¹
Louisiana 8(g)	Brigance, ESI-R, Chicago, DSC, DIAL, DIBELS, DRA, Screening Test for Education Prerequisite Skills (STEPS), Miller Assessment for Preschoolers ¹⁰
Louisiana LA 4	Brigance, DSC, DRA, DIBELS, DIAL, Chicago, ESI-R, Screening Test for Education Prerequisite Skills (STEPS), Miller Assessment for Preschoolers ²²
Louisiana NSECD	Developmental Skills Checklist ¹⁸
Maine	Assessments are locally determined
Maryland	Maryland Model for School Readiness (MMSR) kindergarten assessment (modified WSS) ¹⁵
Massachusetts	NA ²²
Michigan	NA
Minnesota	Locally determined, to support the 'Reading Well by Third Grade' initiative
Missouri	NA
Nebraska	NA
Nevada	NA ¹¹
New Jersey Abbott	On-going performance-based assessments are required but the tool is no longer specified ¹⁶
New Jersey ECPA	On-going performance-based assessments are required but the tool is no longer specified ¹⁷
New Jersey ELLI	On-going performance-based assessments are required but the tool is no longer specified ¹⁸
New Mexico	Assessments are locally determined ¹⁵
New York	Assessments are locally determined ¹⁸
North Carolina	North Carolina K–2 literacy and math assessment
Ohio	Kindergarten Readiness Assessment Literacy (KRAL) for all students in first six weeks of schools; Children not taking KRAL must take the kindergarten diagnostic assessments in reading and mathematics later in the year ¹⁸
Oklahoma	Assessments are locally determined ¹⁶
Oregon	NA ²⁰
Pennsylvania EABG	Assessments are locally determined ¹²
Pennsylvania HSSAP	Assessments are locally determined
Pennsylvania K4 & SBPK	Assessments are locally determined
Pennsylvania Pre-K Counts	Assessments are locally determined
Rhode Island	Assessments are locally determined
South Carolina 4K	NA
South Carolina CDEPP	NA
Tennessee	NA
Texas	Instruments are locally determined ¹⁵
Vermont Act 62	Vermont Kindergarten Readiness Survey ¹⁷
Vermont EEI	Vermont Kindergarten Readiness Survey ¹⁶
Virginia	NA ¹³
Washington	NA ¹⁵
West Virginia	Assessments are locally determined
Wisconsin 4K	NA
Wisconsin HdSt	NA
D.C. Pre-K (DCPS & CBOs)	Determined locally (DSPS programs only) ¹⁶
D.C. Pre-K (Charter)	Determined locally ¹⁵

Footnotes are grouped by state at the end of Appendix A. All data are for the '11-'12 school year, unless otherwise noted.

APPENDIX A: STATE SURVEY DATA 2010-2011 (continued)

ALABAMA – First Class: 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 Although 204 children are labeled special needs, it is unclear how many of them actually receive special education services.
- 3 Although 2,070 students were enrolled in public school, the programs are still monitored by Office of School Readiness, which is not part of State Department of Education.
- 4 Programs may offer extended-day option but may not use state pre-K dollars for the program, therefore the state does not collect data about which programs offer an extended-day option.
- 5 Head Start programs may have up to 20 children per classroom with a staff-to-child ratio of 1:10. All other programs have a maximum class size of 18 and a staff-to-child ratio of 1:9.
- 6 In addition, breakfast is offered by some programs but is not required.
- 7 New standards, titled Alabama Developmental Standards for Preschool Children, are in effect for the 2012-2013 school year. This newly revised document includes the Early Learning Progress Profile (ELPP).
- 8 Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2012. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor’s degree in child development.
- 9 The allocated amount for fiscal year 2012 was \$17,825,502 but some money was carried over from the previous fiscal year to total \$19,086,953.
- 10 The match may include parent fees that are based on a sliding scale.
- 11 The state Department of Education is in the process of providing student achievement data for students who were in pre-K program from the current year back to the 2005 program year.

ALASKA – Alaska Prekindergarten Program

- 1 One of the 54 school districts only provides high school services.
- 2 Exact number unknown, but it is estimated at least 10 percent.
- 3 Two-thirds of the programs are jointly operated by public schools and Head Start.
- 4 Programs operate 4 or 5 days a week for a minimum of 14 hours a week; hours of operation are determined locally. Programs may partner with child care or other services to provide wrap-around care but, by state definition, state-funded pre-K cannot operate more than 5 hours a day.
- 5 Local partnerships determine additional services.
- 6 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.
- 7 Mirroring federal Head Start guidelines, up to 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. In addition, some communities meet poverty of access criteria per federal Head Start regulations.
- 8 School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.
- 9 In addition, if a school district partners with a Head Start program, all federal Head Start requirements must be met. While there is a state policy requirement of professional development for teachers, no formal training was available in the 2011-2012 school year, although technical assistance was provided.
- 10 Most programs follow the Head Start regulations, and home visits are suggested.
- 11 Alaska has not adopted the Common Core State Standards. The state has created new standards related to Common Core and the early learning guidelines have had an initial alignment to these new standards.
- 12 Teachers must be state certified with a degree in ECE or a related field or specialized training in a related field.
- 13 An additional \$300,000 was used for set-aside funds for intervention districts.
- 14 Done at the department level, the evaluation covers three years of reporting on pre- and post-assessments using the DIAL3, PPVT, and ECER instruments.
- 15 The pre-K program moved from pilot status in the 2011-2012 school year with a scheduled funding change and re-competition for state grants in FY 2013. The state piloted use of the Teaching Strategies GOLD assessment three times per year in two-thirds of the programs in the 2011-2012 school year and plans to require its use for all grantees in the new competition.

ARIZONA – First Things First Prekindergarten Scholarships

- 1 First Things First is the funding and administrative authority for FTF Prekindergarten Scholarships and has partnership agreements for service delivery with the Arizona Department of Education and 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 13 also includes four of 10 tribal Regional Partnership Councils, which are defined by tribal land (reservation) boundaries, and include separate child counts from the geographic county in which the tribal land resides.
- 3 Funding is allocated by each FTF Regional Partnership Council. The opportunity to receive funding depends on the amount allocated in each region.
- 4 This program serves children ages 3 to 5 years, but an age breakdown was not available for the 2011-2012 school year.
- 5 First Things First has administrative authority for both the public and nonpublic school sectors for this program and regulatory requirements are the same no matter where children are served.
- 6 The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day on a full calendar year.
- 7 Formal partnerships to provide extended-day services would occur at the local Regional Partnership Council’s level.
- 8 Programs are required to follow state child care licensing regulations. Children enrolled 2 to 4 hours receive one or more snacks; children enrolled 4 to 8 hours receive one or more snacks and a meal; children enrolled 9 or more hours receive two snacks and at least one meal.
- 9 Certification was not required in the 2011-2012 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.
- 10 Funds provided through non-required local sources are not reported at the state level. The amount from required local sources may also include some federal dollars that are leveraged to meet the matching requirement, but the sources of matching funds are not separated out.
- 11 Programs must show evidence of leveraged funding at a minimum of 20 percent of the total cost of services. Funding may be leveraged through cash donations to the program or through in-kind contributions.
- 12 Structured observations and site visits were conducted annually in the 2011-2012 school year, but will move to every two years beginning in the 2012-2013 school year. Participation in a state QRIS was encouraged in the 2011-2012 school year and will be required starting in the 2012-2013 school year.

¹³ Arizona is working to establish a kindergarten developmental inventory instrument that will be used at kindergarten entry and will potentially implement this by the 2014-2015 school year.

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

- ¹ School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75 percent of fourth graders score below proficient on benchmark exams are required to establish an ABC/ABCSS pre-K program.
- ² This figure includes some infants and toddlers. It represents center-based enrollment only and does not include 4,956 children who received home-visiting services during the 2011-2012 program year.
- ³ Agencies with ABC funding (vs. ABCSS) can serve children from birth–age 5. ABCSS agencies may serve children who are kindergarten-eligible with special needs although a waiver must be obtained.
- ⁴ Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200 percent FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at child's birth; immediate family member with a history of substance abuse; a demonstrable developmental delay identified through screening; eligible for services under IDEA; income eligible for Title I programs; limited English proficiency; or a parent who has a history of abuse or neglect or is a victim of abuse or neglect. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200 percent FPL and be age-eligible.
- ⁵ The remaining 10 percent can be at-risk children from birth–age 5 funded through ABC dollars.
- ⁶ These risk factors apply to the ABC program. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200 percent FPL and children must be age eligible.
- ⁷ Lead teachers are required to have a BA for every three classrooms. The lead teacher must have a degree in early childhood education, child development, or equivalent; those in public schools must also have P–4 certification. The other two teachers must have a minimum of an AA in early childhood education or child development. However, state policy allows staff to be hired who may not meet the minimum qualifications provided they become qualified within two years and work under an approved staff qualification plan.
- ⁸ Assistant teachers may substitute an AA in early childhood education or childhood development for a CDA.
- ⁹ As some districts exceeded the required 40 percent match, the required local amount also includes non-required funding.
- ¹⁰ Any licensed provider or home-visiting agency that meets eligibility requirements may apply for funding.
- ¹¹ Programs are required to provide a 40 percent match, either cash or in-kind services. The sources of the match are determined locally.
- ¹² Programs are also monitored two to three times per year by child care licensing staff and staff from the Special Nutrition Program. Technical assistance visits may be conducted more frequently. Ongoing program monitoring by the state oversight agency is also conducted through the Child Outcome Planning and Administration (COPA) electronic data system.

CALIFORNIA – State Preschool Program

- ¹ The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.
- ² 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.
- ³ For full-day services, a family must continuously meet eligibility and need. However, families can continue to receive services for the remainder of the program year regardless of eligibility and need.
- ⁴ Although there is no limit to class size, programs typically enroll 24 children in the class.
- ⁵ Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program. For the part-day program, one meal or snack is required. For the full-day program, one or two meals and two snacks are required, depending on hours of operation.
- ⁶ Immunizations and physical and developmental assessments are required by Title 22. If these screenings are not provided by the parents, local programs must address them.
- ⁷ Volume 2 of the Preschool Learning Foundations, Visual and Performing Arts, Physical Development and Health, was released in 2011. Volume 3 will be released in 2012 and will include History/Social Science and Science.
- ⁸ The California Child Development Associate Teacher permit is the minimum requirement for a teacher in a CSPP classroom (though California does not use the term “lead teacher”) and exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience, or a Master Teacher permit.
- ⁹ 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.
- ¹⁰ Funding totals represent unaudited expenditures as of September 2012.
- ¹¹ Summary information is provided by the contractor on an annual basis. Agencies are required to submit agency-wide program and fiscal audits each year and data on children and families served each month. Agencies are responsible for prioritizing program improvement areas.

COLORADO – Colorado Preschool Program (CPP)

- ¹ The Charter School Institute also participates in the Colorado Preschool Program.
- ² When allocating slots, priority is given to those school districts not currently participating in the program.
- ³ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.
- ⁴ CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight with final approval required by the school district superintendent.
- ⁵ The program is funded for 5 days per week although the statute requires children attend 4 days per week or the equivalent with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of 10 hours per week.
- ⁶ A collaborative approach for provision of extended-day services is strongly encouraged. It is managed at the local level.
- ⁷ While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so children can participate in full-day programs, enrollment by schedule is not collected.
- ⁸ In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL.
- ⁹ Locally determined risk factors that have been selected by the district advisory councils include: parent is incarcerated, parent is on active military duty, and developmental delay that raises concerns for school readiness but does not require special education services. Other state-specified risk factors include: child is in need of language development, parent or guardian has not successfully completed a high school education, frequent relocation by the child's family, and poor social skills.
- ¹⁰ Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.

- 11 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.
- 12 Revised Colorado Early Learning and Development Guidelines for children birth to age eight are expected to be approved by the Early Childhood Leadership Commission and rolled out beginning in January, 2013. These are aligned with Colorado Academic Standards for Preschool through 12th Grade, which have been aligned with the Common Core State Standards.
- 13 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.
- 14 The only requirement of the Colorado Preschool Program is that their teachers comply with the child care licensing requirements of the Colorado Department of Human Services. CO Early Childhood Teacher requirements vary in educational level and experience; formal certification not required.
- 15 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).
- 16 In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.
- 17 Each year, participating programs submit a reapplication and annual report that are reviewed in-depth. In 2012-2013, CDE is instituting a rubric for review and feedback about these annual applications and reports. Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades K-12, graduation rates, and retention rates and placement in special education in grades K-12. Programs are required to conduct self-assessments through Colorado Quality Standards or NAEYC Accreditation but the state does not collect this data.
- 18 Not all programs provide the same measures of quality effectiveness data. At minimum, local district advisory councils must monitor each setting serving CPP children two times per year. Some district advisory councils also require NAEYC accreditation or Qualistar rating, but this is a local decision. Colorado uses a targeted assistance model that may provide newer programs with multiple site visits per year; all programs receive a visit at least every two years. District advisory councils may hire outside monitors.
- 19 The reported application of monitoring information represents how the state Department of Education uses monitoring information, not how local programs use the information.
- 20 Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Results of global outcome ratings based on the child assessment data are also reported to the Governor's Office as part of the annual early childhood system framework report submitted by the Lieutenant Governor. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and based on performance-based assessments, parent surveys, K-5 assessment data and retention rates, and program quality ratings. State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes in 2011-2012.
- 21 State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes in 2011-2012. The Creative Curriculum Developmental Continuum and Work Sampling System were discontinued as approved instruments. In 2011-2012, approximately 95 percent of CPP participants used GOLD.
- 22 The response provided is based on how local programs use assessment data.
- 23 In 2007, the State Board of Education approved three assessments from which districts may choose: DIBELS, PALS, and DRA 2 (Developmental Reading Assessment). These are administered as pre- and post-tests in the kindergarten year. Currently the requirements for kindergarten assessments are being revised.

CONNECTICUT – Connecticut School Readiness

- 1 Of the 65 communities, 19 are priority school districts as defined by legislation and 46 are competitive municipalities. The 19 priority school districts are not required to participate, but funds are available to all eligible districts. Competitive grants are available to municipalities that have one or more schools in which 40 percent or more of the children are eligible for free or reduced-price lunch or are one of the communities identified within the 50 lowest wealth ranked towns in the state.
- 2 These figures were collected October 2011 before enrollment had reached capacity. Totals include children enrolled in Care4Kids through the Department of Social Services. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K.
- 3 Hours vary by program. Extended-day programs operate 10 hours, 50 weeks per year, while school-day programs are 6 hours, 180 days per year. Children must be in need of at least 6 hours of care to qualify for an extended-day space and 5 hours of care to be eligible for a school-day space. Part-day programs operate 2.5 to 5.5 hours, 180 to 250 days per year. Funding from another source can be used to extend existing programs into extended-day programs. The minimum requirement is 2.5 hours per day for 450 hours per year.
- 4 Enrollment by auspice and schedule do not match up with total enrollment information because these numbers are based on capacities in communities per location.
- 5 Communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5 percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child is not ready for kindergarten.
- 6 All families regardless of income levels can apply for School Readiness spaces in competitive and priority municipalities; however, 60 percent of children enrolled in each town must meet the income guideline of at or below 75 percent SMI.
- 7 Exemption from the sliding scale for part-time programs may be available if the School Readiness council establishes a policy.
- 8 All children remain eligible for the program but the fee is reassessed every 6 to 9 months and residency is verified. Parent fees can change mid-year depending on change in income and family size, though programs work with families to keep the child in the program. Children may no longer be eligible for the program if they no longer reside in the town that offers School Readiness or are over age.
- 9 The School Readiness program encourages a class size of 18.
- 10 Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
- 11 It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.
- 12 After a recent alignment, preschool grade level expectations are included in the preschool to grade 12 grade level expectations document. Connecticut is currently revising its early learning standards framework to include birth through age 5. Also included in the Preschool Curriculum Framework is Creative Expression/Aesthetic Development.
- 13 Lead teachers in public and nonpublic schools under the School Readiness grant must have at least a CDA and 12 early childhood credits. By 2015, 50 percent of lead teachers must hold a BA and 50 percent must hold an AA specific to early childhood. By 2020, 100 percent of lead teachers must hold a BA. It is not mandatory for public schools to apply for or offer the School Readiness program; therefore the public schools only need to follow grant requirements if they are grant-funded.
- 14 All School Readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more-hours annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.
- 15 State sources include appropriation for slot dollars, parent fee subsidies, and quality enhancement funds. Non-required local sources include parent fees collected for Care4Kids and community contribution toward administrative costs. Individual sites may receive federal CACFP funding but that information is not collected.
- 16 For priority districts, the funding level is based on previous year's slot capacity and local requests for proposals addressing ability to increase capacity. The appropriation is set by the state. Competitive towns receive a legislated flat rate.
- 17 Municipalities, Regional Education Service Centers (RESCs), and school districts have fiduciary responsibility but may contract with a variety of other agencies to provide the program including Head Start, Private agencies, and faith-based centers.
- 18 All programs are evaluated annually through the CT School Readiness Preschool Program Evaluation System (CSRPPES), which includes ECERS for specified programs. NAEYC-accredited and Head Start affiliated programs are exempt from some provisions of this through their own evaluations. NAEYC programs are also required to document program-level outcomes through the completion and renewal of NAEYC accreditation.

¹⁹ The Kindergarten Inventory was developed by the state for kindergarten teachers to use in the first six weeks of school and is based on the skills and knowledge outlined in the Connecticut Curriculum and Assessment Frameworks.

DELAWARE – Delaware Early Childhood Assistance Program (ECAP)

- ¹ Delaware follows the Head Start Performance Standards for recompetition.
- 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.
- ³ State pre-K children must meet the federal Head Start income guidelines. Ten percent of available slots must be provided for children with disabilities. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- ⁴ Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can determine other risk factors through community assessments.
- ⁵ At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.
- ⁶ Programs follow the Head Start Performance Standards for ELL.
- ⁷ Some local school districts require teachers in the public school ECAP program to have a BA degree and a birth-kindergarten teaching certificate. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II. Public school assistant teachers must successfully complete the Praxis test. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have 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.
- ⁸ Programs also participate in a triennial review with the Head Start program evaluation system.

FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

- ¹ Three state agencies shared responsibility for the implementation of the program in the 2011-2012 school year, and will continue to share in 2012-2013. Each agency was assigned responsibilities that align with the agencies' statutory functions.
- ² All school districts are required to offer the 300-hour VPK program during the summer.
- ³ Children participating in both school-year and summer program operated under different auspices may be counted twice.
- 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.
- ⁵ Minimum operating hours are 540 hours for the school-year program (most operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most programs operate 5 days per week.
- ⁶ Enrollment in the school year program was 167,366 and in the summer program 7,776 with possible duplication for children attending both.
- ⁷ 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.
- ⁸ The increase in the VPK class size in the 2011-2012 school year resulted from a statutory change.
- ⁹ Florida regulation does not specify when snacks or meals must be provided. 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.
- ¹⁰ All children participating in programs in licensed child care facilities or public schools (LEAs) must have evidence of vision, hearing, and immunization/general physical health screenings. For public schools (LEAs) programs, referrals for further follow-up are required.
- ¹¹ The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which include children with disabilities and English language learners. The waiver is based on the percentage of the program that falls into one of these categories.
- ¹² Detailed information is available at <http://www.fldoe.org/earlyLearning/> or <http://www.fldoe.org/earlylearning/pdf/feldsfyo.pdf>.
- ¹³ Teachers in the summer program must hold a BA or higher degree in early childhood education, prekindergarten or primary education, preschool education, prekindergarten disabilities, or family and consumer science. Lead teachers in school-year and summer programs must complete a course in emergent literacy. The Department of Education offers Prekindergarten/Primary Education (age 3–grade 3) and Preschool Education (birth–age 4) certifications; they are not required for all VPK teachers.
- ¹⁴ VPK requires lead teachers to maintain a valid CDA or the FCCPC equivalent as a minimum credential for the school-year program. A CDA must be renewed every five years. Lead teachers in the summer program must have a Bachelor's degree. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.
- ¹⁵ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
- ¹⁶ State funding for 2011-2012 was increased to partially compensate for the elimination of federal ARRA funds previously used to support VPK.
- ¹⁷ Funding is appropriated using estimated population counts and the base student allocations.
- ¹⁸ The monitoring performed by coalitions and/or their contractors are validated by the Office of Early Learning. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the on-site monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis. The Office of Early Learning monitors staff credentials and provides guidance to coalitions on elements for program monitoring.
- ¹⁹ Providers that offer a joint VPK and School Readiness program receive technical assistance, mentoring, and training on curriculum implementation, adjusting curriculum based upon student needs, and how to facilitate parent interaction. VPK-only providers that score as low-performing providers receive improvement plans and needs assessments; the coalitions provide follow up, mentoring, and technical assistance to these providers as needed to make adjustments to their curriculum and implement the curriculum in the classrooms. Those providers that continue to score as low-performing after working with the early learning coalitions are removed from the program.
- ²⁰ The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHO assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process.

GEORGIA – Georgia's Pre-K Program

- ¹ Eighteen out of 187 school districts are not participating, but private providers located within those school systems offer the program, making it available to children in all of Georgia's counties.
- ² The exact number of 5-year-olds who are eligible for kindergarten is unknown, but they are included in the enrollment total. Five-year-olds can participate in the program if they did not previously attend a Georgia's Pre-K Program or if there are special circumstances.
- ³ Some children may receive special education services in programs other than Georgia's Pre-K.

- 4 Children who were age 5 on or before September 1, 2011, and had not attended pre-K as 4-year-olds were able to enroll. Bright from the Start reviews requests for children to repeat pre-K on a case-by-case basis. All requests should include reasons the student would be better served in pre-K than in kindergarten, among other documentation. Programs choosing not to accept children who are age 5 should have a written policy supporting their decision.
- 5 Maximum class size and teacher-to-student ratio were changed as of the 2011-2012 school year as a result of budget constraints and will continue through at least until the 2013-2014 school year.
- 6 All programs are required to serve lunch, but if a program participates in the Child and Adult Food Care Program (CACFP), they will be required to also serve a snack.
- 7 Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if a child has received his/her developmental health screening and provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP), are required to have a 4-year-old screening.
- 8 For the 2011-2012 school year, there were several dual-language programs. Additionally, the pilot program offering multiple languages in a select number of pre-K classes was expanded.
- 9 Social service referrals are recommended for any child and/or family who may need additional services, and are required for any child meeting applicable income level requirements.
- 10 In July 2011, Bright from the Start completed a comprehensive evaluation of the state's Early Learning Standards and pre-K content standards. Revisions based on this evaluation will be released by July 2013. Teachers will be trained during the 2013-2014 school year for full implementation in the 2014-2015 school year.
- 11 As of the 2010-11 school year, all newly hired teachers must have a BA in all settings. The few teachers with an AA already hired will receive waivers, though they must demonstrate continual progress toward a BA and may not transfer to another position.
- 12 During the 2011-2012 school year, pre- and post- CLASS observations were conducted by researchers from Frank Porter Graham Child Development Center at UNC-Chapel Hill in 200 classrooms as part of Georgia's Pre-K-12 Race to the Top Grant.
- 13 In 2011, Georgia's Pre-K contracted with researchers at Frank Porter Graham/UNC at Chapel Hill on a longitudinal evaluation of Georgia's Pre-K program. The evaluation is continuing in the 2012-2013 school year. The study includes child outcomes and classroom quality measures. Year one results will be available by January 2013. Georgia's Pre-K is also participating in the state's Race to the Top Grant. The pre-K initiative is focused on professional development related to the CLASS. Researchers at FPG are also conducting this evaluation. The Pre-K Longitudinal Study was requested by the Georgia Legislature.
- 14 Georgia's Pre-K Child Assessment is modified from the Work Sampling System and is used statewide. For the 2011-2012 school year, the online version was used for approximately 45,540 children. Other classrooms continue to use the Work Sampling System. Georgia's Department of Education developed a specific instrument for kindergarten assessment (GKIDS), similar to Work Sampling System, which is administered throughout the kindergarten year.

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 A school day schedule is permissible. Most programs operate for a part day (2.5 to 3.5 hours), but 11 percent operate for a school day (4.5 to 8 hours).
- 3 Although the number of children enrolled by operating schedule is unknown, the state can confirm that 28 programs offer full-day sessions only, 25 programs offer both half-day and full-day sessions, and 409 programs offer half-day sessions only.
- 4 School districts may enroll children in kindergarten before they are age 5 based on local policy. Kindergarten-aged children with IEPs reflecting preschool placement may remain in the program. A child must be 3 years old before he/she enters the program. To start the school year, the child must be 3 on or before September 1. If there is a space available in the classroom, a child may enter the program during the year once he/she is 3 years old.
- 5 While at-risk children from lower-income households are the first priority, children from lower middle-income families may be served if state funding allows.
- 6 There is not a predetermined risk factor cut-off, but children are eligible based on multiple risk factors, and priority is given to children with the greatest risk as indicated by the number and severity of factors.
- 7 Assistant teachers must have an AA or paraprofessional approval. To receive paraprofessional approval, in addition to holding a high school diploma or equivalent, an individual must have completed 30 semester hours of college credit at a regionally accredited institution of higher education; or pass either the ParaPro test offered by the Educational Testing Service (ETS) or Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the State Educator Preparation and Licensure Board.
- 8 Additional state funds include \$57,841,868 for 0-3 programs and \$7,510,740 for statewide infrastructure and program administration. The state does not collect data on federal and local funds.
- 9 Compliance reviews examine teacher certification, use of a research-based screening tool, research-based curriculum, kindergarten transition planning, community collaboration plan, and meeting requirements for serving homeless children and ELL students. In the 2011-2012 school year, participation in the state quality rating system was required of pre-K programs in child care centers; beginning in the 2013-2014 school year, it will be required of all preschool programs.
- 10 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.
- 11 The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process to be piloted in the 2012-2013 school year.

IOWA – Shared Visions

- 1 The 32 school districts operate a total of 56 classrooms. In addition, 33 classrooms are offered by 13 of Iowa's 18 Head Start grantees and 12 are offered in child care centers.
- 2 In the 2011-2012 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. SVPP funds may be used to provide a school- or extended-day to children if the program adds at least 10 hours of instruction by an early childhood endorsed teacher and the program meets NAEYC standards.
- 3 A child who meets age and income criteria is considered eligible. If a child does not meet income eligibility criteria, he/she may be eligible by meeting age and one or more secondary risk factors. However, only 20 percent of the children may qualify based on meeting secondary risk factors.
- 4 Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.
- 5 Applicants for Shared Visions funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation but are required by NAEYC criteria.
- 6 The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.
- 7 Lead teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.
- 8 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 43 hours of staff development. Based on NAEYC accreditation standards, all new employees are required to have training to introduce them to program information including interaction with the children and curriculum. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.
- 9 Grantees follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA (or equivalent) or be working toward it.
- 10 Grantees are required to provide a 20 percent local match and other resources are comprised of additional local match and in-kind resource contributions.

- 11 The year-end report tracks progress toward the grant outcomes and budget reports. NAEYC monitors performance on standards as well as safety and classroom records. Immunization records are reported to the state in the year-end report. Beginning with the 2011-2012 school year, all grantees are required to implement Teaching Strategies GOLD online and report data on child progress three times per year.
- 12 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergartners are also required to be assessed during the school year with results reported to parents.

IOWA – Iowa Statewide Voluntary Preschool Program (SVPP)

- 1 Additional students were served using other funding sources. For the 2011-2012 school year, there were 970 3-year-olds and 638 5-year-olds served in SVPP classrooms with scholarships through state ECI, Harkin funds, or parent tuition.
- 2 If children have a support-only IEP (e.g., speech, occupational or physical therapy), they generate the Preschool Foundation Aid and are included in the enrollment count. The total number of children on support-only IEPs receiving special education services in SVPP is 274. This includes 30 3-year-olds, 224 4-year-olds, and 20 5-year-olds. If children have an instructional IEP, they do not generate the Preschool Foundation Aid, but they generate funds from the state weighted special education student foundation aid. However, they may be enrolled in SVPP and are included in the enrollment count. The total number of children on instructional IEPs receiving special education services through SVPP is 1,390 children. This includes 450 3-year-olds, 780 4-year-olds, and 160 5-year-olds.
- 3 Programs operate a minimum of 10 hours per week. Some districts blend funding sources and work with collaborative partners to provide at least 12 hours per week. Programs operate at least 3 days per week and most operate 4 days.
- 4 Children who are Iowa residents and 4 years old may enroll in any district offering SVPP.
- 5 Programs are required to offer a snack, although it is recommended that they serve a meal. A meal must be provided if the program is longer than 10 hours per week. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.
- 6 State policy requires professional development but does not specify hours. Districts report the number of hours annually with SVPP teachers having 15 clock hours of professional development in the 2011-2012 school year.
- 7 Assistant teachers should have a CDA or paraeducator certificate, which requires 90 hours of generalized education courses plus 45 hours of ECE-specific training. Assistants may be hired with only a high school diploma and must immediately enroll in a CDA program, but there is no timeline to obtain the CDA. NAEYC annual reports and on-site monitoring look for evidence that 50 percent of assistant teachers have a CDA. In addition, assistant teachers participate in orientation prior to or at the beginning of employment that addresses early childhood (program standards, curriculum, etc.).
- 8 The legislature cut the pre-K percentage of the school funding formula from 60 percent to 50 percent. Five-year-olds may generate 1.0 for the school funding formula if they participate in transitional kindergarten or kindergarten. For the 2011-2012 school year, funding for 5-year-olds equaled \$318,000. Special education funding for the 1,390 children on instructional IEPs and served through SVPP during the 2011-2012 school year was \$13,387,930.
- 9 For the state aid formula, each student is weighted at 50 percent of the state per-pupil cost.
- 10 More districts are using GOLD as the Developmental Continuum has been phased out. Many districts previously using COR are now using GOLD.
- 11 About 85 percent of districts use the GOLD Assessment System. Other commonly used assessments are the Creative Curriculum Developmental Continuum and HighScope Child Observation Record.
- 12 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents.

KANSAS – Kansas At-Risk Four-Year-Old Children Preschool Program

- 1 Programs are required to provide 465 hours per year of instructional time. Length of school day and days per week are determined locally. Most programs operate 3 hours per day, 5 days per week, although some choose to operate 4 days per week for more hours per day. Funding from other sources can allow programs to add additional hours per day, though these hours are not considered part of the day by the At-Risk program.
- 2 Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight factors.
- 3 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.
- 4 Additionally, assistant teachers may also meet the local requirements for a “high quality paraprofessional” under NCLB.
- 5 School districts receive 50 percent of the Base Student Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population, and/or local option budget.
- 6 The 2011-2012 school year was the first year that data collection for a sampling of children was collected via a web-based application. At-Risk programs collected and submitted data on child skills, classroom practices, and home practices.
- 7 Classroom practices are self reported; home practices are collected via a parent survey; child data provides a look at impact of the program on child outcomes.

KANSAS – Kansas Pre-K Pilot Program

- 1 The Kansas Pre-K Program was provided in 12 sites this year, serving children in 14 counties. The program includes some children in the Four-Year-Old At-Risk program in some districts.
- 2 Programs are not required to provide a completely unduplicated number. Programs are funded based upon a budget, not slots. The number of children may include those also enrolled in Head Start, the Four-Year-Old At-Risk Program, or other pre-K programs.
- 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. Pre-K Program funds are used to provide a half day of instruction, which may be used to extend the day of a child in another supported program. If a community chooses to use their existing Four-Year-Old At-Risk program as a Pre-K Program classroom, they must either add an additional 465 hours over the year to the pre-K experience or use the additional funding to improve the existing program. If a community chooses to use a Head Start classroom as a Pre-K classroom, they must add an additional 3 hours per day 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.
- 4 Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, and social rehabilitation services referral. Eligibility for the other 50 percent of children is based on the local program's discretion.
- 5 All sites have different models so the actual requirements are locally determined. A physical exam is required, though components are locally determined.
- 6 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.
- 7 Teachers in non-public settings are required to have an AA in ECE and must have a plan to receive a BA within five years of becoming a state pre-K site.
- 8 Assistant teachers must hold a minimum of a CDA or equivalent status as a highly qualified paraprofessional. Every four classrooms must have a family services worker who provides referrals and additional supports to families as needed. This professional must hold a Master's of Social Work or a minimum of a BA in social work or a closely related field with five years of closely related experience.
- 9 The amount of local funds, including tuition, grants, and blended funding, is unknown.

- ¹⁰ Grants are awarded to school districts and non-profit community partnerships or community agencies on behalf of a coalition of service providers. Seventy percent of members of the partnership must include representations from: mental health centers, private child care providers, cooperative extensions, Head Start, Social and Rehabilitation Services, schools, the health department, the faith-based community, businesses, family representatives, community colleges or universities, libraries, government, child care resources and referral agencies, interagency coordinating councils, other nonprofit organizations, or foundations.
- ¹¹ In the 2011-2012 school year, classroom practices survey and parent survey were sent out. An inadequate number of surveys were received for statistical review so no report was possible.

KENTUCKY – Kentucky Preschool Program

- ¹ In one of the 174 districts, Head Start provides all state prekindergarten services.
- ² The total enrollment figure of 21,160 recorded on December 1 does not include the additional 729 3-year-old children receiving special education services whose birthdays were after December 1 and an additional 1,914 3- and 4-year-old children receiving services through tuition or district funds.
- ³ An additional 193 children were supported through tuition or district funds.
- ⁴ There were a total of 9,523 children with disabilities included in the December 1 count. Of the children with disabilities on December 1, 5,840 were 4 years old and 3,683 were 3 year olds (not counting the supplemental 3-year-olds).
- ⁵ Data are unavailable regarding the number of itinerant children served in the preschool in the 2011-2012 school year.
- ⁶ There are 10 contracted sites throughout the commonwealth. However, the exact numbers of the children in these contracted sites is not available.
- ⁷ Regulation requires 2.5 hours per day plus a meal, which usually means the program meets for 3 hours.
- ⁸ The Family Resource Youth Service Centers (FRYSC) provide extended services throughout the state, but it is up to the local school districts to take advantage of this opportunity. Head Start also provides some extended services, but this too is a local option.
- ⁹ There are 1,055 part-day preschool sessions (3-4 hours) and 429 school day sessions (4.5-6+ hours). Data concerning enrollment by schedule are not available.
- 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 week days for home visits, parent education, special education evaluations, and other work related to preschool.
- ¹¹ The preschool program may begin later and end earlier as long as they are using the instructional days for child and family activities such as screening and home visits.
- ¹² Kindergarten children whose IEP specifies that they may attend the preschool program are counted as primary students; the school district receives primary, not preschool funds for these children.
- ¹³ Four-year-old children whose family income is up to 150 percent of FPL are eligible to attend the preschool program. Also, children who have an identified disability may enroll on their third birthday or whenever they are identified.
- ¹⁴ Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available. Districts may not use state funds to serve these non-eligible children.
- ¹⁵ If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale. Tuitioned children are not included in reported enrollment figures as they are ineligible for KPP funding.
- ¹⁶ Home language surveys are encouraged, not required. Translators or bilingual staff are available in some districts but not required by state policy.
- ¹⁷ Districts work with their local Family Resource Centers to provide many support services and referrals. For districts that blend services with Head Start programs, comprehensive services are available for state-funded children.
- ¹⁸ Early learning standards have been revised to include the school readiness definition, new emphasis on “Approaches to Learning” and alignment to the new Head Start Outcomes and Kentucky Core Academic Standards (Common Core State Standards). They were approved by the Early Childhood Advisory Council in September 2011.
- ¹⁹ Teachers hired as lead teachers before the 2004-2005 school year can hold a CDA or an AA in child development. These teachers (176 out of 1,015) are allowed to remain in their current positions but may not transfer to other districts. All lead teachers hired beginning fall 2004 were required to hold the IECE certificate.
- ²⁰ The state does not currently have information about BA and MA degree holders. Of the 1,015 lead teachers, 651 (64 percent) have the IECE, 138 (14 percent) hold a letter of exemption (bachelor’s degree in child development or kindergarten, or special education certified), 176 (17 percent) were Preschool Associate teachers (CDA or AA in child development).
- ²¹ While assistant teachers are only required to have an HSD, during the 2011-2012 year, 38 percent had an HSD, 22 percent had a CDA, 18 percent had some college, 10 percent had an AA, 9 percent had a BA, 2 percent had an MA, and 14 (1 percent) listed “other” as a credential.
- ²² State sources for the preschool program are approved bi-annually through the state legislature. “Other state funds” refer to additional expended funds previously authorized such as carry-forward balances.
- ²³ Other funding includes: 21st Century, Adult Education, EDUJobs, HHS, Migrant, Race to the Top, School Improvement, School and Community Nutrition, State Energy, Title IV, Title IV, and USDOE. Five Even Start programs used carry over funds in addition to other funding sources to continue operating in 2011-2012.
- ²⁴ State preschool program funding is in the state budget each biennium. Preschool allocations are determined based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities.
- ²⁵ If a school district blends with Head Start funds and the Head Start program is the lead agency in administering the program, the district funds will go to the district first and then be shared with the Head Start program.
- ²⁶ There were 10 contracted, non-public school sites in 2011-2012. The contractors are approved by KDE through an application to the department. However, the contracts are between the site and the school district. Most of these sites served children with special needs.
- ²⁷ The monitoring process is called the Preschool Program Review or P2R. The Kentucky Department of Education completed the first cohort year in 2011-2012 after piloting the process for 2 years. In addition to a predictable schedule of a 5-year rotation of visiting all sites with an ECERS-R observation and a selected sample of sites receiving an additional visit, there is an additional Consolidated Monitoring process that selected an additional 15 school districts to receive an on-site monitoring visit. This Consolidated Monitoring is a monitoring process that includes district document review, site/classroom observations, and interviews. In 2011-2012, the programs involved with Consolidated Monitoring included Special Education, Title I, Title II, and preschool.
- ²⁸ The Kentucky Preschool Program Review (P2R) is now a two-year process. In the year previous to their cohort year, district personnel become acquainted with the ECERS-R and the P2R process. At least one person in each district becomes inter-rater reliable on the ECERS-R. During the cohort year, the district inter-rater reliable person observes all classrooms and reports these data to the Department of Education. The Regional Training Center staff also conduct ECERS-R observations of all the school sites and 30 percent of all the teachers at each site. Based on the data from all the collection systems, the Department of Education conducts site visits with a team at 5 sites (minimum) throughout the commonwealth. Follow-up site visits are made as needed.
- ²⁹ Kentucky participated in a six-state research study, as part of NCEDL in 2003. Prior to that, the only evaluation research was concluded in 1999.
- ³⁰ The Kentucky Continuous Assessment Guide includes AEPS, Brigance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Creative Curriculum for Preschool, High Scope Preschool Child Observation Record, Learning Accomplishment Profile 3, Hawaii Early Learning Profile, The Ounce Scale, Transdisciplinary Play-Based Assessment, and Work Sampling System.
- ³¹ In 2011-2012, most districts assessed children during the kindergarten year although this was determined locally. Beginning Fall 2012, Kentucky piloted a screener process using the Brigance Screener upon kindergarten entry. There are 109 school districts participating in the pilot and all districts must implement in 2013-2014 according to new regulation.

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

- ¹ Most districts operate 5 days per week.
- ² The state does not set specific income eligibility but stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is determined by individual child and family characteristics.

- 3 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; Social Studies Standards were also revised. All of the 4-year-old standards are being revised to be part of the new Birth–5 Early Learning and Development Standards continuum.
- 4 Effective 6/1/02, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.
- 5 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.
- 6 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. Due to declining revenue from investment earnings and royalties, the Louisiana Quality Education Support Fund – 8(g) had an unprecedented reduction in funds.
- 7 The board allocated \$10,039,000 for the FY 2011-2012 8(g) Student Enhancement Block Grant Program. Public school systems targeted a total of \$8,987,900 to provide pre-K programs. Districts received a \$60,000 base and \$7.52 per pupil.
- 8 Site visits by state personnel are conducted when a new administrator is hired or concerns arise from an audit. Site visits are conducted on an as needed basis.
- 9 The program is currently being evaluated by the Cecil J. Picard Center for Child Development and Lifelong Learning; the anticipated completion date is December 2012.
- 10 Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, Developing Skills Checklist. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program

- 1 The Literacy Goal Office within the Louisiana Department of Education’s Preschool Program section 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. In addition to the 63 school districts, 12 charter schools and one tribal school participated in the program.
- 3 Based on January 2012 enrollment figures, the total enrollment does not include 429 tuition-paying students and an additional 2,398 students with braided funding from other sources.
- 4 If the student qualifies for free or reduced-price meals, they are counted in the enrollment and state pre-K pays for that student while special education pays for related supports and services. If the student does not qualify for free or reduced-price meals, then special education funds pay for both placement and services.
- 5 Total free and reduced-price lunch enrollment was 15,968. Of that, 153 children were served in nonpublic settings; 93 in child care centers and 60 in Head Start programs.
- 6 Extended day includes the school day of 6 hours in addition to 4 hours of enrichment activities. School day is a minimum of 360 instructional minutes.
- 7 Individual grantees may offer the extended-day services or may contract with a Class “A” licensed child care facility to offer the extended portion of the program.
- 8 Of the total 15,986 children attending school day programs, 980 were also enrolled in extended-day services. Program requirements include a minimum of 360 minutes educational program and 4 hours of before- and after-school enrichment. Extended day figures are based on children qualifying for free/reduced-price meals only. An additional 54 children attended the program through tuition costs for a total of 1,034 children in extended-day programs.
- 9 In addition to the minimum of 6 hours of instruction per day, school systems may also offer 4 hours of before- and after-school enrichment programs. Extended-day (both 6 hour instructional program and 4 hour before/after school enrichment) includes 980 children receiving free and reduced-price lunch; it does not include 54 additional tuition paying students. There were two programs that operated in the summer on a 4-day per week, 20 hour/week program, serving approximately 60 children.
- 10 There is no state-specified income requirement for eligibility as all meeting age requirement may participate. Children who qualify for free or reduced-price lunch attend free of charge. 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.
- 11 Sliding payment scale is locally determined for children not meeting the income requirement. Grantees may not charge more than the amount provided to them for the students receiving free or reduced-price lunch.
- 12 All meals and snacks must meet USDA/CACFP Guidelines.
- 13 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; Social Studies standards were also revised. All of the 4-year-old standards are being revised to be part of the new Birth–5 Early Learning and Development Standards continuum.
- 14 For mixed-delivery LA4 programs housed in child care and Head Start centers, teachers must meet same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement (PK–3) to their original license, permitting them to teach in pre-K without the LEA requesting a temporary out-of-field teaching authorization.
- 15 Approximately 40 percent of lead teachers in 980 classrooms also have a MA although exact figures could not be provided.
- 16 Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed delivery settings.
- 17 The state spending allocation also includes funds to supplement the before- and after-school enrichment programs. DOE determines the per-pupil allocation annually based on number of available slots. 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.
- 18 Statutorily dedicated funding used in 2010-2011 was not available for the 2011-2012 school year.
- 19 The state spending allocation also includes funds to supplement the before- and after-school enrichment programs. DOE determines the per-pupil allocation annually based on number of available slots. Allocations are based on a per-pupil formula.
- 20 QRIS participation is required for child care centers (minimum 4 stars); public school centers are exempt. Monitoring of reports include enrollment in 6-hour and before/after programs, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students
- 21 Evaluations are conducted annually and will be compiled in a longitudinal study of the program. Process quality was measured using ECERS and program impact/child outcomes were measured using the Developing Skills Checklist. Data from measurements of process quality and program impact/child outcomes are analyzed and evaluated by the Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette.
- 22 Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, Developing Skills Checklist. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Additionally, seven targeted districts piloted the LA DOE Student Performance Checklist in 2011-2012. This checklist is aligned with 12 of the prekindergarten standards that are aligned to the Kindergarten Common Core State Standards.

LOUISIANA – Louisiana Non-Public Schools Early Childhood Development Program (NSECD)

- 1 Parents with students eligible for special education may choose to enroll their child in the NSECD program at a private program with the understanding they may forego continue of those services dependent on the district’s decision.
- 2 The Governor’s Office of Community Program is responsible for administering the program and partnered with nonpublic schools, parochial schools, private schools, and NAEYC-accredited “Class A” child care programs to provide services.
- 3 The 10-hour day is structured with 6 hours of instruction and 4 hours of enrichment (i.e., before and after care).

- 4 Each class of 20 students is required to have a teacher and teacher assistant.
- 5 The program approval process mandates providers to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size.
- 6 Although speech screenings are locally determined, all providers have independently provided these for all the NSECD students during the 2011-2012 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.
- 7 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. All of the 4-year-old standards are being revised to be part of the new Birth-5 Early Learning and Development Standards continuum.
- 8 Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the LEA requesting a temporary out-of-field teaching authorization. Incumbent or new NSECD teachers must be certified in early childhood or working towards certification. Those who are not already state-certified must have passed Praxis I and taken all prerequisites to enroll in a Pre-K-3rd grade or Early Interventionist alternate certification program and be enrolled by January 2010. They must continually be enrolled and complete certification within three years of their hire date in order to continue qualifying as an NSECD teacher.
- 9 All NSECD administrators, teachers and teacher assistants are required to complete the NSECD Foundation/Curriculum Development on-line training and attend a mandatory three-day regional training workshop (at the beginning of the school year) in addition to completing 18 clock hours.
- 10 Of the 80 lead teachers, 57 (71 percent) were Early Childhood Certified including 16 with master's. Fifteen (19 percent) were Elementary-Grade Certified, of whom two had master's. Eight lead teachers (10 percent) had a bachelor + Praxis, three of whom had master's degrees.
- 11 New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education, or Family Studies. Incumbent NSECD teacher assistants who are not state-certified must be enrolled in a CDA Program or Early Childhood associate degree program, be continually enrolled, and complete the certification within three years of hire date.
- 12 In the 2011-2012 school year, assistant teacher degree breakdown was: 30 percent incumbent staff pursuing certification; 43 percent CDA; 19 percent AA; 6 percent BA; 2 percent MA.
- 13 In previous years federal TANF funds were transferred to the General Fund to operate NSECD. In 2011-2012, no federal funds were applied and additional state General Fund resources were identified during the legislative session.
- 14 Eligible programs must be licensed by the Louisiana Department of Education and adhere to the NSECD standards.
- 15 In 2011, Act 3 was enacted to promote and support collaborative mixed model delivery to assist programs in rural communities. Nonpublic and parochial schools must be licensed by the Louisiana Department of Education and adhere to the NSECD standards. Agencies are not allowed to combine funds with other funding streams (i.e., Title I, Head Start, or LA4) for NSECD students; however agencies are allowed to serve multiple populations within a site.
- 16 As a third party evaluator, the Cecil J. Picard Center on Child Development and Lifelong Learning annually evaluates the student performance results on the pre- and post-DSC assessment. To analyze the future performance of the NSECD student, the Picard Center is conducting a five-year longitudinal study on the NSECD Program from 2007-2012. They also conduct a statistical analysis of program/process outcomes. The scope of work focuses on a comprehensive report on the performance of the NSECD Program. The Center evaluates schools during the fall and spring semester, and conducts a cost/benefit/impact analysis of program funding across the state.
- 17 NSECD students are tested using the same DSC pre- and post-testing methodology that is used for public pre-K and assessed by the same third party using the same statistical methodology and scrutiny.
- 18 Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, Developing Skills Checklist. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Individual providers may supplement DSC with Brigance, DSC, DRA, DIBELS, DIAL, Chicago, ESI-R, Screening Test for Education Prerequisite Skills (STEPS), or the Miller Assessment for Preschoolers for kindergarten assessment instruments.

MAINE – Maine Public Preschool Program

- 1 Of the 192 programs reported, 13 operated outside of a traditional elementary school setting (e.g., career and technical high school early childhood lab classrooms, community-based sites) and 55 others operated in a school setting in partnership with a community agency (primarily Head Start).
- 2 Once a school has an approved pre-K program, it is funded through the school funding formula as with any other elementary school grade.
- 3 Five-year-olds eligible for pre-K are reported in 2010 due to refinements of student tracking in the Maine Education Data Management System (MEDMS).
- 4 As program approval, as well as funding through the state's school funding formula, is issued directly to local school districts, it is these districts that are considered administratively responsible for the public preschool program. Schools that partner with community agencies for the delivery of the program maintain local MOU's that designate administrative responsibilities at the local level.
- 5 Local school units determine the weekly hours. Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate 4 part-days with the fifth used for home visits and teacher planning. Some operate 5 days per week as a full school-day program.
- 6 While the approval application process encourages collaborative partnerships for extended-day services, it is determined at the local level.
- 7 Schools must offer the program a minimum of 10 hours/week for state funding through the school funding formula. While the majority of schools offer a longer program, this is determined at the local level.
- 8 Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate four part-days with the fifth used for home visits and teacher planning. Some operate 5 days per week as a school-day program. The majority of programs are part-day. Some programs are moving to two school-day double sessions due to transportation costs.
- 9 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.
- 10 Some districts without universal capacity have a first come/first serve, lottery, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.
- 11 The program approval process encourages districts to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size. The majority of programs in Maine operate with a certified teacher and a teacher assistant for an average ratio of eight to 10 students for every staff member.
- 12 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.
- 13 Most programs offer a snack, and many offer breakfast and/or lunch, depending on the length of day. Those partnering with Head Start meet CACFP and Head Start meal and nutrition requirements. Schools that provide meals must meet USDA School Breakfast/Lunch guidelines.
- 14 Translator or bilingual staff availability may vary by school and district.
- 15 Early Learning Standards are currently under revision and will include changes based on current research around cultural and linguistic competency, early literacy and numeracy. A sub-group is simultaneously working on a comprehensive assessment system process.
- 16 Assistant teachers must have DOE-issued Educational Technician II Authorization, which requires at least 60 college credits of "approved study in an educationally related field and in-service of three credit hours per 5 years."
- 17 Districts may spend other local funds to support these programs. Some districts also may use Title I funds. This is determined at a local level.
- 18 Public preschool in Maine is funded through the school funding formula (Essential Programs and Services School Funding Formula). Once a school has gone through an approval process for a public preschool program, student counts are factored in to compute the following year's EPS district allocation.
- 19 Use of federal is funds determined locally and spending figures are not available.

- 20 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.
- 21 Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a state-wide mill rate.
- 22 All public schools must have a comprehensive educational plan that includes ways to monitor effectiveness of programs. However, the state does not have a formal monitoring system specific to public pre-K and the monitoring process is determined at the local level. Districts report general school information each year as part of Basic School Approval Report. Beginning 2012-2013, reports will be due once every three years.

MARYLAND – Maryland Prekindergarten Program

- 1 Local districts may contract pre-K to qualified vendors (accredited centers or nonpublic nursery schools) as per COMAR 13A.06.02.
- 2 There were 4,159 children under three years of age enrolled in Judy Centers not reflected in total enrollment figures.
- 3 Enrollment figure of 28,850 for the 2011-2012 school year includes 4-year-olds enrolled in state-funded pre-K programs, including those enrolled in Judy Centers. Some jurisdictions enroll children with an IEP/IFSP in the state funded pre-K program but are not counted in the 28,850 figure. Judy Center enrollment for 2011-2012 was 12,335, including pre-K.
- 4 Programs operate four part-days per week with the fifth day used for home visits and teacher planning. Some operate 5 days per week as a full school-day program.
- 5 Transportation to wrap-around extended-day services is provided by school-day state pre-K programs. State funds can be used to extend the program to a school day but not for wrap-around services.
- 6 Local boards of education have established regulations for early admissions to kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten age children to enroll in pre-K.
- 7 Children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families but who exhibit a lack of readiness for school. Eligibility can be determined as noted above or by other criteria chosen by the local school system.
- 8 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.
- 9 A "body system head-to-toe" full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children. Head Start requirements are more stringent.
- 10 The CCSS for Math and ELA were completed in summer 2012; online at www.mdk12.org. Maryland is currently working with the New Generation Science national framework to develop Maryland's science standards. Delays with Social Studies and the Arts national framework might push back the completion date to the winter of 2012-2013. As part of the RTT, MD developed an alignment document for early learning standards, Birth to K.
- 11 Some in-service requirements may be imposed locally. Pre-K teachers receive MMSR training aligned with Maryland Teachers Professional Development Standards. In addition, teachers must meet highly qualified teacher requirements under NCLB. Local school systems provide professional development for classroom assistants.
- 12 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment administered by ETS.
- 13 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.
- 14 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.
- 15 State policy requires local school systems to analyze the kindergarten assessment system in order to evaluate the effectiveness of pre-K and make necessary adjustments to the instructional program. A voluntary prekindergarten assessment is a part of the RTT-ELC and MMSR Phase II is under development. As a recipient of Race to the Top and Race to the Top-Early Learning Challenge grant funding, Maryland is collaborating with Ohio in the refinement of its pre-K-through-kindergarten formative assessment tools and systems.

MASSACHUSETTS – Massachusetts Universal Pre-Kindergarten (UPK), Grant 391, and Preschool Child Care Enrichment Quality Add-On Initiative (PSCCE)

- 1 The Massachusetts Department of Early Education and Care is the state licensing authority and exerts authority over the early education and care programs in the Commonwealth. The Massachusetts State Head Start Collaboration Office sits in the Department of Early Education and Care, but does not itself exercise administrative authority over the prekindergarten initiatives.
- 2 The UPK program is offered in 91 out of 351 towns/communities. The Grant 391 program funds were distributed to 95 Lead agencies that included 76 school districts (LEAs) and 19 private/non-profit agencies. These lead agencies provided funding to public school preschool programs, Head Start programs, and community-based programs located in 113 towns. Towns/communities and school districts may offer more than one of these programs.
- 3 Though usually competitive, UPK was awarded as a renewal grant for the 2011-2012 program year. The 391 Grant was awarded through a renewal grant in 2011-2012.
- 4 In 2011-2012, 6,415 children were enrolled in the UPK program and 7,109 children were enrolled in the Grant 391 program.
- 5 The 2,427 children are for the Grant 391 program only. Information was not collected on the UPK program in the 2011-2012 program year.
- 6 Hours and operating schedule vary by type of program and setting. For UPK, full day is 10 or more hours, school day is 5 to 10 hours, and part day is fewer than 5 hours. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to full-day, full-year services. Grant 391 grantees follow the public school calendar, which is determined locally. Children using Grant 391 funds could also be in UPK but data is not collected on the number of children in each type of program. Programs providing care to children with financial assistance must operate based on the requirements determined in their contract or voucher agreement.
- 7 A child with special needs could remain in the preschool program but they would no longer be counted in the UPK formula. Children must be in the pre-K classroom by the renewal date of the grant but the state does not have a cut-off date. Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten eligibility locally.
- 8 Any child may enroll in any program, but programs are selected to receive UPK funding based on program characteristics and on the characteristics of the children in the program.
- 9 The income requirement applies to all children in UPK receiving subsidy money, but not tuition-paying families. There is no income requirement for Grant 391.
- 10 It is determined by UPK if a child is part of the financial assistance system, and the sliding fee scale for parent co-pay is determined by income. Any program receiving subsidy money may use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.
- 11 For 391 grants, the ratio can range from 1:7 to 1:10 based upon the number of children with disabilities enrolled in the session.
- 12 Programs operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule two meals and two snacks. Parents or providers may provide snacks.
- 13 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.

- 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.
- 15 In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K to further define and complement the already existing preschool guidelines. Programs are not required to follow the Curriculum Frameworks though public school programs are likely to follow them.
- 16 All teachers must have an early childhood education certification. Public school teachers must have a pre-K–grade 2 certification. Non-public school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three-credit course in child growth and development. For centers at Level 2 in the QRIS, all members of the teaching staff must have a minimum of 3 credits in ECE or a related field, and 50 percent of classrooms must have an educator with a BA. For Level 3 programs, 75 percent of classrooms must have an educator with a BA. For Level 4 programs, 100 percent of classrooms must have an educator with a BA.
- 17 For the UPK program, assistant teachers must be 18 years old or have a high school diploma.
- 18 Total spending by program was \$12,812,552 for Grant 391. For UPK total spending was \$44,820,355. TANF and CCDF funds contribute to the UPK, while Grant 391 uses IDEA funds.
- 19 UPK program classrooms receive \$500 for each child in the classroom. An additional \$2,000 is given for each child receiving the financial assistance of a voucher or contract.
- 20 Starting in the 2012-2013 school year, all programs will be required to participate in QRIS. This will result in increased monitoring requirements, including the use of ECERS as a structured observation of classroom quality.
- 21 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.
- 22 Only programs that receive a full-day kindergarten grant are required to assess children's learning and development. All kindergarten programs are required to provide progress reports; however, programs are not instructed on how the progress reports must be completed.

MICHIGAN – Michigan Great Start Readiness Program (GSRP)

- 1 In addition, 39 agencies and two independent school districts (ISDs) also competed successfully for grants. Legislation allows for ISDs/LEAs that are also Head Start grantees to compete for non-school district funding.
- 2 All grants and funding flow through the independent school districts.
- 3 Children served in the school-day programs use two half-day slots and are only counted once in the enrollment. In addition, 249 children are served in a home-based option.
- 4 Special education children are also enrolled in separate classrooms, but those children are not counted in the total enrollment count.
- 5 Grantees may choose part-day, alternate-day or school-day classroom options, or a home-based (home visiting + cluster meetings) models. Part-day, alternate-day, and home-based models are reimbursed at one slot per child (\$3,400). School-day classroom programs are reimbursed at two slots per child (\$6,800).
- 6 Legislation allows for a GSRP/Head Start blended option as well as encourages 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 an extended-day program (minimum 10 hours) will receive priority in the allocation of GSRP funds.
- 7 The minimum is four days per week, except for the school-day/alternate-day classroom model of 2 days per week, which is reimbursed the same as the part-day model.
- 8 It is allowable for new grantees to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year.
- 9 Per the Michigan State Board of Education and the School Aid Act, at least 75 percent of the children in each grantee's enrollment must meet the income requirement.
- 10 There are eight factors that determine eligibility: extremely low family income (below 200 percent of FPL), low family income (between 200 and 300 percent of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent and environmental risk. A state determined prioritization process allows extremely low family income to automatically qualify a child, then low family income plus two risk factors, then low family income plus one risk factor, then family income above 300 percent of FPL plus two risk factors with a cap of 25 percent of the total slots that can fall under this level.
- 11 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 must be present.
- 12 Part-day programs provide a snack, and school-day programs provide one meal and two snacks or two meals and one snack.
- 13 Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. All programs must make appropriate referrals. The physical exam for licensing typically includes height/weight or BMI, blood pressure, and immunizations.
- 14 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.
- 15 All public school teachers must have BAs and elementary teaching certification with an early childhood endorsement. If training is incomplete, they may be considered "out of compliance" but must be enrolled in a training program and in compliance within four years. Teachers in nonpublic programs may have a BA in EE and an elementary teaching certificate with an early childhood endorsement, a BA with teaching certificate and CDA, or a BA in CD with a focus on preschool teaching.
- 16 All classroom staff must complete 12 clock hours per year plus current CPR, first aid, and blood borne pathogen training to keep required child care licenses current. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six credit hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.
- 17 The state has its own equivalent to a CDA, which includes the same requirements but teachers do not have to take the CDA exam. The state approves each candidate individually instead. 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.
- 18 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.
- 19 Due to a change in funding structure to intermediate school districts being the fiduciary for all GSRP funds, funding was collapsed into one pot under the state school aid fund.
- 20 Although there is now only one funding stream, the state education agency continued to hold a statewide competition for non-school district agencies. The successful agency grantees were then assigned to the appropriate ISD for funding to flow through to the agency. The school district portion has both a needs and capacity assessment and a formula component.
- 21 School districts and competitive grantees can subcontract with for-profit or non-profit, public or private agencies.

- 22 The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. GSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers and funding, but programs are monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information. There is not a legislative requirement for GSRP to be linked to participation in a state quality rating system, but the state is encouraging participation during the 2012-2013 school year and the Office of Great Start proposed a requirement for the 2013-2014 school year.
- 23 Studies of Michigan's program include: an ongoing longitudinal study covering kindergarten through eighth grade thus far (began 1995); a regression discontinuity study of 865 students assessed in pre-K and K (2005); a quasi-experimental/longitudinal study of 403 students in private child care, Head Start, and GSRP (2004-2007); and a mixed methods regression discontinuity and quasi-experimental/longitudinal study of 482 pre-K and 443 kindergarten students followed (2007-present). Studies since 2004 have measured both child outcomes (direct assessments and teacher/parent reports) and process quality in pre-K and elementary classrooms (independent observation).
- 24 Programs may choose tools that assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also recommends supplemental tools in particular areas to meet particular needs.

MINNESOTA – Minnesota Head Start

- 1 By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, seven tribal governments, and 27 private, non-profit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- 2 Programs comply with the federal Head Start requirement of at least 3.5 hours per day, 4 days per week for 32 weeks, which is the most common schedule.
- 3 State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Other criteria for eligibility include homeless families and foster children. Also, families may be income eligible if they qualify for child care services as a participant in Minnesota's TANF program.
- 4 These factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots.
- 5 Eligibility can be reassessed if there is a major change in family circumstances such as income. Children are usually but not always allowed to continue enrollment through the end of the program year.
- 6 Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack).
- 7 State authorizing statute requires compliance with federal Head Start requirements. Translators or bilingual staff must be available if 50 percent or more of children in a class speak a language other than English.
- 8 Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Currently, about 87 percent of Minnesota Head Start teachers have at least an AA and 65 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a BA.
- 9 The requirement for in-service professional development is 2 percent of total work hours. However, as of December 2007, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2 percent standard.
- 10 Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as an HSD. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- 11 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

MISSOURI – Missouri Preschool Project (MPP)

- 1 MPP contracts to private providers are limited to six years. In 2011-2012, the number of school districts in the state decreased from 522 to 520.
- 2 These children are included within the total enrollment figure.
- 3 The program must provide 6.5 hours of school per day, 5 days per week for 12 months per year and operate between the hours of 7:30am 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 special education, and can provide services for no less than the school year.
- 4 Eligibility is determined by age, with all other eligibility requirements, including income, determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families. If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.
- 5 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.
- 6 A full physical must meet the requirements of child care licensing.
- 7 Coordination with the Parents as Teachers program is required of all MPP programs.
- 8 Teachers with certification are also required to attend 30 clock hours within the first four years and 15 clock hours annually thereafter until they have achieved two of the following: 10 years of teaching, an MA, and/or National Board Certification.
- 9 Approximately \$2 million was redirected from MPP to the Parents as Teachers program resulting in MPP serving fewer children in 2011-2012.
- 10 Decrease in MPP funding resulted in the discontinuation in 2011-2012 of biannual structured observations involving ECERS and results of program self-assessments conducted in previous years.
- 11 The use of a child assessment instrument remained under review in 2011-2012 and is in the pilot phase for 2012-2013.

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

- 1 Some school districts begin or add capacity with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval.
- 2 Most programs operate 3.5 to 4 hours per day, 4 or 5 days per week.
- 3 Schools are encouraged to partner with Head Start and other early childhood providers, but there is no formal agreement at the state level.
- 4 Kindergarten-age children with verified disabilities may enroll in prekindergarten if their IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but the district would have to meet staffing and group size requirements established for younger children. State does not have a minimum age date.
- 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 the sliding fee scale to fit with their community.
- 7 Programs must provide a meal and/or a snack that meets USDA/CACFP nutrition 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 are being aligned with the Nebraska K–12 standards.
- 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.
- 12 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.
- 13 Educational Service Units may receive grant funds but cannot receive state aid funding.
- 14 Although a 100 percent match of state grant funds is required, it does not have to come from a local source. State aid requires that districts use federal and/or local sources to support the operation of the early childhood program in addition to state aid.
- 15 Self-assessments are required for districts that have operated successfully for a number of years. Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected 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. However, it is possible that not all sites will receive a visit.

NEVADA – Nevada State Pre-Kindergarten 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 Children who are 5 and eligible for kindergarten are not eligible for Nevada State Pre-K unless there are extenuating circumstances.
- 3 Programs are required to provide services a minimum of 10 hours per week. Local programs determine specific hours and schedule depending on location and track. Most programs operate 4 days per week for 2.5 to 4 hours per day. All state pre-K programs are part-day programs as determined locally due to limited funding.
- 4 Specific priorities for enrollment may be determined locally. Other eligibility requirements that may be used include low-income status, English Language Learner, and homelessness.
- 5 Meals are not required, but all programs provide snack for part-day programs.
- 6 Program policy rather than state legislation assures that several screening and referral services are required for all children. Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English.
- 7 If teachers started with the program prior to 2002, they are grandfathered in. Positions deemed “difficult to fill” may develop a professional development plan that a hired teacher would follow if not currently certified in early education. The Birth–K license has been incorporated into the Birth–Grade 2 certification and is no longer issued. Persons holding Birth–K certification are still eligible to teach in Nevada pre-K programs.
- 8 Several districts used Title I funds to support their state pre-K classrooms. Title I-only funded classrooms are not required to report the same information as state pre-K classrooms, therefore, not all districts Title I programs are aligned with state pre-K requirements. Additionally, \$14,547,128 Title I funds were invested in Title I-only pre-K classrooms that are not currently aligned with state pre-K.
- 9 Competitive priority is given in the grant application process for programs contributing local funds.
- 10 Per legislation, Nevada State Pre-K is required to complete and submit an annual and longitudinal evaluation report.
- 11 Kindergarten assessments are currently determined on a local basis, but there is a plan in place to identify one common comprehensive kindergarten entry assessment for all districts to use. Kindergarten attendance is not mandatory, but children not attending an approved kindergarten are required to be administered the Brigance before entering first grade.

NEW JERSEY – New Jersey Former Abbott Preschool Program

- 1 Primary oversight for the preschool education program is through the state Department of Education’s (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four are required to offer the program after applying to expand their existing program starting in the 2008-2009 school year. The total number of districts in the state decreased by one due to the merging of two school districts.
- 3 There were 25,236 children are in nonpublic sites but administrative responsibility remains with the public school district.
- 4 All programs must operate for at least 6 hours. Some programs offer extended-day programs with an additional 4 hours of wrap-around care to income-eligible children. The wrap-around program is funded through the Department of Human Services.
- 5 Income-eligible children may receive wrap-around care at district or private care settings. Others may opt to pay for extended-day care.
- 6 It is estimated that approximately 13,000 children participate in the wrap-around program although it is difficult to verify. All children receive at least a school-day program.
- 7 The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year. Some districts have also used either surplus/local or Title I funding to provide summer care.
- 8 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 The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate.
- 10 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.
- 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 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 in NCLB.
- 13 Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district’s aid amount reverts back to what it was in the 2008-2009 school year.
- 14 The “data tool” is a new initiative to get districts to look more closely at their data on program outcomes.
- 15 Program Quality evaluation was last done in 2011. The next report will come out in the spring of 2013. Program Impact evaluation report is anticipated for 2013 updating the study last conducted in 2009.
- 16 A kindergarten entry assessment is currently in development.

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

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 New Jersey's total number of districts decreased by one due to merging of two districts.
- 3 There are 96 districts required to offer the program. Only districts where 20 to 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day K to all age eligible children and either half- or full-day preschool to all 4-year-olds.
- 4 Districts may operate either a part- or school-day program. Part-day programs must be at least 2.5 hours, and a school-day must be at least 6 hours. DHS funding may be used in some cases to extend beyond a full-day for income-eligible children.
- 5 Income-eligible children may be provided extended-day services with funding from DHS. Services may be provided in the public school, in Head Start settings, or in child care settings.
- 6 Some school-day children may receive extended-day services, but the number of students is unknown.
- 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 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 Meals are required for all at-risk students in full-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines.
- 10 Education or job training services for parents and other support services are not required by or typically practiced by programs.
- 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 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 in NCLB.
- 13 Districts may, but are not required to, contribute local funding to the operation of the program.
- 14 Prior to 2011-2012, funding for districts was "held harmless" for districts experiencing declining student enrollment. The practice ended in 2011-2012 resulting in several districts being allocated lower budget amounts to reflect actual enrollment.
- 15 All state funding is technically run from the state aid formula. However, for the 2011-2012 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula.
- 16 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.
- 17 A kindergarten entry assessment is currently in development.

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

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees 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 Nine of the 24 districts also receive funding as former ECPA districts. Total number of school districts decreased from 591 to 590 due to merging of two school districts.
- 3 Enrollment figures represent general education students only. These districts also reported serving 102 3-year-olds who are not funded with state dollars and were not included in the total enrollment. This also reflects only the districts that do not receive funding through the former ECPA program, so as not to double count any students.
- 4 Children who receive special education services must be included in classrooms with the above counted children; however, those special education children are funded separately and are not included in the reported count.
- 5 The public school has administrative responsibility for all children in this program, regardless of where they are served.
- 6 Some programs are part-day, some programs are school-day, and some programs offer a combination of both.
- 7 Some families are income-eligible for extended-day services funded through the Department of Human Services.
- 8 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 In addition to children needing to qualify for free- and reduced-price lunch and being a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program.
- 10 A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.
- 11 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.
- 12 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.
- 13 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P-K) is no longer granted but still recognized for current holders.
- 14 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 15 All state funding is technically run from the state aid formula. However, for the 2011-2012 school year, funding for these districts was kept the same as in prior years, which was not according to the funding formula.
- 16 Districts must use local funds or charge tuition to serve regular general education students and must also use special education funding to serve children with IEPs.
- 17 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.
- 18 A kindergarten entry assessment is currently in development.

NEW MEXICO – New Mexico PreK

- 1 Fewer districts were funded because some districts did not reapply or respond to the Request for Proposals and some were not funded based on the quality of their proposal. Title I and low-performing schools on AYP remained funding priorities.

- 2 In 2011, SEC/SB605 changed the eligibility requirement for programs in communities with public elementary schools that are designated as Title I schools. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 3 Despite fewer districts participating statewide, there was an increase in number of sites, especially in some larger school districts. Some continuing programs expanded and requested additional funding to serve more children.
- 4 The state funds 2.5 hours per day, but programs may extend the day if they have the facilities and personnel to do so. The most common schedule is 2.5 to 3 hours daily, 5 days a week. Some facilities use partial day Child Care Subsidy 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.
- 5 A kindergarten-eligible child may attend pre-K if the child has a developmental delay and the IEP recommends a pre-K placement. This is handled on a case-by-case basis and requires permission from state agencies.
- 6 All age-eligible children in locations offering the program are eligible. Funding priority is given to all age-eligible children who will attend Title I schools. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 7 Individual physician protocols may vary to include psychosocial/behavioral or other screening.
- 8 In the absence of state legislation or policy regarding provisions for ELL families, the New Mexico Department of Education provides guidance on effective practices and program requirements to all programs receiving state pre-K funding.
- 9 New Mexico's Early Learning Guidelines, Birth to Kindergarten are aligned with the Kindergarten Common Core State Standards.
- 10 Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education license are required to take ECE coursework. Teachers in non-public school settings should but are not required to have a bachelor's degree and are required to take at least 6 hours annually and have a professional development plan to complete the degree in ECE.
- 11 Programs are permitted to hire an assistant teacher without the AA with an approved professional development plan to achieve the requirement and who take at least six college credit hours each year toward the requirement.
- 12 The per-child rate was held constant for Public Education Department programs enabling more children to be funded despite a lower overall funding level.
- 13 In previous years the part-day funding formula used was half the unit value applied for kindergarten students, which is 1.44 times the per-pupil allocation or unit value. The formula was kept at the same level because of budget constraints.
- 14 This pre-K initiative has been evaluated in the past; four-year study of child outcomes and classroom observation was started in 2008-2009 but discontinued due to funding.
- 15 The Public Education Department require schools with full-day kindergarten programs to conduct age-appropriate assessments to determine the placement of students at instructional level and the effectiveness of child-centered, developmentally appropriate kindergarten. There is not a specific kindergarten assessment required by the Public Education Department. Some programs use DIBELS to assess early literacy. Various other assessments are used.

NEW YORK – New York Universal Prekindergarten (UPK)

- 1 In the school year 2010-2011, five districts erroneously reported serving "zero" students in UPK when they did in fact operate a program. The NYS Legislature used that data to generate their allocations for the program for the 2011-2012. With zero students registered in those five programs, they were dropped from the data base and not allocated any funding for UPK for the following school year, 2011-2012.
- 2 Funding had been made available to all 677 districts in the past but for the 2011-2012 school year, the UPK program was flat funded (as it was for the two previous years), meaning only districts that had previously had a program would be offered an allocation. The number was down in 2011-2012 from 447 to 442 as explained previously.
- 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 2011-2012 school year, two districts were able to offer the program to 201 3-year-olds.
- 4 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.
- 5 There is a very small population of 3-year-olds in the UPK program.
- 6 Very few 3-year-olds participate as per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult to child ratio.
- 7 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack.
- 8 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.
- 9 Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency.
- 10 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.
- 11 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. Non-public programs lacking licensed/certified lead teachers must employ an on-site education director possessing a NYS teaching license or certificate in early childhood or childhood grades.
- 12 Of the 5,749 UPK teachers, 4,211 are certified with their MA; 1,538 have a BA and are working toward their MA and permanent certification.
- 13 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 an 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.
- 14 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.
- 15 In 2011-2012, approximately 400 programs and providers in target communities were recruited to participate in QUALITYstarsNY. Approximately 60-80 public school classrooms and 326 community-based providers participate, including 74 UPK participants. Recruitment of community-based centers and family providers for the 2012 implementation of QUALITYstarsNY was complete as of August 2012. QUALITYstarsNY is committed to eventually being available statewide. Official public school recruitment began in September 2012.
- 16 Site visits by state personnel are conducted through Coordinated Monitoring with Title I and also based on criteria established by the Office of Early Learning such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program.
- 17 An assessment of the UPK program must be conducted to determine the extent that goals and objectives have been met. School districts may select a valid and reliable instrument that assesses, at a minimum, language and literacy skills, cognitive skills, and social skills.
- 18 Children's learning and development are assessed upon entry to kindergarten and throughout the year. Assessments are locally determined provided they meet standards of validity and reliability.

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

- 1 The Division of Child Development and Early Education (DCDEE) contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency, the local Smart Start Partnership for Children, or other agency such as Head Start. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.
- 2 Figures are based on Fall 2011 enrollment. There was an expansion made possible in March 2012, which allowed for additional children to be enrolled in the program, bringing the total enrollment count up to 26,818.
- 3 The nonpublic schools breakdown is 8,632 enrolled in private child care centers and 4,212 in Head Start programs, including some children from the March expansion.
- 4 A special provision in the 2011 budget bill required a policy change that children must be served 6.5 to 10 hours per day. Wrap-around services are determined locally.
- 5 Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.
- 6 A special provision in the 2011 budget bill requires that the Division of Child Development and Early Education implement a parent co-pay.
- 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.
- 8 NC Pre-K partners with Smart Start, resource and referral, and other agencies to provide a comprehensive array of services for families. Programs must provide information to families on access to health insurance and the importance of a medical home for their children. Parent conferences and home visits are strongly recommended but not required.
- 9 Infant/toddler standards were also developed and the state is currently working on a revised document that would span the ages of 0–5. This revision was expected to be complete in 2012.
- 10 All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE or a related field and a North Carolina birth-kindergarten teacher licensure or preschool add-on license. Teachers in nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS but must work to achieve a BA in ECE or a related field and a birth-kindergarten licensure or preschool add-on license within four years of the classroom beginning to receive state pre-K funds. Certain exceptions to this were granted due to the transition of the program from the Office of Early Learning to the Division of Child Development and Early Education.
- 11 A small number of lead teachers have only a high school diploma because they are very close to achieving an AA degree and may be working in a rural setting that has limited access to qualified teachers.
- 12 Licensed teachers and assistant teachers in public school settings will participate in professional development as consistent with the State Board of Education policy, which changed in the 2011-2012 school year from 15 CEUs every five years to 75 clock hours every five years. Teachers and assistant teachers working toward licensure requirements will participate in a minimum of six documented semester hours per year.
- 13 Assistant teachers in public schools must meet requirements specified by NCLB. NC Pre-K generally requires assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.
- 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 Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desk-top monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted on all second-year classrooms, as well as randomly through QRS evaluations of licensed programs.

OHIO – Ohio Early Childhood Education (ECE)

- 1 Since the 2006-2007 school year, new ECE grants were awarded based upon a poverty index. Districts that have been receiving ECE funds since 1986 could not receive additional funding to serve more children.
- 2 In the 2011-2012 school year, Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,379. Enrollment breakdowns are estimated figures based on funded enrollment of 5,700 children only and not the total enrollment.
- 3 Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally-determined school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in the program if they turn 5 after August 1 but before September 30 depending on the district of residence.
- 4 State funding is for a part-day program (3-3.5 hours per day), 12.5 hours per week. Districts may elect to use other funding sources to extend the day to a school- or extended-day program. On average, programs operate 4 days per week due to transportation issues, but they are required to provide home visits, parent conferences, parent education, professional development, or link families to social services on the fifth day.
- 5 Family income is the determining factor for this program. The program is free for families up to 100 percent FPL. Families between 101 and 200 percent FPL pay a fee based on the district's sliding fee scale. Districts may offer services to children over 200 percent FPL, but those families pay full tuition.
- 6 Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- 7 Components of the full physical exam are not specified, though a report from a licensed physician is required.
- 8 Ohio is in a major transition period with its child and program standards. Ohio has revised its Early Learning and Development Standards to include all domains of school readiness, including physical well-being/motor development and social-emotional development. The revision began in January 2012 and was completed in August 2012. The Ohio State Board of Education adopted the new standards in October 2012, and programs began making that transition as of summer 2012. Standards are seamless for children 0–5 and aligned to Common Core State Standards K–12 and Ohio's Academic Standards in Social Studies and Science for K–12. Ohio's Early Learning Program Guidelines continue to be used. In addition, Ohio is moving to a tiered quality rating and improvement system that will have common program standards for all types of early childhood programs. These are being finalized now and have been posted for public comment in September 2012 and will be in full operation by October 2013.
- 9 Teachers in public schools are required to have one of these licenses/certificates. The Intervention Specialist License would only be acceptable if the teacher also had an endorsement related to early childhood or a second license in early childhood. The Pre-K Associate license requires an AA in ECE; the others require a BA. For all types of settings, all teachers are required to have an AA or higher in ECE. For programs that began in fiscal year 2006, 50 percent must have a BA or higher in ECE. For programs that began in or after fiscal year 2007, 50 percent must have a BA or higher in ECE by July 1, 2012.
- 10 Assistant teachers are required to obtain 15 hours per year of in-service training in one or more of the following areas: child development or early childhood education, child abuse recognition and prevention, first aid, or prevention of communicable diseases.
- 11 Although the amounts are unknown, Title I and local sources may be used by districts to fund the additional 3,679 children who are receiving services through ECE but are not funded through the state.
- 12 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.
- 13 Participation in a state quality rating system is legislatively required beginning with the 2013-2014 school year. Orientation to the QRIS will start in the 2012-2013 school year.
- 14 Beginning in the 2011-2012 school year, Ohio began its on-site monitoring system where each site is visited once per three years by Ohio Department of Education program monitoring staff. Sites submit annual desk audits, internal monitoring requirements, submission of plan, and documentation annually. In addition, all sites receive a separate licensing visit annually.
- 15 External evaluations of the quality of the literacy environment of this program using the ELLCO tool were completed in 2009, 2011, and 2012. The state also reviews child outcomes and the performance of children enrolled in ECE on the Kindergarten Readiness Assessment Literacy (KRAL).
- 16 Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.
- 17 At this time, the state is not using the pre-K assessment data as part of teacher evaluations, but districts are required to measure student growth for teacher evaluation purposes. The state anticipates districts will attempt to use these tools for this purpose, so the state is planning to provide guidance.

¹⁸ Ohio has Race to the Top funding and Race to the Top-Early Learning Challenge grant funding to expand KRAL to address all domains of school readiness. This expansion is currently under revision with plans for statewide implementation in the 2014-2015 school year. Ohio is collaborating with Maryland to develop this new pre-K-through-kindergarten formative assessment, covering ages 36 to 72 months. It will be piloted in the 2012-2013 and 2013-2014 school years prior to statewide implementation.

OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

- ¹ The program is voluntary for school districts to offer and voluntary for families to attend.
- ² State funding is not available for the 2,410 typically developing 3-year-olds in the prekindergarten program, or for the 1,457 3-year-olds and 4,244 5-year-olds with special needs. Oklahoma also has a pilot early childhood program for at-risk children from birth through age 3 that served 2,642 children in the 2011-2012 school year.
- 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 on-site 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. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Programs must be offered at least 175 days per year.
- ⁵ Collaboration with other agencies and programs to provide extended-day services occurs but is not mandated at the state level.
- ⁶ Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.
- ⁷ 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.
- ⁸ Other support services include mental health services (counselor), health services (school nurse), and all other typical public school program services, such as early intervention, transition programs, and literacy coaches.
- ⁹ The state is planning to draft math and English language arts standards that align to the Common Core State Standards for early grades.
- 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, pass the Oklahoma General Education Test (OGET), passes a subject area test in early childhood, and passes the Oklahoma Professional Teachers Examination (OPTE).
- ¹¹ Assistant teachers must meet requirements to be highly qualified under NCLB. They must have an AA, 48 hours of college credit, or pass one of the two state-approved tests that do not have specific educational requirements. One test is the Oklahoma general education test (an exam required for pre-K–12 public school teachers) and the other is a national test for paraprofessional status.
- ¹² Other state sources include state-dedicated revenue such as taxes and fees set aside by the state for LEAs and grants.
- ¹³ All funding flows through the public school system, regardless of the type of setting.
- ¹⁴ The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the beginning and the end of the school year.
- ¹⁵ Uses of child-level assessments are determined locally but it is state policy for them not to be used for high-stakes testing. Common applications include to: identify needs that will guide teacher training or professional development, track child and program level outcomes over time, and provide a measure of kindergarten readiness.
- ¹⁶ It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of three assessments for reading: DIBELS, Literacy First, or Basic Early Assessment of Reading (BEAR).

OREGON – Oregon Head Start Prekindergarten

- ¹ There are more than one Head Start Pre-K programs in some of the larger counties.
- ² An additional 121 children served through blended state-federal and home-based models are not reported in the total enrollment.
- ¹ Information is not disaggregated by type for an additional 121 children in home-based program models.
- ⁴ Head Start Pre-K programs are required to operate at least 3.5 hours per day. Numbers do not fully align with NIEER definitions for part-, school-, and extended-day programs.
- ⁵ Head Start/child care contracts to extend the day and year for working parents are available. Contracts include child care funding eligibility for a contracted year.
- ⁶ Oregon DOE definitions for part-, school-, and extended-day are slightly different than NIEER. For reporting purposes, the NIEER extended-day will correspond to Oregon's full-day and NIEER school-day to Oregon's part-day definitions.
- ⁷ Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Minimum required contact time is determined by the classroom hours combined with home visit hours offered. School- and extended-day programs (more than 6 hours) are supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding.
- ⁸ Programs must operate a minimum of 32 weeks per year.
- ⁹ State pre-K children must meet the federal Head Start income guidelines. After priority is given to families whose income is at 100 percent FPL or below, then up to 35 percent of children can be enrolled whose family income is between 100 percent FPL and 130 percent FPL. If grantee has both state pre-K and federal Head Start funds, 90 percent must meet the income requirements. If grantee has only state pre-K funding, 80 percent must meet the income requirement. A minimum of 10 percent of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services.
- ¹⁰ Programs are required to offer meals and snack that provide one-third of the child's daily nutritional needs. Morning class provides breakfast and lunch; afternoon class provides lunch and snack.
- ¹¹ All programs follow Head Start Performance Standards, which require a doctor's note confirming up-to-date, age-appropriate prevention and health care, including medical, dental, and mental health. Programs that receive state funding are required to follow Oregon's "Interventions Considered and Recommended for the Periodic Health Examination," which guides requirements for a full physical exam.
- ¹² Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress towards acquisition of English through culturally and linguistically appropriate instructional services, and inform parents of such children about instructional services used. If 50 percent or more of children speak a language other than English, programs must ensure that all non-English speaking children are provided language support as needed.
- ¹³ Oregon has adopted the national Common Core State Standards for K–12. Alignment with the Head Start Child Development Early Learning Framework adopted in 2012 is in progress.
- ¹⁴ The State Early Learning Council adopted the Head Start Child Development Early Learning Framework in 2012. The Oregon Department of Education's web site links to the federal Office of Head Start web site for the Head Start Child Development Early Learning Framework.
- ¹⁵ In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In individual situations, some staff with CDAs working toward AA requirements employed prior to reauthorization may be permitted to teach by waiver as permitted by the Office of Head Start.
- ¹⁶ Most current data reflect 2010-2011 figures.
- ¹⁷ Oregon Head Start Pre-K programs are funded on a biennial basis with state general fund dollars. The amount reported for 2011-2012 is approximately half of the biennial amount.
- ¹⁸ Local grantees access the following federal funds as needed in addition to state general funds: CCDF, IDEA, USDA Child Nutrition Program, and Title I. The amount of federal funds is unknown.

- 19 Programs are required to use a research-based developmental assessment that is determined by local grantees. Most programs use Teaching Strategies GOLD. As of July 2012, the Oregon Department of Education requires all State Head Start Pre-K programs to use Teaching Strategies GOLD as their developmental assessment tool. The use of this tool will be phased in for grantees that are not currently using it. A five-level TQRIS is currently under development.
- 20 Kindergarten Readiness Assessment tools were approved and adopted during the July 2012 meeting of the Early Learning Council. A composite approach was selected that includes the following tools: Child Behavior Rating Scale (CBRS) for Approaches to Learning; Easy CBM for Language, Literacy and Math. These tools will be piloted in public schools during the 2012-2013 school year and required in the 2013-2014 school year.

PENNSYLVANIA – Education Accountability Block Grant (EABG)

- 1 EABG was funded in the 2011-2012 year using only carryover funds from the 2010-2011 year. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.
- 2 Prekindergarten is one option for spending resources that all districts receive as part of EABG allocation.
- 3 This is a school-district administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in a partnership with Head Start or child care where the other agency is the lead.
- 4 Most programs operate either 2.5 or 5 hours per day, 5 days per week, for a minimum of 180 days per year (programs operate 450 hours for a half day or 900 hours for a full day).
- 5 Districts determine their own prioritization for services and eligibility requirements.
- 6 For nonpublic school settings contracted by an LEA prior to September 2006, teachers had until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. Beginning in January 2012, only PK-4 will be applicable for certification; prior to that, all ECE certifications apply.
- 7 The program has traditionally required 180 clock hours of professional development every 5 years. However, Act 24 issued a 2-year moratorium of this professional development requirement beginning in 2011.
- 8 Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 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 percent of all allocated funding is for students who have achieved proficiency. Funds awarded for the 2011-2012 school year were actually carry-over funds from the 2010-2011 school year.
- 10 Only those public schools that received funding in the 2010-2011 school year were eligible to receive funds in the 2011-2012 year.
- 11 There was no formalized monitoring of this program during the 2011-2012 school year. The use of EABG funds are monitored through Annual Financial Reports and are audited by the Bureau of School Audits. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.
- 12 The pilot for Kindergarten Readiness Inventory at kindergarten entry was rolled out for 2011-2012 in some classrooms.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

- 1 For the 2011-2012 school year, funds were awarded solely as continuation grants from previous year's grantees. Grants are awarded on a 5-year cycle, and programs that receive a satisfactory rating on their program review instruments continue to receive funding. No new programs were awarded funding in this year.
- 2 Breakdown by age is not available. By program requirements, children cannot be under age 3 or eligible for kindergarten.
- 3 Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, 4 days per week. Full day for HSSAP is considered more than 5.5 hours per day. Center-based programs can operate 4 or 5 days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 to 180 days a year with a few offering full-year services of approximately 240 days per year.
- 4 Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.
- 5 If a child with special needs remains in the pre-K program, they are not funded by HSSAP, but instead by other resources. HSSAP funds cannot be used to support a child who is eligible for kindergarten, but another funding source may be available to support the continued participation of the child in the HSSAP program. Therefore, these children are not identified as HSSAP and cost allocation applies.
- 6 State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.
- 7 The maximum class size is 20 children, regardless of age. A smaller class size of 17 is recommended.
- 8 Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.
- 9 ACT 24 moratorium restricted collection of quarterly narratives for the 2011-2012 school year. It is anticipated that these narratives will be required annually after the end of the two-year moratorium.

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

- 1 The Office of Child Development and Early Learning (OCDEL) administers early childhood programs with funding from both the Department of Education and the Department of Public Welfare.
- 2 K4 programs follow kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-child ratio of 1:10. SBPK programs determine locally whether to enroll 3-year-olds or limit enrollment only to 4-year-olds.
- 3 Provisions for English Language Learner supports are in place at the school district level.
- 4 The program has traditionally required 180 clock hours of professional development every 5 years. However, a 2-year moratorium of this professional development requirement was issued beginning 2011.
- 5 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.
- 6 Estimated State Expenditures are based on the proportion of Pre-K/K4 students and Pre-K-12 students and Basic Education Expenditures.

PENNSYLVANIA – Pennsylvania Pre-K Counts

- 1 For the 2011-2012 school year, funds were awarded solely as continuation grants. No new grants were opened or awarded.
- 2 Partnerships are encouraged but no formal partnership agreement at the state level exists. Formal agreements between partners are enacted at the local level.
- 3 Programs must operate at least 180 days per year, though days can be "stretched" across the full calendar year rather than used in the traditional 9-month school calendar. This is a local decision.

- 4 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.
- 5 Families must demonstrate income eligibility. The recommended priority is at or below 250 percent FPL, though families can enroll at or below 300 percent FPL.
- 6 A class size of 17 students is recommended. The recommended staff-child ratio is 2:17; if the 1:10 ratio is used, other qualified staff must be present on site in case of emergency.
- 7 Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but not required.
- 8 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.
- 9 As of the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. A minimum of a CDA is required to demonstrate the knowledge of the ability to assist in instruction.
- 10 Child care agencies must participate in Pennsylvania's tiered quality improvement rating system at either of the top two levels (STARS 3 or 4).

RHODE ISLAND – Rhode Island Pre-Kindergarten Program

- 1 Competitive funding was available in six selected communities. The programs selected to administer pre-K were located in two communities.
- 2 The state pre-K program blends state funds with federal Title I funds to support 45 children. Another 63 children are funded by state funds only.
- 3 Half of the children reported under public school attended a pre-K classroom provided by a charter school in collaboration with a private agency.
- 4 There is no formal partnership at the state level, but individual grantees are required to make extended day-services available either by providing such services directly or partnering with another agency offering such services.
- 5 Each pre-K program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Programs must also follow child care licensing regulations related to immunizations and physical examinations. Child Outreach screening is conducted by the LEA and referrals are made according to screening protocols.
- 6 Child Outreach developmental screenings include required speech and language screening in the child's native language and a home language survey. Additional services are locally determined.
- 7 The \$160,000 in non-required local funds were one-time funds donated from a private philanthropic foundation to offset reduced state funds.
- 8 Title I funds were used to support the enrollment of 45 additional children.

SOUTH CAROLINA – South Carolina Half-Day Child Development Program (4K)

- 1 Those districts not participating in CDEPP are required to offer at least one class for 4K students.
- 2 Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.
- 3 Districts are required to have at least one part-day program. Some districts offer school-day programs but they are locally funded.
- 4 Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in the State Board of Education regulations.
- 5 State spending is the appropriated amount rather than actual spending. Local spending reflects the updated 2010-2011 level as the state was unable to provide local spending for the 2011-2012 school year.
- 6 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.
- 7 For the 2011-2012 school year, reductions in staff at the state level did not allow for program review.

SOUTH CAROLINA – South Carolina Child Development Education Pilot Program (CDEPP)

- 1 The South Carolina Department of Education provides oversight for public providers and the South Carolina First Steps to School Readiness oversees private providers.
- 2 Those districts involved in a funding lawsuit are required to offer CDEPP.
- 3 Enrollment includes 583 children served through First Steps in private/community settings.
- 4 Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.
- 5 Income eligibility for Medicaid and/or free or reduced-price lunch are the primary criteria for eligibility. If classes are not full, developmental delay can be considered.
- 6 Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in and demonstrating progress toward the completion of a teacher education program within four years. A large percentage of lead teachers in nonpublic settings have a BA or higher.
- 7 Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers to the assistant teacher specialization requirement if assistant teachers have been working in early childhood for a number of years.
- 8 State spending from the general fund is the appropriated amount rather than actual spending. First Steps funding includes the appropriated amount as well as \$110,431 in carry-over funds from the previous year.
- 9 For the 2011-2012 school year, reductions in staff at the state level did not allow for program review.
- 10 The legislature eliminated the need for a structured evaluation of the program. However, one is currently being conducted by the University of South Carolina's School of Education, but it is not yet completed.

TENNESSEE – Tennessee Voluntary Pre-K

- 1 The Department of Education restructured in 2011 creating the Division of Special Populations. This division houses all of Special Education, including the Tennessee Early Intervention System (birth to 3), 619 Special Education (3-5), and Big B Special Education (5-22); the Office of Early Learning, including Voluntary Pre-K, Family Resource Centers and School Administered Child Care Program oversight, and the Head Start State Collaboration Office; and Migrant Education, English Learners Education, and Homeless Education Services.
- 2 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.
- 3 All classrooms are funded through the LEA and are the responsibility of the LEA to ensure each classroom meets the requirements of the program regardless of location.
- 4 Naptime cannot be counted in the 5.5 hour minimum.
- 5 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. Pilot Pre-K programs may serve 3-year-old children as well.

- 6 Income eligibility is always first priority for enrollment. The other locally determined risk factors are considered when space is available after serving income-eligible students.
- 7 Tennessee has a three-tier eligibility system. Tier 1 includes children whose income would qualify them for free or reduced-price lunch as well as children who are homeless or in foster care. The second tier includes students with an IEP, a history of abuse or neglect, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) parents with low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.
- 8 In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.
- 9 The state regulates ELL services for K-12 students but because pre-K is not mandatory, LEAs are not required to provide ELL services. However, all programs include pre-K children in ELL screening and do provide some level of service as appropriate. Although no policy requires services for pre-K, there are opportunities for professional development afforded to pre-K teachers, information is presented to families in primary language, and translators are made available when needed.
- 10 The newly revised standards are aligned with the Kindergarten Common Core State Standards in both Math and English Language Arts.
- 11 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.
- 12 All lead teachers working in schools must meet the state requirement of 30 hours of in-service credit per year. The 18 hours required in early childhood may be included in the 30 hours. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.
- 13 State law passed in 2005-2006 requires at least one educational assistant per classroom to hold a CDA, or AA, or actively work toward such credentials. If no person with such credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood programs to be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired. Fifty-three percent of all assistant teachers have a CDA credential or higher level of education.
- 14 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.
- 15 The LEA is required to provide a local match; however, the local match does not have to be in actual dollars but can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.
- 16 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.
- 17 The LEA is required to provide a local match; however, the local match does not have to be in actual dollars but can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.
- 18 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.
- 19 Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. Education consultants visit every classroom every year and conduct structured observations of classroom quality.
- 20 Peabody Research Institute at Vanderbilt University is involved in the fourth year of a five-year study on the Effectiveness of the Voluntary Pre-K Program examining the impact of program characteristics on child outcomes to identify essential classroom qualities and resources and identify those with little or no impact on child outcomes that can be eliminated.

TEXAS – Texas Public School Prekindergarten

- 1 A district shall offer prekindergarten classes if the district identifies 15 or more eligible children who are at least four years of age by September 1 of the current school year. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years of age.
- 2 The 45,657 students reported are children served in both the pre-K program as well as who have IEPs, including one 6-years-old. An additional 7,781 3- and 4-year-olds receive special education services through Early Education (EE), a grade level for students between the ages of birth and 5 who have not been placed in prekindergarten or kindergarten. These students do not meet the two hours of instruction per day requirement for membership in state-funded pre-K.
- 3 In previous years, districts that received pre-K expansion grants from the state were required to offer 6 hours of services per day. However, this grant was eliminated in the 2011-2012 school year. All children were served in part-day settings in this program.
- 4 Partnerships are determined locally.
- 5 The TEA specifically established the pre-K program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K and are paid for by the school district if enrolled.
- 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 maintain classes no larger than 15 3-year-olds and 18 4-year-olds and not to exceed a staff-child ratio of 1:22. If a school district contracts with a private entity for the operation of 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, most 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.
- 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 Foundation School Program is an estimate from March. The Texas School Ready! Program is a grant program and not available statewide.
- 13 State funds are distributed through a variety of funding streams: Foundation School Program, \$718,477,344; Texas School Ready! Program, \$3,500,000; School Readiness Integration Specialist, \$1,200,000 (Commissioner's Priority Fund); and Kindergarten Readiness System, \$4,036,000 (\$1,297,000 from Commissioner's Priority Fund; \$739,000 District Awards for Teacher Excellence (DATE); \$2,000,000 from General Fund). Federal funds are used for a number of components of this program: \$11,700,000 for Texas School Ready!, \$746,000,000 of the Kindergarten Readiness System, and \$1,000,000 for School Readiness Integration Specialists. The Texas School Ready! Program is a grant program and not available statewide.

- 14 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.
- 15 Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and/or end of the year, depending on which instrument is chosen.

VERMONT – Vermont Prekindergarten Education - Act 62

- 1 The Department of Education and the Department for Children and Families within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).
- 2 Total enrollment reflects the number of children ages 3–5 included in the October 1 census as “pre-K” as well as an estimated 886 children who receive both pre-K and EEE, Vermont’s term for early childhood special education services. One hundred eighty-two children served through this program were also provided services through the EEI program.
- 3 Most programs operate about 3 hours per day, 6 to 10 hours per week, 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.
- 4 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.
- 5 In the 2011-2012 school year, the cap on the number of children a district could count in its enrollment census was removed. All 3- to 5-year-olds a district serves in pre-K may be included in the school census.
- 6 Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth through Grade 3 continuum that is aligned with the Common Core State Standards.
- 7 In public school settings, teachers must have a bachelor’s degree and a license in Early Childhood Education or Early Childhood Special Education. Non-public school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic 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 teacher on weekly basis. The majority of lead teachers in all settings have a BA and are certified.
- 8 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).
- 9 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.
- 10 About 25 percent of all districts use some Title I dollars to support pre-K; however, districts are not asked to report expenditures by source, so the amount is unknown.
- 11 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.
- 12 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.
- 13 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 2011-2012 school year, ECERS is now required for all programs applying for these upper STARS levels.
- 14 Act 62 allows Department of Education and Department of Children & Families staff to conduct unannounced visits. About 10 are done annually. All pre-K programs must meet child care licensing regulations; licensors visit programs as part of their regular reviews.
- 15 Programs are required to conduct parent conferences twice a year to provide them with information on their child’s progress (data collected through WSS or Teaching Strategies GOLD). Using these data to inform practices is encouraged but not directly monitored.
- 16 Child assessment will be used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.
- 17 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VERMONT – Vermont Early Education Initiative (EEI)

- 1 This is a competitive grant program. A total of 47 grants were awarded in 2011-2012.
- 2 Of the 1,001 children receiving services through the EEI program, 819 children were also served in the Act 62 program and reported in that figure. EEI figures are excluded from the state total to avoid duplication of enrollment.
- 3 The number of hours per week funded with EEI dollars ranges from 7 to 40 hours per week, depending on the grantee’s delivery model. Several extended-day child care centers administer EEI programs though EEI funds only pay for a portion of a child’s time. Most EEI programs are part-day, 8 to 11 hours per week, for 2 to 3 days per week. Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wrap-around services although EEI funds do not support these services.
- 4 The EEI grants period operated from July 1, 2011, to June 30, 2012, 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 or January 1.
- 6 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.
- 7 Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth through Grade 3 continuum that is aligned with the Common Core State Standards.
- 8 In public school settings, teachers must have a bachelor’s degree and a license in Early Childhood Education or Early Childhood Special Education. Non-public school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic 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 teacher on weekly basis. The majority of lead teachers in all settings have a BA and are certified.
- 9 Fifty-eight lead teachers (43 percent) in EEI program have Early Childhood Educator licenses and 23 (17 percent) hold Early Childhood Special Educator licenses.
- 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 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.
- 12 In 2011-2012, all types of grantees were awarded EEI funds directly. In the prior year, funds had to go to a public school and then the school would subcontract with non-public school entities.
- 13 All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.

- 14 State policy does not require monitoring for EEL, except financial reports and a program's annual report, including child progress data. DOE staff may conduct unannounced site visits.
- 15 Child assessments are used for accountability as well as for programs and teachers to inform instruction, curriculum, and provide feedback to families. Programs are required to use the tools, report the results to the state, and offer two family conferences per year.
- 16 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VIRGINIA – Virginia Preschool Initiative (VPI)

- 1 Localities are eligible as long as they are determined to serve 4-year-olds eligible for free lunch who are not served by Head Start.
- 2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.
- 3 Kindergarten age-eligible children may enroll in pre-K at local program's discretion only, not solely at the request of parents.
- 4 While allocations to local school divisions are made based on free lunch eligibility, enrollment criteria are based on locally determined risk factors.
- 5 Additional risk factors may be determined locally.
- 6 The Appropriation Act does not mandate meals, but the state offers the opportunity for all programs to provide meals. The number of programs providing at least one meal is not known.
- 7 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. This individual must be on-site for a substantial portion of instructional time.
- 8 Figure reported may not fully represent actual total VPI spending as these figures account for the state contribution plus the local required match. Localities can spend more local funds on VPI than their match requires but figures are not available.
- 9 Increase in VPI spending over 2010-2011 attributed to rebenchmarking of VPI formula for FY2012-2014 biennium.
- 10 The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of \$6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. Beginning with the 2009-2010 school year, the local match is capped at one-half the per-pupil amount.
- 11 Site visits by state staff or consultant were no longer conducted in 2011-2012 due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer include review of program facilities, on-site safety procedures, and review of program records.
- 12 The report done by the Joint Legislative Audit and Review Committee in 2007 was mandated by the General Assembly. The report done by the Curry School of Education at the University of Virginia in 2011 was not mandated.
- 13 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 The most recent competitive RFP was in 2008. New 2011-2012 slots were awarded to existing contractors based on county poverty levels.
- 2 The public schools count includes school districts and Educational Service Districts.
- 3 A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. A typical program operates 3 hours a day, 3 or 4 days a week for the school year.
- 4 There are many children in wrap-around child care at the same site who are not counted in the school day category. This is because ECEAP program standards are not in operation during those hours.
- 5 Children younger than 3 or older than 4 by August 31 are not admitted to pre-K. Younger children can be admitted to kindergarten via testing but this is rare.
- 6 There are additional risk factors. Income and other risk factors are weighted via a priority point system. Children with the highest points are enrolled into available slots.
- 7 Contractors offering sessions lasting fewer than 3 hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch, and provide a snack. Contractors must participate in the USDA CACFP or National School Breakfast and Lunch program, and many exceed these standards.
- 8 Performance standards require that contractors ensure a culturally relevant curriculum that reflects the cultures of enrolled children; supports ongoing development of each child's home language, while helping each child learn English; and includes and demonstrates respect for diverse family structures and cultures.
- 9 All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an AA or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree. A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K–Grade 3) or Early Childhood Special Education.
- 10 In parts of the state with a shortage of qualified teachers, some teachers currently have an HSD or CDA, but they are on an approved professional development plan to attain the full qualification.
- 11 Exceptions to these requirements are made for assistant teachers employed by the same agency in this role before July 1, 1999.
- 12 Non-required local spending amounts are unknown and include both financial resources and in-kind aid.
- 13 The intensive program review, similar to Head Start, is approximately every four years.
- 14 Each program chooses additional tools to assess social-emotional, physical, and cognitive development at least twice per year. Most contractors use Teaching Strategies GOLD. Beginning in the 2013-2014 school year, use of Teaching Strategies GOLD will be mandatory.
- 15 As of fall 2011, the WaKIDS kindergarten assessment process was voluntary in state-funded full-day kindergarten. In fall 2012, it will be mandatory in state-funded full-day kindergarten and voluntary in other schools. The assessment will use the Teaching Strategies GOLD child assessment tool, as well as collaboration with early learning providers and communication with parents.

WEST VIRGINIA – West Virginia Universal Pre-K

- 1 West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing universal pre-K; however the WVDE Office of Early Learning works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525.
- 2 Total special education enrollment figures do not include three children who were over 5 years of age.
- 3 Programs must operate for at least 12 hours per week, and at least 108 instructional days. Full-day is defined as 24 or more hours per week and part-day is defined as 12 hours per week. Program length is determined by the county early childhood collaborative team and approved by the WVDE and WVDHHR annually. In the 2011-2012 school year, 87 percent operated 4 days per week and 13 percent operated 5 days per week; 75 percent of classrooms operated a school day and 25 percent operated a part day.
- 4 This is only true for counties that have not yet implemented a universal pre-K system. State law allows counties until the 2012-2013 school year to expand access to all children.
- 5 By 2013, the program will be universal, available in all counties to all 4-year-olds and 3-year-olds with disabilities. Until then, every program must fill their slots by prioritizing risk factors. About one-third of the programs currently prioritize by risk factor and the rest can serve all children.

- 6 Revised state policy requires two adults present with children, regardless of group size.
- 7 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.
- 8 A full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.
- 9 If a classroom is a community collaborative site, the teacher may acquire a permanent authorization for community programs, provided the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core early childhood courses. However, policy revisions allow use of the permanent authorization only until August 2013, at which time all newly hired teachers in nonpublic settings must have a minimum of a BA in a related field.
- 10 Children enrolled in West Virginia Pre-K generate state aid funding the same as K–12, depending on instructional hours.
- 11 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.
- 12 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.

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

- 1 There are 413 elementary school districts, not including high school-only districts. Of these districts, 115 work with child care or Head Start partners to implement the program.
- 2 There is a discrepancy in the total and age breakdown as the total comes from the audited pupil count and the breakdown comes from the public enrollment report.
- 3 The enrollment total of children receiving special education services is a duplicated count. Age breakdown does not equal total enrollment because it includes children who are not between the ages of 3 and 5.
- 4 The number of hours varies as districts adopt different class schedules based on collaboration with community programs, transportation, and other considerations. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day 4-5 days per week, but districts may offer full-day programs 2-3 days per week.
- 5 The Departments of Public Instruction and Children and Families promote and support community approaches to 4K through a variety of methods. The 4K program may be provided through community approach models with Head Start or child care so that extended-day or extended-year services are available. Some children with disabilities get extended services as per their IEP.
- 6 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.
- 7 Districts offering the 4K program must enroll all-age eligible children whose families wish them to attend.
- 8 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; a 1:15 ratio, required by the Student Achievement Guarantee in Education class size reduction program and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC.
- 9 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.
- 10 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.
- 11 At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.
- 12 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.
- 13 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.
- 14 When children with disabilities are enrolled in 4K, IDEA funds support their services as per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services based on the agreements and program models.
- 15 Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.
- 16 Local property taxes are part of the funding formula.
- 17 The state does not require an assessment, so districts determine their own assessment process. Teaching Strategies GOLD and Ages and Stages are often used. Common applications of the assessment information are to identify needs that will guide teacher training or professional development, make adjustments to curricula, and track child and program level outcomes over time.

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.
- 3 The Head Start State Supplement is administered by DPI, which is the public agency for education. DPI funds a variety of Head Start grantees that could be schools, community action, or a range of other grantees. DPI does not have any administrative authority of the agencies receiving the grant (except for the grant itself). Some Head Start programs also have collaborative agreements with schools and children may be considered in both programs.
- 4 Local programs determine operating schedule by the approved federal grant application model. Part-day is the most common schedule for hours per day, and summer school and full-year programs exist.
- 5 While the state does not regulate the enrollment of kindergarten age-eligible children into Head Start, the state advises against it.
- 6 Children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Income is the primary determinant of eligibility. However, children in foster care as well as those who are experiencing homelessness are also eligible. With a federal waiver, children eligible for free lunch are also eligible. Regulations also allow 10 percent of the children to be over-income and 10 percent with disabilities. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment.
- 7 For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-child ratio.
- 8 The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.
- 9 School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.
- 10 As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.

DISTRICT OF COLUMBIA – Public Pre-Kindergarten (DCPS & CBOs)

- 1 One-hundred percent of the 37 Local Education Agencies (LEAs) in the District of Columbia that provide kindergarten offer pre-K. The initiative is distributed throughout all eight wards of the city.
- 2 The majority of DC Public Schools offer pre-K for age eligible students. The pre-K grant is available to highly qualified community-based organizations that are awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten.
- 3 Enrollment figures by age are only available for those children included in the OSSE Pre-K audit from October 2011.
- 4 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 be receiving services under IDEA as the geographic LEA.
- 5 Pre-K programs operate Monday through Friday, no earlier than 7 a.m., 39 weeks yearly for a total of 180 full days of developmentally appropriate activities with children.
- 6 Community-based organization grantees continue to operate their pre-K classrooms in the summer.
- 7 For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-child ratio.
- 8 The Healthy Schools Act requires the provision of both breakfast and lunch. Childcare licensing mandates two meals and a snack for a school-day program, defined as 7 hours.
- 9 Health exams are provided directly in some, but not all, programs. All students must have a completed D.C. Universal Health Certificate, completed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations.
- 10 In summer 2012 an alignment study of the 2010 standards was completed between the early learning standards and the Common Core State Standards. These revised standards will be in place for the 2013-2014 school year.
- 11 All nonpublic, community-based teachers must hold at least an AA in child development, early childhood education, or child and family studies and must be enrolled in a BA program and on track to receive the degree by September 1, 2017. New teachers in nonpublic programs must have a BA if they enter after 2012.
- 12 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.
- 13 District-level funding for the D.C. Pre-K Program totaled \$157,440,000 across all DCPS, Charters, and CBOs. Spending is based on the per-pupil funding formula of \$11,986 per 3-year-old and \$11,629 per 4-year-old with adjustments for special education and limited English proficiency students. The total fiscal year 2012 spending is the anticipated amount. Three new pre-K classrooms were awarded in May and the costs will cross both FY12 and FY13.
- 14 In 2011-2012, DC evaluated the third grade results of Pre-K program participants, gathered a representative sample of environmental rating scale results, and performed a sample-based assessment of learning in Pre-K.
- 15 While there are no universal, required assessment tools, Pre-K programs currently use several specific assessment tools, including the most commonly used Teaching Strategies GOLD assessment.
- 16 OSSE is currently developing a Kindergarten Entry Assessment that will be used universally for all kindergarten students at the beginning of the year. Implementation is planned before Fall 2013.

DISTRICT OF COLUMBIA – Public Pre-Kindergarten (Charter)

- 1 One hundred percent of the 37 Local Education Agencies (LEAs) in the District of Columbia that provide kindergarten offer pre-K. The initiative is distributed throughout all eight wards of the city.
- 2 D.C. Public Charter Schools that are approved by way of their charter to provide Pre-K may offer it to all age-eligible students who are D.C. residents.
- 3 Children with IEPs and IFSPs are included in DCPS and Charter counts.
- 4 LEAs can choose their operating schedule as long as they are offering at least 180 days or 900 hours of instruction per year. Most LEAs offer 5 days of school per week although some opt to offer a longer school day to accommodate a half-day for professional development within a 4.5 day per week schedule for students. A school-day schedule is most common.
- 5 Some charters who have applied for the OSSE Program Assistance Grant, administered by OSSE, must abide by their regulations, which include a maximum of 16 3-year-olds or 20 4-year-olds in a classroom, with a staff-child ratio of 1:8 for 3-year-olds and 1:10 for 4-year-olds.
- 6 The Healthy Schools Act requires the provision of both breakfast and lunch. Childcare licensing mandates two meals and a snack for a school-day program, defined as 7 hours.
- 7 Immunizations are required but not necessarily provided. Components of a full physical exam are determined by each LEA.
- 8 In summer 2012 an alignment study of the 2010 standards was completed between the early learning standards and the Common Core State Standards. These revised standards will be in place for the 2013-2014 school year.
- 9 PCSB can only regulate lead and assistant teacher degree requirements for schools that accept Title I funds, which must require lead teachers have a BA and assistant teachers have an AA. All but one charter school in the 2011-2012 year received Title I funds. Each LEA can determine specific requirements/specialty of the degree, though child development, early childhood education, and/or child/family studies is preferred. Charter schools that receive additional funds from the Office of the State Superintendent (OSSE) must abide the OSSE policy that any lead teacher without a BA must have it by 2014 and any assistant teacher must have an AA by 2014.
- 10 District-level funding for the D.C. Pre-K Program totaled \$157,440,000 across all DCPS, Charters, and CBOs. Spending is based on the per-pupil funding formula of \$11,986 per 3-year-old and \$11,629 per 4-year-old with adjustments for special education and limited English proficiency students. The total fiscal year 2012 spending is the anticipated amount. Three new pre-K classrooms were awarded in May and the costs will cross both fiscal year 2012 and fiscal year 2013.
- 11 Local funds may be used for subcontracting, but charter schools that receive federal funding may not use those funds for subcontracting.
- 12 Outside consultants are used for site visits in varying circumstances, for example if the school is up for a PDR (Performance Development Review). PDRs were conducted based on the score a school earned on the PCSB's Performance Management Framework. All schools in Tier 3 received a PDR. The Performance Management Framework only evaluates state-tested grades, but can trigger a site visit for the whole school. Schools that underwent a 5-year or 10-year charter review had a PDR conducted. No school has gone five years without having a PDR. Site visits are done to check for progress on the school's charter, not with OSSE pre-K standards.
- 13 While a formal evaluation by an outside agency has not been conducted, an LEA's accountability plan measures each school on Student Progress, Student Achievement, Leading Indicators, and Mission Specific goals.
- 14 While OSSE cannot require charter schools to conduct an evaluation, each charter must have an accountability plan and report data as required by the D.C. Public Charter Board.
- 15 Charter law prevents the Public Charter School Board from mandating any specific assessment. Each LEA must set targets for student growth, student achievement, leading indicators, and optional mission specific goals and choose their assessment tools. Children's learning and development is assessed during both pre-K and kindergarten through their accountability plans, which are collected by the district. All D.C. Charter schools are required to conduct assessments but can choose what assessment is used. PCSB uses the results for program evaluation and to determine a school's quality in part based on how many school-set targets it did and did not meet and to track child and program level outcomes over time.