

APPENDIX A: STATE SURVEY DATA 2012-2013

STATE

ACCESS

	Name of state prekindergarten initiative
Alabama	First Class: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pilot Prekindergarten Program
Arizona	First Things First Pre-Kindergarten and Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California	California State Preschool Program
Colorado	Colorado Preschool Program
Connecticut	Connecticut School Readiness
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Public Pre-Kindergarten (DCPS, PCS & CBOs)
Florida	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Illinois	Illinois Preschool for All
Iowa Shared Visions	Iowa Shared Visions
Iowa SVPP	Iowa Statewide Voluntary Preschool Program
Kansas State Pre-K	Kansas At-Risk Four-Year-Old Children Program
Kansas Preschool	Kansas Pre-K Program
Kentucky	Kentucky Preschool Program
Louisiana LA4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana NSECD	Louisiana Non-Public Schools Early Childhood Development Program
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts	Massachusetts Universal Pre-Kindergarten (UPK) and Grant 391
Michigan	Michigan Great Start Readiness Program
Minnesota	Minnesota Head Start
Missouri	Missouri Preschool Project
Nebraska	Nebraska Early Childhood Education Programs - Ages 3 to 5
Nevada	Nevada State Pre-Kindergarten Education Program (PEP)
New Jersey Abbott	New Jersey Former Abbott Preschool Program
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Mexico	New Mexico PreK
New York	New York Universal Prekindergarten
North Carolina	NC Pre-Kindergarten Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon	Oregon Head Start Prekindergarten
Pennsylvania EABG	Pennsylvania Education Accountability Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Penn. K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School Based Pre-K
Penn. Pre-K Counts	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island Pre-Kindergarten Program
South Carolina 4K	South Carolina Half-Day Child Development Program (4K)
South Carolina CDEPP	South Carolina Child Development Education Pilot Program (CDEPP)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont Act 62	Vermont Prekindergarten Education - Act 62
Vermont EEI	Vermont Early Education Initiative
Virginia	Virginia Preschool Initiative
Washington	Washington Early Childhood Education and Assistance Program (ECEAP)
West Virginia	West Virginia Universal Pre-K
Wisconsin 4K	Wisconsin Four-Year-Old Kindergarten Program
Wisconsin HdSt	Wisconsin Head Start State Supplement

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

ACCESS

State agency with administrative authority over state pre-K

Alabama	Office of School Readiness in the Alabama Department of Children's Affairs under the Governor's Office ¹
Alaska	Alaska Department of Education & Early Development ¹
Arizona	First Things First, a state agency
Arkansas	Arkansas Department of Education Division of Child Care and Early Childhood Education
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut	Connecticut State Department of Education ¹
Delaware	Early Development and Learning Resources
District of Columbia	Office of the State Superintendent of Education (OSSE) ¹
Florida	Florida Department of Education 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 State Pre-K	Kansas State Department of Education
Kansas Preschool	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana LA4	Louisiana Department of Education ¹
Louisiana 8(g)	Louisiana State Board of Elementary and Secondary Education Louisiana State Board of Elementary and Secondary Education
Louisiana NSECD	Louisiana Department of Education ¹
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts	Massachusetts Department of Early Education and Care ¹
Michigan	Office of Great Start
Minnesota	Minnesota Department of Education
Missouri	Missouri Department of Elementary & Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Office of Educational Opportunity
New Jersey Abbott	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	Division of Early Childhood Education Division of Family Development Department of Children and Families, Office of Licensing ¹
New Jersey ELLI	Division of Early Childhood Education Division of Family Development Department of Children and Families, Office of Licensing ¹
New Mexico	New Mexico Public Education Department 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	Office of Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon	Early Learning Division, Oregon Department of Education
Pennsylvania EABG	Pennsylvania Department of Education ¹
Pennsylvania HSSAP	Pennsylvania Department of Education
Penn. K4 & SBPK	Office of Child Development and Early Learning ¹
Penn. Pre-K Counts	Pennsylvania Department of Education
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	Office of Instructional Practices and Evaluation
South Carolina CDEPP	Office of Instructional Practices S.C. First Steps ¹
Tennessee	Tennessee Department of Education, Division of Curriculum and Instruction ¹
Texas	Texas Education Agency
Vermont Act 62	Vermont Agency of Education Agency of Human Services, Department for Children and Families ¹
Vermont EEI	Vermont Agency of Education
Virginia	Virginia Department of Education
Washington	Washington State Department of Early Learning
West Virginia	Office of Early Learning Division of Early Care and Education ¹
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction

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ACCESS

	Availability of program	Are districts, etc., required to offer programs?
Alabama	65 out of 67 counties (97%)	No, competitive
Alaska	8 out of 54 school districts (15%) ¹	No, competitive
Arizona	23 out of 31 Regional Partnership Councils (74%) ²	No, optional 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	67 out of 169 towns/communities (40%) ²	No, optional ²
Delaware	3 out of 3 counties (100%)	No, competitive ¹
District of Columbia	1 out of 1 school districts (100%) ²	No, optional ²
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 348 school districts (9%) ¹	No, optional
Iowa SVPP	314 out of 348 school districts (90%)	No, optional ¹
Kansas State Pre-K	181 out of 286 school districts (63%)	No, optional ¹
Kansas Preschool	14 out of 105 counties (13%)	No, competitive
Kentucky	173 out of 173 school districts (100%)	Required for all
Louisiana LA4	63 out of 71 school districts (89%) ²	No, optional
Louisiana 8(g)	68 out of 70 school districts (97%)	No, optional
Louisiana NSECD	64 out of 64 Parishes (100%)	No, optional ²
Maine	201 out of 319 elementary schools with Kindergarten (63%) ¹	No, optional ²
Maryland	24 out of 24 school districts (100%) ¹	Required for all
Massachusetts	94 out of 351 towns/communities (27%) ²	No, competitive ³
Michigan	320 out of 549 school districts (58%) 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	146 out of 520 school districts (28%) ¹	No, competitive
Nebraska	188 out of 249 school districts (76%)	No, competitive ¹
Nevada	10 out of 17 school districts (59%) ¹	No, competitive ¹
New Jersey Abbott	35 out of 590 school districts (6%) ²	Required for some ¹
New Jersey ECPA	94 out of 590 school districts (16%) ²	Required for some ¹
New Jersey ELLI	24 out of 590 school districts (4%) ²	No, competitive ¹
New Mexico	44 out of 89 school districts (49%) ¹	No, competitive ¹
New York	443 out of 677 school districts (65%) ¹	Required for some ¹
North Carolina	100 out of 100 counties (100%)	No, optional ¹
Ohio	201 out of 612 school districts (33%)	No, competitive ¹
Oklahoma	512 out of 522 school districts (98%)	No, optional
Oregon	36 out of 36 counties (100%)	No, competitive
Pennsylvania EABG	15 out of 500 school districts (3%)	No, optional ²
Pennsylvania HSSAP	112 out of 500 school districts (22%)	No, competitive ¹
Penn. K4 & SBPK	91 out of 500 school districts (18%)	No, optional
Penn. Pre-K Counts	405 out of 500 school districts (81%)	No, competitive ¹
Rhode Island	5 out of 40 towns/communities (13%)	No, competitive
South Carolina 4K	53 out of 83 school districts (64%)	Required for some ¹
South Carolina CDEPP	33 out of 83 school districts (40%)	Required for some ²
Tennessee	135 out of 135 school districts (100%)	No, competitive
Texas	1040 out of 1226 school districts (85%)	Required for some ¹
Vermont Act 62	222 out of 251 towns/communities (88%)	No, optional
Vermont EEI	35 out of 61 school districts (57%) ¹	No, competitive ¹
Virginia	119 out of 136 school districts (88%)	No, optional ¹
Washington	37 out of 39 counties (95%) ¹	No, competitive ²
West Virginia	55 out of 55 school districts (100%)	Required for all
Wisconsin 4K	375 out of 413 school districts (91%) ¹	No, optional ²
Wisconsin HdSt	36 out of 39 Head Start grantees (92%)	Required for some ¹

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ACCESS

	Program enrollment – Fall 2012, total	Program enrollment – Fall 2012, by age	Number of English Language Learners
Alabama	3,897	3,897 4-year-olds	175
Alaska	345	345 4-year-olds	Exact number unknown
Arizona	6,516	433 3-year-olds; 611 4-year-olds; 298 5-year-olds ⁴	Exact number unknown
Arkansas	20,129	955 under age 3; 5,503 3-year-olds; 13,240 4-year-olds; 431 5-year-olds ²	1,011
California	129,577	2,640 under age 3; 47,463 3-year-olds; 79,474 4-year-olds	Exact number unknown
Colorado	19,538	227 under age 3; 4,481 3-year-olds; 14,789 4-year-olds; 41 5-year-olds ³	Exact number unknown
Connecticut	9,487	2,517 3-year-olds; 5,302 4-year-olds; 1,668 5-year-olds ³	Exact number unknown
Delaware	843	843 4-year-olds ²	395
District of Columbia	11,919	5,401 3-year-olds; 6,518 4-year-olds	1,481
Florida	174,145	174,145 4-year-olds	Exact number unknown
Georgia	81,683	81,683 4-year-olds ²	7,973
Illinois	75,623	29,981 3-year-olds; 45,324 4-year-olds; 318 5-year-olds ²	13,263
Iowa Shared Visions	1,726	601 3-year-olds; 1,103 4-year-olds; 22 5-year-olds	Exact number unknown.
Iowa SVPP	24,917	861 3-year-olds; 23,607 4-year-olds; 449 5-year-olds ²	Exact number unknown.
Kansas State Pre-K	7,094	7,094 4-year-olds	1,805
Kansas Preschool	1,420	1,420 4-year-olds ¹	Exact number unknown
Kentucky	20,817	4,178 3-year-olds; 16,639 4-year-olds ¹	1,479 ²
Louisiana LA4	16,028	16,028 4-year-olds ³	5% of total
Louisiana 8(g)	2,643	2,643 4-year-olds	Exact number unknown
Louisiana NSECD	1,200	1,200 4-year-olds ³	Exact number unknown
Maine	5,088	4,850 4-year-olds; 238 5-year-olds	98
Maryland	29,407	3,005 3-year-olds; 26,402 4-year-olds ²	Exact number unknown
Massachusetts	13,335	Exact breakdown unknown ⁴	Exact number unknown
Michigan	24,547	24,547 4-year-olds ³	3,138
Minnesota	1,813	Exact breakdown unknown	5,231
Missouri	3,675	977 3-year-olds; 2,698 4-year-olds ²	126
Nebraska	10,442	474 under age 3; 2,979 3-year-olds; 6,914 4-year-olds; 75 5-year-olds	631
Nevada	1,393	13 under age 3; 107 3-year-olds; 1,272 4-year-olds; 1 5-year-olds ²	443
New Jersey Abbott	43,671	20,202 3-year-olds; 23,469 4-year-olds	Exact number unknown.
New Jersey ECPA	7,515	504 3-year-olds; 7,011 4-year-olds	Exact number unknown
New Jersey ELLI	540	540 4-year-olds ³	Exact number unknown
New Mexico	5,331	5,331 4-year-olds	Exact number unknown
New York	103,347	215 3-year-olds; 103,132 4-year-olds ²	Exact number unknown
North Carolina	29,572	29,572 4-year-olds	6,099
Ohio	5,700	1,360 3-year-olds; 3,457 4-year-olds; 823 5-year-olds; 60 of other age ²	53
Oklahoma	40,114	401,14 4-year-olds ¹	Exact number unknown
Oregon	7,184	14 under age 3; 2,449 3-year-olds; 4,716 4-year-olds; 5 5-year-olds ¹	2,592
Pennsylvania EABG	2,381	Exact breakdown unknown	Exact number unknown
Pennsylvania HSSAP	5,219	Exact breakdown unknown ²	Exact number unknown
Penn. K4 & SBPK	6,631	Exact breakdown unknown	Exact number unknown
Penn. Pre-K Counts	11,391	3,612 3-year-olds; 7,779 4-year-olds ²	1,170
Rhode Island	144	144 4-year-olds	Exact number unknown
South Carolina 4K	21,694	2,548 3-year-olds; 19,146 4-year-olds	Exact number unknown
South Carolina CDEPP	5,783	5,783 4-year-olds ³	Exact number unknown
Tennessee	18,609	601 3-year-olds; 17,893 4-year-olds; 115 5-year-olds ²	Exact number unknown
Texas	227,555	22,120 3-year-olds; 205,056 4-year-olds; 379 5-year-olds	90,511
Vermont Act 62	5,535	Exact breakdown unknown ²	Exact number unknown
Vermont EEI	1,102	429 3-year-olds; 649 4-year-olds; 24 5-year-olds ²	64
Virginia	17,295	17,295 4-year-olds	Exact number is unknown
Washington	8,391	1,150 3-year-olds; 7,241 4-year-olds ³	2,852
West Virginia	15,770	102 under age 3; 1,912 3-year-olds; 13,394 4-year-olds; 362 5-year-olds	63
Wisconsin 4K	48,590	Exact breakdown unknown ³	1,230
Wisconsin HdSt	1,097	Exact breakdown unknown ²	Exact number unknown

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STATE

ACCESS

Are children receiving special education services counted in enrollment total?

Alabama	Yes ²
Alaska	Yes
Arizona	Yes
Arkansas	Yes
California	Yes
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
Delaware	Yes
District of Columbia	Yes ³
Florida	Yes
Georgia	Yes ³
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SVPP	Yes ²
Kansas State Pre-K	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kansas Preschool	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kentucky	Yes
Louisiana LA4	Yes ⁴
Louisiana 8(g)	Yes
Louisiana NSECD	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment ⁴
Maine	Yes
Maryland	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment ²
Massachusetts	Yes ⁵
Michigan	Yes ⁴
Minnesota	Yes
Missouri	Yes
Nebraska	Yes
Nevada	Yes
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
North Carolina	Yes
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania EABG	Yes
Pennsylvania HSSAP	Yes
Penn. K4 & SBPK	Yes
Penn. Pre-K Counts	Yes
Rhode Island	Yes
South Carolina 4K	Yes ²
South Carolina CDEPP	Yes ⁴
Tennessee	Yes ³
Texas	Yes ²
Vermont Act 62	Yes ²
Vermont EEI	Yes
Virginia	Yes ²
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes
Wisconsin HdSt	Yes

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STATE

ACCESS

Total number of children who received special education services

Alabama	214
Alaska	Exact number unknown, estimated at 10%.
Arizona	Exact number unknown
Arkansas	2,866
California	Exact number unknown
Colorado	NA
Connecticut	527
Delaware	140
District of Columbia	917
Florida	Approximately 5% of enrolled children
Georgia	3,085
Illinois	11,096
Iowa Shared Visions	209
Iowa SVPP	1,439
Kansas State Pre-K	NA
Kansas Preschool	NA
Kentucky	9,661
Louisiana LA4	1,138
Louisiana 8(g)	Exact number unknown
Louisiana NSECD	Unknown
Maine	18
Maryland	N/A
Massachusetts	2,344
Michigan	6,702
Minnesota	Exact number unknown
Missouri	517
Nebraska	3,136
Nevada	184
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	Exact number unknown
North Carolina	1,507
Ohio	923
Oklahoma	2,621
Oregon	1,267
Pennsylvania EABG	Exact number unknown
Pennsylvania HSSAP	Exact number unknown
Penn. K4 & SBPK	Exact number unknown
Penn. Pre-K Counts	218
Rhode Island	Exact number unknown
South Carolina 4K	Exact number unknown
South Carolina CDEPP	Exact number unknown
Tennessee	Exact number unknown
Texas	9,004
Vermont Act 62	926
Vermont EEI	199
Virginia	Exact number unknown
Washington	741
West Virginia	2,490
Wisconsin 4K	4,842
Wisconsin HdSt	Exact number unknown

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ACCESS

Special education enrollment, by age

Alabama	214 4-year-olds ²
Alaska	Exact breakdown unknown
Arizona	Exact breakdown unknown
Arkansas	519 3-year-olds; 2,347 4-year-olds
California	Exact breakdown unknown
Colorado	NA
Connecticut	Exact breakdown unknown
Delaware	140 4-year-olds
District of Columbia	272 3-year-olds; 645 4-year-olds ³
Florida	Exact breakdown unknown
Georgia	3,085 4-year-olds ³
Illinois	5,162 3-year-olds; 5,616 4-year-olds; 318 5-year-olds
Iowa Shared Visions	Exact breakdown unknown
Iowa SVPP	316 3-year-olds; 1,004 4-year-olds; 119 5-year-olds ²
Kansas State Pre-K	NA
Kansas Preschool	NA
Kentucky	4,178 3-year-olds; 5,483 4-year-olds
Louisiana LA4	1,138 4-year-olds ⁴
Louisiana 8(g)	Exact breakdown unknown
Louisiana NSECD	NA
Maine	18 4-year-olds
Maryland	NA ²
Massachusetts	Exact breakdown unknown ⁵
Michigan	6,702 4-year-olds
Minnesota	Exact breakdown unknown
Missouri	143 3-year-olds; 374 4-year-olds
Nebraska	274 under age 3; 1,132 3-year-olds; 1,655 4-year-olds; 75 5-year-olds
Nevada	Exact breakdown unknown
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	NA
North Carolina	1,507 4-year-olds
Ohio	33 under age 3; 246 3-year-olds; 471 4-year-olds; 173 5-year-olds
Oklahoma	2,621 4-year-olds ¹
Oregon	3 under age 3; 432 3-year-olds; 832 4-year-olds; 1 5-year-old
Pennsylvania EABG	Exact breakdown unknown
Pennsylvania HSSAP	Exact breakdown unknown
Penn. K4 & SBPK	Exact breakdown unknown
Penn. Pre-K Counts	64 3-year-olds; 154 4-year-olds
Rhode Island	Exact breakdown unknown
South Carolina 4K	Exact breakdown unknown ²
South Carolina CDEPP	Exact breakdown unknown ⁴
Tennessee	Exact breakdown unknown ³
Texas	1,085 3-year-olds; 7,832 4-year-olds; 87 5-year-olds ²
Vermont Act 62	Number unknown ²
Vermont EEI	Number unknown
Virginia	Exact breakdown unknown ²
Washington	117 3-year-olds; 624 4-year-olds
West Virginia	102 under age 3; 913 3-year-olds; 1,321 4-year-olds; 154 5-year-olds
Wisconsin 4K	3951 4-year-olds; 859 5-year-olds ⁴
Wisconsin HdSt	Exact breakdown unknown

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STATE

ACCESS

Program enrollment – Fall 2012, by type of administering agency

Alabama	Public schools, 2,088; Nonpublic schools, 1,809
Alaska	Public schools, 34 ²
Arizona	Public schools, 6,516 ⁵
Arkansas	Breakdown not available ³
California	Public schools, 96,305; Nonpublic schools, 33,272
Colorado	Public schools, 19,538 ⁴
Connecticut	Public schools, 3,153; Nonpublic schools, 6,334
Delaware	Public schools, 387; Nonpublic schools, 456
District of Columbia	Public schools, 11,446; Nonpublic schools, 473
Florida	Public schools, 30,135; Nonpublic schools, 146,219 ³
Georgia	Public schools, 37,414; Nonpublic schools, 44,269
Illinois	Public schools, 70,428; Nonpublic schools, 5,191
Iowa Shared Visions	Public schools, 987; Nonpublic schools, 739
Iowa SVPP	Public schools, 23,572 ³
Kansas State Pre-K	Public schools, 7,094
Kansas Preschool	Breakdown not available
Kentucky	Public schools, 20,817 ³
Louisiana LA4	Public schools, 15,869; Nonpublic schools, 159 ⁵
Louisiana 8(g)	Public schools, 2,643
Louisiana NSECD	Nonpublic schools, 1,200 ⁵
Maine	Public schools, 5,088 ³
Maryland	Public schools, 29,407
Massachusetts	Public schools, 6,87; Nonpublic schools, 7,048
Michigan	Public schools, 23,405; Nonpublic schools, 1,142
Minnesota	Public schools, 48; Nonpublic schools, 1,765
Missouri	Public schools, 3,542; Nonpublic schools, 133 ²
Nebraska	Public schools, 10,422
Nevada	Public schools, 1,360; Nonpublic schools, 33
New Jersey Abbott	Public schools, 43,671 ³
New Jersey ECPA	Public schools, 7,515
New Jersey ELLI	Public schools, 540
New Mexico	Public schools, 2,850; Nonpublic schools, 2,481
New York	Public schools, 103,347
North Carolina	Public schools, 10,280; Nonpublic schools, 19,292
Ohio	Public schools, 3,990; Nonpublic schools, 1,710 ²
Oklahoma	Public schools, 40,114 ²
Oregon	Public schools, 992; Nonpublic schools, 6,193 ²
Pennsylvania EABG	Public schools, 2,381 ³
Pennsylvania HSSAP	Public schools, 946; Nonpublic schools, 4,273
Penn. K4 & SBPK	Public schools, 6,631
Penn. Pre-K Counts	Public schools, 3,293; Nonpublic schools, 8,098
Rhode Island	Public schools, 18; Nonpublic schools, 126
South Carolina 4K	Public schools, 21,694
South Carolina CDEPP	Public schools, 5,200; Nonpublic schools, 583
Tennessee	Public schools, 18,609 ⁴
Texas	Public schools, 227,568
Vermont Act 62	Public schools, 5,535 ³
Vermont EEI	Public schools, 864; Nonpublic schools, 238 ³
Virginia	Public schools, 15,627; Nonpublic schools, 1,668
Washington	Public schools, 3,686; Nonpublic schools, 4,705
West Virginia	Public schools, 15,770 ²
Wisconsin 4K	Public schools, 48,590
Wisconsin HdSt	Breakdown not available ³

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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 ³	No
Arizona	Determined locally ⁶	No ⁶
Arkansas	School day, 7 hours/day	No
California	School day, minimum of 6 hours/day; Part day, minimum of 3 hours/day ¹	Yes, California regulations allow Head Start to braid and blend funding ¹
Colorado	Part day, at least 2.5 hours/day for 4 days/week or equivalent ⁵	No ⁵
Connecticut	Determined locally ⁴	Yes, partnerships through state grants and contracts
Delaware	Part day, at least 3.5 hours/day ³	Yes ³
District of Columbia	School day, 6.5 hours/day	Yes ⁴
Florida	Determined locally ⁴	No
Georgia	School day, 6.5 hours/day	Yes ⁴
Illinois	School day, 4.5 to 8 hours/day; Part day, 2.5 to 3.5 hours/day ³	No ³
Iowa Shared Visions	Determined locally, hours vary by program, or another operating schedule is used ²	No ²
Iowa SVPP	Part day, Minimum of 10 hours/week ⁴	No ⁴
Kansas State Pre-K	Part day, 3 hours/day ²	No ²
Kansas Preschool	Determined locally ²	No ²
Kentucky	Part day, 2.5 hours/day plus a meal ⁴	No ⁵
Louisiana LA4	Extended day, 10 hours/day; School day, 6 hours/day ⁶	No ⁶
Louisiana 8(g)	School day, 6 hours/day	No
Louisiana NSECD	Extended day, 10 hours/day ⁶	No ⁶
Maine	Determined locally, 10 hours/week ⁴	No ⁴
Maryland	School day, 6.5 hours/day; Part day, 2.5 hours/day ³	Yes ³
Massachusetts	Determined locally ⁶	No ⁶
Michigan	School day, 6.5 hours/day; Part day, 3 hours/day ⁵	Yes ⁶
Minnesota	Determined locally ²	No ²
Missouri	Determined locally, 3 - 6.5 hours/day ³	No
Nebraska	Determined locally, varies by program ²	No ²
Nevada	Determined locally, minimum of 10 hours/week ³	No ³
New Jersey Abbott	School day, at least 6 hours/day ⁴	Yes ⁴
New Jersey ECPA	Determined locally, 2.5 - 6 hours/day ³	Yes ³
New Jersey ELLI	School day, 6 hours/day or more; Part day, 2.5 hours/day or more ⁵	Yes ⁵
New Mexico	Determined locally, most common schedule is 2.5 to 3.5 hours/day ³	No
New York	Part day, 2.5 hours/day ³	No ³
North Carolina	School day, 6.5 hours/day ²	No ²
Ohio	Determined locally, 3-3.5 hours/day or 12.5 hours/week ³	No ³
Oklahoma	School day, 6 hours/day; Part day, 2.5 hours/day ³	No ³
Oregon	School day, 6 hours/day; Part day, 3.5 hours/day ³	Yes ³
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
Penn. K4 & SBPK	School day, 5 hours/day; Part day, 2.5 hours/day	No
Penn. Pre-K Counts	School day, 5 instructional hours/day; Part day, 2.5 instructional hours/day	No ³
Rhode Island	School day, 6 hours/day	No ¹
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/day ⁵	No
Texas	Part day, 3 hours/day	No
Vermont Act 62	Determined locally ⁴	No ⁴
Vermont EEI	Determined locally ⁴	No ⁴
Virginia	School day, 5.5 hours/day; Part day, 3 hours/day	No
Washington	Determined locally ⁴	No
West Virginia	Determined locally, minimum of 12 hours/week ³	Yes ³
Wisconsin 4K	Determined locally ⁵	Yes ⁶
Wisconsin HdSt	Determined locally, most common is 3 hours/day ⁴	Yes ⁴

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

OPERATING SCHEDULE

	Program enrollment - Fall 2012, by operating schedule	Days of operation per week	Yearly operating schedule
Alabama	School day, 3,897 ³	5 days per week	Academic year
Alaska	Breakdown not available ³	Determined locally, at least 3 hours/day but no more than 5 hours/day	Academic year
Arizona	Breakdown not available ⁶	Determined locally ⁶	Determined locally ⁶
Arkansas	School day, 20,129	5 days per week	Academic year
California	Full day, 39,411; Part day, 90,166 ¹	5 days per week ¹	Determined locally ¹
Colorado	Breakdown not available ⁵	5 days per week ⁵	Academic year
Connecticut	Full day, 7,197; School day, 1,656; Part day, 1,963 ⁴	5 days per week ⁴	Determined locally ⁴
Delaware	Breakdown not available	5 days per week	Determined locally
District of Columbia	School day, 11,919	5 days per week ⁴	Academic year ⁴
Florida	Breakdown not available ⁵	Determined locally ⁴	Determined locally ⁴
Georgia	School day, 81,683	5 days per week	Academic year
Illinois	Breakdown not available ³	5 days per week	Academic year
Iowa Shared Visions	Full day, 952; School day, 644; Part day, 130	Determined locally ²	Determined locally ²
Iowa SVPP	Part day, 23,572	Determined locally, 10 hours per week ⁴	Academic year
Kansas State Pre-K	Part day, 7,094 ²	Determined locally ²	Academic year
Kansas Preschool	Determined locally, 1,420 ²	Determined locally ²	Determined locally ²
Kentucky	Breakdown not available ⁵	Determined locally ⁵	Academic year ⁵
Louisiana LA4	Full day, 823; School day, 16,028 ⁶	5 days per week ⁵	Academic year
Louisiana 8(g)	School day, 2,643	Determined locally ⁵	Academic year
Louisiana NSECD	Full day, 1,200	5 days per week ⁵	Academic year
Maine	Determined locally 5,088 ⁴	Determined locally, 10 hours per week ⁵	Academic year
Maryland	School day, 8,754; Part day, 20,653	5 days per week ⁵	Academic year
Massachusetts	Full day, 6,922; School day, 218; Part day, 102 ⁶	Determined locally ⁵	Determined locally ⁶
Michigan	;School day, 8,382 Part day, 16,123; Other, 42	4 days per week ⁵	30 weeks/year ⁵
Minnesota	Locally determined 1,813 ²	Determined locally ⁵	Determined locally ²
Missouri	School day, 2,457; Part day, 1,218	5 days per week ⁵	Determined locally ³
Nebraska	Breakdown not available ²	Determined locally ⁵	Academic year
Nevada	Part day, 1,393	Determined locally, 10 hours per week ⁵	Academic year
New Jersey Abbott	School day, 43,543 ⁵	5 days per week	Academic year ⁶
New Jersey ECPA	School day, 2,499; Part day, 5,016 ³	5 days per week	Academic year
New Jersey ELLI	School day, 205; Part day, 335	5 days per week	Academic year
New Mexico	Determined locally 5,331	Determined locally ³	Academic year ³
New York	School day, 25,077; Part day, 78,270	5 days per week	Academic year
North Carolina	School day, 29,572	5 days per week	Academic year ²
Ohio	Breakdown not available ³	Determined locally, 12.5 hours per week ³	Academic year
Oklahoma	School day, 28,789; Part day, 11,325	5 days per week ³	Academic year ³
Oregon	Full day, 706; School day, 5,800; Other, 679 ³	Determined locally ³	Academic year ³
Pennsylvania EABG	Breakdown not available	5 days per week ⁴	Determined locally ⁴
Pennsylvania HSSAP	Breakdown not available	Determined locally ³	Academic year ³
Penn. K4 & SBPK	Breakdown not available	5 days per week	Academic year
Penn. Pre-K Counts	School day, 8,864; Part day, 2,527	5 days per week	Determined locally, 180 days/year ³
Rhode Island	School day, 144	5 days per week	Academic year
South Carolina 4K	Breakdown not available ³	5 days per week	Academic year
South Carolina CDEPP	School day, 5,783	5 days per week	Academic year
Tennessee	School day, 18,609 ⁴	5 days per week	Academic year
Texas	Part day, 227,568	5 days per week	Academic year
Vermont Act 62	Determined locally, 5,535	Determined locally ⁴	Academic year ⁴
Vermont EEI	Determined locally, 1,102	Determined locally ⁴	Academic year ⁴
Virginia	School day, 16,639; Part day, 656	5 days per week	Academic year
Washington	School day, 1,591; Part day, 6,800 ⁵	Determined locally ⁴	Academic year ⁴
West Virginia	School day, 13,247; Part day, 2,523	Determined locally, 4 or 5 days/week is permissible ³	Academic year ³
Wisconsin 4K	Breakdown not available	Determined locally ⁵	Determined locally ⁵
Wisconsin HdSt	Other, 1,098	Determined locally ⁴	Determined locally ⁴

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STATE

AGE ELIGIBILITY

	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by September 1	5 by August 31
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 November 2	5 by November 2
Colorado	3 by October 1	Locally determined
Connecticut	2 years, 9 months by September 1	5 by January 1
Delaware	4 by August 31	5 by August 31
District of Columbia	3 by September 30	4 by September 30
Florida	4 by September 1	5 by August 31
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 State Pre-K	4 by August 31	5 by August 31
Kansas Preschool	4 by August 31	5 by August 31
Kentucky	3 by October 1	4 by September 30
Louisiana LA4	4 by September 30	5 by September 30
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana NSECD	4 by September 30	5 by September 30
Maine	4 by October 15	Locally determined
Maryland	4 by September 1	5 by September 1
Massachusetts	2 years, 9 months by locally determined date	Locally determined
Michigan	4 by December 1	5 by December 1
Minnesota	3 by September 1	3 by September 1
Missouri	3 by July 31	5 by July 31
Nebraska	Locally determined	5 on August 1
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 August 31	4 years, 11 months by August 31
New York	3 years, 11 months by December 1	4 years, 11 months by December 1
North Carolina	4 by August 31	4 by August 31
Ohio	3 by August 1 or September 30	5 by August 1 or September 30
Oklahoma	4 by September 1	4 by September 1
Oregon	3 by September 1	4 by September 1
Pennsylvania EABG	Locally determined	Locally determined
Pennsylvania HSSAP	Locally determined	Locally determined
Penn. K4 & SBPK	Locally determined	Locally determined
Penn. Pre-K Counts	Locally determined	Locally determined
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	Locally determined
Tennessee	4 by September 30	5 by September 30
Texas	3 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	4 years, 11 months by August 31
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1	Locally determined
Wisconsin HdSt	3 by September 1	5 by September 1

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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 ⁴
Arizona	5 by September 1	No
Arkansas	5 by August 1	Yes ⁴
California	5 by November 2	Yes ²
Colorado	5 by October 1	Yes ⁶
Connecticut	5 by January 1	Yes ⁵
Delaware	5 by August 31	Yes ⁴
District of Columbia	5 by September 30	No
Florida	5 by September 1	Yes ⁶
Georgia	5 by September 1	Yes, for children with IEPs ⁵
Illinois	5 by September 1	Yes, for children with IEPs ⁴
Iowa Shared Visions	5 by September 15	Yes, children with IEPs may participate
Iowa SVPP	5 by September 15	Yes, children with IEPs may participate
Kansas State Pre-K	5 by August 31	No
Kansas Preschool	5 by August 31	No
Kentucky	5 by October 1	Yes ⁶
Louisiana LA4	5 by September 30	Yes ⁷
Louisiana 8(g)	5 by September 30	Yes ²
Louisiana NSECD	5 by September 30	No
Maine	5 by October 15	Yes ⁵
Maryland	5 by September 1	Yes ⁴
Massachusetts	Locally determined	No ⁷
Michigan	5 by December 1	No
Minnesota	3 by September 1	Yes ³
Missouri	5 by July 31	Yes
Nebraska	5 by July 31	Yes, children with IEPs may participate based on their IEPs ³
Nevada	5 by September 30	No
New Jersey Abbott	5 by locally determined date	Yes ⁷
New Jersey ECPA	5 by locally determined date	Yes ⁴
New Jersey ELLI	5 by locally determined date	Yes ⁶
New Mexico	5 by August 31	Yes ⁴
New York	5 by December 1	Yes ²
North Carolina	5 by August 31	Yes ³
Ohio	5 by August 1 or September 30	Yes ²
Oklahoma	4 by September 1	Yes, determined locally ⁴
Oregon	5 by September 1	Yes ⁴
Pennsylvania EABG	Locally determined	Yes, determined locally ⁵
Pennsylvania HSSAP	Locally determined	Yes, determined locally ⁵
Penn. K4 & SBPK	Locally determined	Yes
Penn. Pre-K Counts	Locally determined	Yes, local boards may decide exceptions for kindergarten ⁴
Rhode Island	5 by September 1	Yes, determined locally ²
South Carolina 4K	5 by September 1	No
South Carolina CDEPP	5 by September 1	Yes ⁵
Tennessee	5 by September 30	Yes ⁶
Texas	5 by September 1	No
Vermont Act 62	Locally determined	Yes ⁵
Vermont EEI	5 years by locally determined date	Yes ⁵
Virginia	5 by September 30	Yes ³
Washington	5 by August 31	No
West Virginia	5 by September 1	Yes ⁴
Wisconsin 4K	5 by September 1	Yes, determined locally ⁷
Wisconsin HdSt	5 by September 1	Yes, determined locally ⁵

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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
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 ⁴
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
District of Columbia	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in VPK if they are age-eligible for kindergarten ⁶
Georgia	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
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 ⁵
Kansas State Pre-K	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kansas Preschool	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 ⁶
Louisiana LA4	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana 8(g)	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 ⁵
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁴
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 ³
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten ²
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁷
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁴
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
New Mexico	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Other kindergarten eligible children may not enroll in pre-K ⁴
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 ²
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁴
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
Penn. 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
Penn. 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 at local program's discretion; 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 ⁶
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten ³
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; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year ⁵
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 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	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 ⁷
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁵

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

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, are eligible
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 ⁵
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 ⁵
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Florida	All age-eligible children in 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
Kansas State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kansas Preschool	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 ⁷
Louisiana LA4	All age-eligible children in districts offering the program may enroll ⁸
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ³
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 ⁶
Maryland	Eligibility is determined by individual child or family characteristics in addition to age
Massachusetts	All age-eligible children in districts offering the program, or in the entire state, may enroll
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 ⁴
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, or in the entire state, may enroll ⁸
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll ²
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁷
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
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 ⁴
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 ⁵
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Penn. 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)
Penn. 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, or in the entire state, may enroll ³
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 the entire state, may enroll ⁶
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Wisconsin 4K	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁸
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁶

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STATE

INCOME REQUIREMENT

	Income requirement	To whom does the income requirement apply?
Alabama	No income requirement	No income requirement
Alaska	130% FPL ⁵	All children ⁵
Arizona	200% FPL	All children
Arkansas	200% FPL ⁵	90% of the children served
California	70% FPL	All families, except those children receiving protective services are at risk for abuse, neglect, exploitation or families homeless or receiving CalWORKs cash aid (TANF)
Colorado	185% FPL ⁷	Income is the most frequently used risk factor for eligibility ⁷
Connecticut	75% SMI ⁶	60% of children ⁶
Delaware	100% FPL ⁵	90% of children ⁵
District of Columbia	No income requirement	No income requirement
Florida	No income requirement	No income requirement
Georgia	No income requirement	No income requirement
Illinois	No income requirement	No income requirement
Iowa Shared Visions	130% FPL	80% of children ³
Iowa SVPP	No income requirement	No income requirement
Kansas State Pre-K	130% FPL	Every child must have at least one risk factor ³
Kansas Preschool	185% FPL	At least 50% of children must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 54% of children)
Louisiana LA4	185% FPL ⁸	All children ⁸
Louisiana 8(g)	No income requirement	No income requirement
Louisiana NSECD	200% FPL	All children
Maine	No income requirement	No income requirement
Maryland	185% FPL	All children
Massachusetts	85% SMI (UPK); No income requirement (Grant 391) ⁸	All children receiving subsidy money (UPK); None (Grant 391) ⁸
Michigan	300% FPL	At least 75% in each grantee/agency ⁷
Minnesota	100% FPL ⁴	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care) ⁴
Missouri	No income requirement	No income requirement
Nebraska	185% FPL ⁴	70% of each program's grant funding must be used to serve children having at least one risk factors, only one of which is family income
Nevada	No income requirement	No income requirement
New Jersey Abbott	No income requirement	No income requirement
New Jersey ECPA	No income requirement	No income requirement
New Jersey ELLI	185% FPL ⁷	All children, unless an exception is granted
New Mexico	No income requirement ⁵	No income requirement
New York	No income requirement	No income requirement
North Carolina	75% SMI ⁴	At least 80% of children ⁴
Ohio	200% FPL ⁴	All children except those with IEPs ⁴
Oklahoma	No income requirement	No income requirement
Oregon	100% FPL ⁵	80% to 90% of children ⁵
Pennsylvania EABG	No income requirement	No income requirement
Pennsylvania HSSAP	100% FPL ⁶	At least 90% of children
Penn. K4 & SBPK	No income requirement	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	300% FPL ⁵	All children
Rhode Island	No income requirement	No income requirement
South Carolina 4K	185% FPL	All children
South Carolina CDEPP	185% FPL	All children
Tennessee	185% FPL	All children as first priority for enrollment
Texas	185% FPL	All children
Vermont Act 62	No income requirement	No income requirement
Vermont EEI	185% FPL ⁶	Low-income status is one possible eligibility criterion
Virginia	No income requirement	No income requirement
Washington	110% FPL	At least 90% of children.
West Virginia	No income requirement	No income requirement
Wisconsin 4K	No income requirement	No income requirement
Wisconsin HdSt	100% FPL ⁶	90% of children ⁶

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STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

Alabama	Not applicable
Alaska	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Locally determined risk factors ⁵
Arizona	Not applicable
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; Incarcerated parent; Parent is activated for overseas military duty ⁵
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 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 ⁷
Connecticut	Not applicable
Delaware	Not applicable ⁵
District of Columbia	Not applicable
Florida	Not applicable
Georgia	Not applicable
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; Low income ⁵
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; Parental active military duty ³
Iowa SVPP	Not applicable
Kansas State Pre-K	Low parental education level; Non-English speaking family members; Teen parent; Other state-specified risk factors, Single parent; Department for Children and Families referral migrant status, developmentally or academically delayed ³
Kansas Preschool	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 ³
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care ⁸
Louisiana LA4	Not applicable
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 ³
Louisiana NSECD	Not applicable
Maine	Not applicable
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 ⁵
Massachusetts	Not applicable ⁸
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 ⁷
Minnesota	Homelessness or unstable housing; Child history of foster care ⁴
Missouri	Not applicable 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
Nevada	Not applicable ⁵

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

New Jersey Abbott	Not applicable
New Jersey ECPA	Not applicable
New Jersey ELLI	Locally determined risk factors ⁸
New Mexico	Not applicable ⁵
New York	Not applicable
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 as IEP ⁴
Ohio	Not applicable
Oklahoma	Not applicable
Oregon	Child disability or developmental delay; Locally determined risk factors ⁵
Pennsylvania EABG	Locally determined risk factors ⁶
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
Penn. K4 & SBPK	None (K4); Determined locally (SBPK)
Penn. 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	Not applicable
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 disability or developmental delay; Homelessness or unstable housing; Child receiving Medicaid services
Tennessee	Locally determined risk factors (underserved or unserved children with no access to early childhood programs) ⁷
Texas	Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Parental active military duty; Parent was injured or killed on active military duty
Vermont Act 62	Not applicable
Vermont EEI	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Other state-specified risk factors, Geographic isolation ⁶
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 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; Other: expulsion due to behavior in kinship care single parent transferring from Head Start or Early Head Start parent deployed to combat zone in last year parent incarcerated, mental illness health care access migrant ⁴
West Virginia	Not applicable ⁴
Wisconsin 4K	Not applicable
Wisconsin HdSt	Locally determined risk factors Federal Head Start eligibility ⁶

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	No income requirement
Alaska	1	Meeting the income cutoff can count as one of the risk factors
Arizona	NA	NA
Arkansas	1 ⁶	NA
California	1	Meeting the income cutoff can count as one of the risk factors
Colorado	1 ⁷	Meeting the income cutoff can count as one of the risk factors
Connecticut	NA	NA
Delaware	NA ⁵	Income is the only state-specified risk factor
District of Columbia	NA	No income requirement
Florida	NA	No income requirement
Georgia	NA	No income requirement
Illinois	Multiple risk factors ⁶	Meeting the income cutoff can count as one of the risk factors
Iowa Shared Visions	1	Meeting the income cutoff can count as one of the risk factors ³
Iowa SVPP	NA	No income requirement
Kansas State Pre-K	1	Meeting the income cutoff can count as one of the risk factors ³
Kansas Preschool	1 ³	Meeting the income cutoff can count as one of the risk factors
Kentucky	1 ⁸	Meeting the income cutoff can count as one of the risk factors
Louisiana LA4	NA	NA
Louisiana 8(g)	Determined locally	No income requirement ⁴
Louisiana NSECD	NA	Meeting the income cutoff can count as one of the risk factors
Maine	NA	No income requirement
Maryland	1	Meeting the income cutoff can count as one of the risk factors ⁵
Massachusetts	NA	NA
Michigan	1 to 3 ⁷	Meeting the income cutoff can count as one of the risk factors ⁷
Minnesota	1	Meeting the income cutoff can count as one of the risk factors
Missouri	NA	No income requirement ⁴
Nebraska	1	Meeting the income cutoff can count as one of the risk factors
Nevada	NA	No income requirement
New Jersey Abbott	NA	No income requirement
New Jersey ECPA	NA	No income requirement
New Jersey ELLI	NA	Other ⁷
New Mexico	NA ⁵	No income requirement
New York	NA	No income requirement
North Carolina	1	80% must meet income requirement 20% may meet another risk factor ⁴
Ohio	NA	NA
Oklahoma	NA	No income requirement
Oregon	Locally determined risk factors determine priority for services ⁵	80-90% of children must meet income requirements ⁵
Pennsylvania EABG	Determined locally	No income requirement ⁵
Pennsylvania HSSAP	Determined locally ⁶	Children must have the specified number of risk factors in addition to meeting the income cutoff ⁶
Penn. K4 & SBPK	None (K4); Determined locally (SBPK) ⁶	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	Determined locally ⁶	Meeting the income cutoff can count as one of the risk factors ⁵
Rhode Island	NA ⁶	No income requirement
South Carolina 4K	1 or more ⁶	Children must have the above number of risk factors in addition to meeting the income cutoff
South Carolina CDEPP	1 ⁶	Meeting the income cutoff can count as one of the risk factors
Tennessee	1 or more determined locally ⁷	Meeting the income cutoff can count as one of the risk factors ⁷
Texas	1	Meeting the income cutoff can count as one of the risk factors
Vermont Act 62	NA	No income requirement
Vermont EEI	1	Meeting the income cutoff can count as one of the risk factors
Virginia	1 ⁴	No income requirement
Washington	1 ⁶	Meeting the income cutoff can count as one of the risk factors ⁶
West Virginia	NA	No income requirement
Wisconsin 4K	NA	No income requirement
Wisconsin HdSt	Per federal Head Start requirements ⁶	Income is the first consideration ⁶

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

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 ⁴	No
Alaska	No	No
Arizona	No	Yes ⁷
Arkansas	Yes, for those between 200-250% FPL	No
California	Yes ³	Yes, only for full-day programs ⁴
Colorado	No	No
Connecticut	Yes, for all children ⁷	Yes ⁸
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of children	No
Iowa SVPP	No	No
Kansas State Pre-K	No	No
Kansas Preschool	No	No
Kentucky	Determined locally ⁹	No ¹⁰
Louisiana LA4	Determined locally ⁹	No
Louisiana 8(g)	No	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Determined locally ⁹	No
Michigan	No	No
Minnesota	No	Yes ⁵
Missouri	Determined locally ⁴	No
Nebraska	Yes ⁵	No
Nevada	No	No
New Jersey Abbott	No	Yes ⁹
New Jersey ECPA	No	Yes ⁵
New Jersey ELLI	No	Yes ⁹
New Mexico	No	No
New York	No	No
North Carolina	No	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
Penn. K4 & SBPK	No	No
Penn. 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 eligibility ⁴
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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 18 ⁵	4-year-olds, 1:9 ⁵
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	3-year-olds, 18; 4-year-olds, 20 ⁸	3-year-olds, 1:9; 4-year-olds, 1:10 ⁸
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit ⁵	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
District of Columbia	3-year-olds, 16; 4-year-olds, 20 ⁵	3-year-olds, 2:16; 4-year-olds, 2:20 ⁵
Florida	4-year-olds, 20 (540-hour program); 12 (300-hour program)	4-year-olds, 1:11 or 2:12-20 (540-hour program); 1:12 (300-hour program)
Georgia	4-year-olds, 22 ⁶	4-year-olds, 1:11 ⁶
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 State Pre-K	3-year-olds, NA; 4-year-olds, 20	4-year-olds, 1:10
Kansas Preschool	3-year-olds, NA; 4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20 ¹¹	3- and 4-year-olds, 1:10 ¹¹
Louisiana LA4	4-year-olds, 20	4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20 ⁷	4-year-olds, 1:10 ⁷
Maine	4-year-olds, No Limit ⁷	4-year-olds, 1:15 ⁷
Maryland	3- and 4-year-olds, 20 ⁶	3- and 4-year-olds, 1:10
Massachusetts	3- and 4-year-olds, 20	3-year-olds, 1:10 (UPK); 1:7-10 (Grant 391); 4-year-olds, 1:10 (UPK) ;1:7-10 (Grant 391) ¹⁰
Michigan	4-year-olds, 18 ⁸	4-year-olds, 1:8 ⁸
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 ⁵	3- and 4-year-olds, 1:10 ⁵
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-year-olds, 15; 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 ⁴	3-year-olds, 1:8; 4-year-olds, 1:9 ⁴
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, 1:10 ⁷
Penn. K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK) ²	3- and 4-year-olds, 1:10 ²
Penn. 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 ⁵	3- and 4-year-olds, No limit ⁵
Vermont Act 62	3-year-olds, 20; 4-year-olds, 20	3- and 4-year-olds, 1:10
Vermont EEI	3-year-olds, 20; 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 ⁵	3- and 4-year-olds, 1:10 ⁵
Wisconsin 4K	4-year-olds, determined locally ⁹	4-year-olds, determined locally ⁹
Wisconsin HdSt	3-year-olds, 1:7; 4-year-olds, 20 ⁷	3-year-olds, 2:17; 4-year-olds, 1:10 ⁷

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

PROGRAM STANDARDS

Meal requirement

Alabama	Lunch; Snack ⁶
Alaska	Breakfast or Lunch and one snack
Arizona	Depends on length of program day ⁹
Arkansas	Breakfast; Lunch; Snack
California	Depends on length of program day ⁶
Colorado	Depends on length of program day ⁸
Connecticut	Depends on length of program day ¹⁰
Delaware	At least one meal and snack ⁶
District of Columbia	Breakfast; Lunch ⁶
Florida	Depends on length of program day ⁷
Georgia	Lunch ⁷
Illinois	Lunch and Snack (school day); Snack (part day)
Iowa Shared Visions	Lunch; Snack ⁵
Iowa SVPP	Snack ⁶
Kansas State Pre-K	Snack
Kansas Preschool	Snack
Kentucky	At least one meal a day, Breakfast or Lunch
Louisiana LA4	Lunch; Snack ¹⁰
Louisiana 8(g)	Breakfast; Lunch; Snack
Louisiana NSECD	Breakfast; Lunch; Snack
Maine	No meals are required ⁸
Maryland	Breakfast and Lunch (school day); Breakfast or Lunch (part day)
Massachusetts	Depends on length of program day ¹¹
Michigan	Snack (part-day); at least one meal and one snack (school day) ⁹
Minnesota	Breakfast; Lunch ⁶
Missouri	Depends on length of program day ⁶
Nebraska	Snack ⁶
Nevada	No meals are required ⁵
New Jersey Abbott	Breakfast; Lunch; Snack
New Jersey ECPA	Depends on length of program day ⁶
New Jersey ELLI	Depends on length of program day ¹⁰
New Mexico	At least one meal per day, breakfast or lunch depending on schedule
New York	Depends on length of program day ⁵
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day ⁵
Oklahoma	Lunch ⁵
Oregon	Lunch and either Breakfast or Snack ⁶
Pennsylvania EABG	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Snack (part day); Snack and one meal (school day)
Rhode Island	Lunch; Snack
South Carolina 4K	Lunch; Snack
South Carolina CDEPP	Breakfast; Lunch
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day ⁶
Vermont Act 62	No meals are required ⁷
Vermont EEI	No meals are required ⁷
Virginia	No meals are required ⁵
Washington	Depends on length of program day ⁷
West Virginia	At least one meal ⁶
Wisconsin 4K	Depends on length of program day ¹⁰
Wisconsin HdSt	Lunch; Snack ⁸

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Screening and referral requirements

Alabama	Vision; Hearing; Immunizations; Full physical exam; Developmental; Dental; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral ⁷
Alaska	Vision; Hearing; Immunizations; Psychological/Behavioral; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Full physical exam ⁶
Arizona	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental ¹⁰
Arkansas	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
California	Locally determined ⁷
Colorado	Immunizations; Full physical exam; Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral
Connecticut	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Delaware	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
District of Columbia	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Dental
Florida	Locally determined ⁸
Georgia	Vision; Hearing; Immunizations; Dental ⁸
Illinois	Vision; Hearing; Immunizations; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Dental
Iowa Shared Visions	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental ⁶
Iowa SVPP	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Kansas State Pre-K	Locally determined ⁴
Kansas Preschool	Locally determined ⁴
Kentucky	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
Louisiana LA4	Vision; Hearing; Immunizations; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Louisiana 8(g)	Immunizations; Psychological/Behavioral; Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Full physical exam
Louisiana NSECD	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Developmental; Dental ⁸
Maine	Vision; Hearing; Developmental; Immunizations; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral
Maryland	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Locally determined: Developmental ⁷
Massachusetts	Vision; Hearing; Developmental ¹²
Michigan	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Full physical exam; Developmental; Locally determined: Psychological/Behavioral ¹⁰
Minnesota	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Missouri	Vision; Hearing; Height/Weight/BMI; Immunizations; Full physical exam; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral ⁷
Nebraska	Locally determined
Nevada	Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental ⁶
New Jersey Abbott	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral; Full physical exam
New Jersey ECPA	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Blood pressure; Psychological/Behavioral; Full physical exam; Other
New Jersey ELLI	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral; Full physical exam
New Mexico	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Full physical exam; Developmental; Dental; Other; Locally determined: Psychological/Behavioral ⁶
New York	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other ⁶
North Carolina	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Ohio	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other includes Hemoglobin and Lead; Locally determined: Blood pressure
Oklahoma	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental ⁶
Oregon	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other ⁷
Pennsylvania EABG	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Pennsylvania HSSAP	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Penn. K4 & SBPK	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Penn. Pre-K Counts	Locally determined ⁷
Rhode Island	Vision; Hearing; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Other: Speech/language development
South Carolina 4K	Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Dental ⁴
South Carolina CDEPP	Vision; Hearing; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Dental
Tennessee	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
Texas	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Vermont Act 62	Locally determined ⁸
Vermont EEI	Locally determined ⁸
Virginia	Vision; Hearing; Immunizations; Determined locally: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Washington	Vision; Hearing; Height/Weight/BMI; Immunizations; Full physical exam; Developmental; Dental
West Virginia	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental ⁷
Wisconsin 4K	Full physical exam; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Developmental ¹¹
Wisconsin HdSt	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other as determined by federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

Support services for English Language Learners and families

Alabama	State policy does not regulate services for English Language Learners ⁸
Alaska	Bilingual 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; Translators or bilingual staff are available if children do not speak English ⁷
Arizona	State policy does not regulate services for English Language Learners
Arkansas	Bilingual 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; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
California	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; 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 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 ⁷
District of Columbia	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; ESL services must be provided; 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; State policy does not regulate services for English Language Learners
Florida	State policy does not regulate services for English Language Learners ⁹
Georgia	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; A systematic, written plan must be in place on how to work with English Language Learners ⁹
Illinois	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; ESL services must be provided; 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 school year ⁷
Iowa SVPP	Bilingual non-English classes are permitted in pre-K; Monolingual non-English 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
Kansas State Pre-K	A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language ⁵
Kansas Preschool	Information must be presented to parents in their primary language ⁵
Kentucky	Bilingual non-English classes are permitted in pre-K ¹²
Louisiana LA4	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; ESL services must be provided; Other ¹¹
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 NSECD	Bilingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year; Other, School programs with large ELL populations perform screenings and assessment on a local level and address each child's needs individually
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 ⁹
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 ¹³
Michigan	Bilingual non-English classes are permitted in pre-K ¹¹
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 non-English 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 ⁷
Nevada	State policy does not regulate services for English Language Learners ⁶

Support services for English Language Learners and families

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; Other, bilingual classes are encouraged ¹⁰
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; Other, bilingual classes are encouraged ⁷
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; Other, bilingual classes are encouraged ¹¹
New Mexico	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; State policy does not regulate services for English Language Learners ⁷
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; ESL services must be provided; 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, Commissioner's Regulations require all districts and schools to have a plan in place to serve ELL students appropriately ⁷
North Carolina	Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners ⁵
Ohio	State policy does not regulate services for English Language Learners
Oklahoma	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; 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 ⁸
Pennsylvania EABG	State policy does not regulate services for English Language Learners
Pennsylvania HSSAP	State policy does not regulate services for English Language Learners
Penn. K4 & SBPK	State policy does not regulate services for English Language Learners ³
Penn. Pre-K Counts	Bilingual non-English 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 non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children
South Carolina CDEPP	Bilingual non-English 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; A systematic, written plan must be in place on how to work with English Language Learners
Tennessee	State policy does not regulate services for English Language Learners ⁹
Texas	Bilingual 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 ⁷
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 non-English 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; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners
Wisconsin 4K	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 ¹²
Wisconsin HdSt	Follows federal Head Start requirements

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 support services locally determined
Alaska	Parenting support or training; Child health services; Nutrition information; Other, locally determined
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
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; Other: 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; Other: Mental Health consultation for children if needed
District of Columbia	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
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
Illinois	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; Other: 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 State Pre-K	Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Kansas Preschool	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 ¹³
Louisiana LA4	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 locally determined
Louisiana 8(g)	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Other: GED and adult literacy training; Housing/utility assistance referrals
Louisiana NSECD	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Other support services locally determined ⁹
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
Nebraska	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other, based on family need
Nevada	Parenting support or training; Parent involvement activities; Other support services locally determined

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

PROGRAM STANDARDS

Support services required for all programs

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
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 K activities; Parent conferences and/or home visits; Other: Transition to pre-K and K activities other supports as needed ⁶
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 ⁷
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; Other: 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
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Parent involvement activities; Referral for social services; Transition to K activities ⁸
Rhode Island	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
South Carolina 4K	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
South Carolina CDEPP	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
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 ⁹
West Virginia	Transition to K activities; Parent conferences and/or home visits ⁸
Wisconsin 4K	Parent involvement activities; Child health services; Referral for social services; Parent conferences and/or home visits; Other: Referral for special education, Access to school nurse, school psychologist, school social worker ¹³
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, in accordance with federal Head Start performance standards

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

STATEWIDE EARLY LEARNING STANDARDS

Name of early learning standards document

Alabama	Alabama Developmental Standards for Preschool Children
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
District of Columbia	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards (IELS)
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana LA4	Louisiana Standards for Programs Serving Four-Year-Old Children (through April 2013) and Birth to Five Early Learning and Development Standards (present)
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children (through April 2013) and Birth to Five Early Learning and Development Standards (present)
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year-Old Children and Birth to Five Early Learning and Development Standards
Maine	State of Maine Early Learning Guidelines
Maryland	The Social Foundations Framework, Maryland Common Core State Curriculum Frameworks, and Maryland State Curriculum for Career and College Readiness
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	North Carolina Foundations for Early Learning and Development
Ohio	Ohio's Early Learning and Development Standards and Ohio's Early Learning Program Guidelines
Oklahoma	Oklahoma Academic Standards
Oregon	Head Start Child Development and Early Learning Framework
Pennsylvania EABG	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Penn. K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Penn. Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina 4K	South Carolina Good Start, Grow Smart Early Learning Standards
South Carolina CDEPP	South Carolina Good Start Grow Smart Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards for 4 Year Olds- Revised
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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

STATEWIDE EARLY LEARNING STANDARDS

Web address of early learning standards document

Alabama	www.children.alabama.gov
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arizona	http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf
Arkansas	http://humanservices.arkansas.gov/dccece/Pages/default.aspx
California	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	No longer available
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/elg.shtml
District of Columbia	http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/bt5_uploads/feldsfyo.pdf
Georgia	http://www.dec.state.ga.us/PreK/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi This document has been replaced by the Illinois Early Learning and Development Standards (IELDS)
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2013/03/iowa-early-learning-standards-2012
Iowa SVPP	https://www.educateiowa.gov/documents/early-childhood/2013/03/iowa-early-learning-standards-2012
Kansas State Pre-K	www.ksde.org
Kansas Preschool	www.ksde.org
Kentucky	http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx
Louisiana LA4	http://www.louisianabelieves.com/docs/early-childhood/early-childhood--birth-to-five-standards.pdf?sfvrsn=4
Louisiana 8(g)	http://www.louisianaschools.net/ide/uploads/17057.pdf (until April) and http://www.louisianabelieves.com/docs/early-childhood/early-childhood--birth-to-five-standards.pdf?sfvrsn=4
Louisiana NSECD	http://www.louisianabelieves.com/docs/early-childhood/early-childhood--birth-to-five-standards.pdf?sfvrsn=4
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/SocialFoundationsFramework080113.pdf and http://mdk12.org/instruction/commoncore/index.html and http://mdk12.org/instruction/curriculum/index.html
Massachusetts	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
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/Early_Childhood/
New Jersey Abbott	http://www.state.nj.us/education/cccs/PreSchoolFinal.doc
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/nyslsprek.pdf
North Carolina	http://ncchildcare.nc.gov/providers/pv_foundations.asp
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards http://education.ohio.gov/Topics/Early-Learning/Early-Childhood-Education/Early-Learning-Program-Guidelines
Oklahoma	http://ok.gov/sde/sites/ok.gov.sde/files/C3%20Pass%20prek.pdf
Oregon	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/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
Penn. K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=career_standards
Penn. Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=career_standards
Rhode Island	http://rields.com
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/doc/Revised_TNELDS_4yearolds.pdf
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont Act 62	http://education.vermont.gov/documents/vels_03.pdf
Vermont EEI	http://education.vermont.gov/documents/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	Guidelines are at: http://www.del.wa.gov/publications/development/docs/Guidelines.pdf . Performance standards: http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf .
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Year standards adopted	Year standards last revised
Alabama	2012	2012
Alaska	2006	2006
Arizona	2005	2013
Arkansas	2004	2013
California	2008	2011
Colorado	2007	2013
Connecticut	1999	Under revision 2013 new Early Learning & Developments Standards 0-5. As of Fall 2013 the new Early Learning and Development Standards 0-5 were completed and introduced ¹²
Delaware	2003	N/A
District of Columbia	2013	2012
Florida	2011	2011
Georgia	1996	Under revision ¹⁰
Illinois	IELS - 2003; IELDS - 2013	Revision completed in 2013 training on IELDS in 2013 and impelmentation in 2014
Iowa Shared Visions	2012	2012
Iowa SVPP	2012	2012
Kansas State Pre-K	2006	2009
Kansas Preschool	2006	2009
Kentucky	2003	2013
Louisiana LA4	2013	April 2013
Louisiana 8(g)	2013	April 2013
Louisiana NSECD	2013	April 2013
Maine	2005	Under revision completion anticipated Summer 2014
Maryland	2012	2012
Massachusetts	2003	2003
Michigan	1986	2013
Minnesota	2003	2005
Missouri	2009	Under revision
Nebraska	2005	Under revision
Nevada	2010	2010
New Jersey Abbott	2002	2013
New Jersey ECPA	2002	2013
New Jersey ELLI	2002	2013
New Mexico	2005	January 2012
New York	2011	2011
North Carolina	2013	2013
Ohio	2012 for ELDS 2005 ELPG	2011 ELDS 2009 ELPG
Oklahoma	1996	Oklahoma Academic Standards
Oregon	2012	2012 (Head Start Child Development and Early Learning Framework replaced the Early Childhood Foundations)
Pennsylvania EABG	2005	Under revision
Pennsylvania HSSAP	2005	Under revision
Penn. K4 & SBPK	2005	Under revision
Penn. Pre-K Counts	2005	Under revision
Rhode Island	2013	2013
South Carolina 4K	2007	Under review for possible revision
South Carolina CDEPP	2007	Under revision
Tennessee	2012	2012
Texas	2008	2008
Vermont Act 62	2003	Under revision
Vermont EEI	2003	Under revision
Virginia	2004	2013
Washington	2010 for Standards, 2012 for Guidelines	2013 for Standards and 2012 for Guidelines.
West Virginia	2004	2010
Wisconsin 4K	2003	2011
Wisconsin HdSt	2003	2011

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

STATEWIDE EARLY LEARNING STANDARDS

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

Alabama	Yes
Alaska	No ⁸
Arizona	Yes
Arkansas	Yes ⁷
California	Yes ⁸
Colorado	No ⁹
Connecticut	Yes ¹²
Delaware	Yes
District of Columbia	Yes ⁷
Florida	Yes
Georgia	Alignment is in progress ¹⁰
Illinois	Yes
Iowa Shared Visions	Yes ⁸
Iowa SVPP	Yes ⁷
Kansas State Pre-K	Yes ⁶
Kansas Preschool	Yes ⁶
Kentucky	Yes ¹⁴
Louisiana LA4	Yes ¹²
Louisiana 8(g)	Yes ⁵
Louisiana NSECD	Yes ¹⁰
Maine	Alignment is in progress ¹⁰
Maryland	Yes ⁸
Massachusetts	Yes ¹⁴
Michigan	Yes
Minnesota	Alignment is in progress
Missouri	Alignment is in progress
Nebraska	No ⁸
Nevada	Alignment is in progress
New Jersey Abbott	Yes ¹¹
New Jersey ECPA	Yes ⁸
New Jersey ELLI	Yes ¹²
New Mexico	Yes
New York	Yes ⁸
North Carolina	Yes
Ohio	Yes
Oklahoma	Alignment is in progress ⁸
Oregon	Alignment is in progress ⁹
Pennsylvania EABG	Alignment is in progress ⁷
Pennsylvania HSSAP	Alignment is in progress ⁸
Penn. K4 & SBPK	Alignment is in progress ⁴
Penn. Pre-K Counts	Alignment is in progress ⁹
Rhode Island	Yes
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 ⁹
Vermont EEI	Alignment is in progress ⁹
Virginia	No ⁶
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes ¹⁴
Wisconsin HdSt	Yes ⁹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

STATEWIDE EARLY LEARNING STANDARDS

NEGP domains addressed in standards

Alabama	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Alaska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arizona	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arkansas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
California	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Colorado	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁹
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
District of Columbia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁷
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Illinois	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Iowa Shared Visions	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Iowa SVPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁷
Kansas State Pre-K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas Preschool	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kentucky	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁴
Louisiana LA4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹²
Louisiana 8(g)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁵
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Massachusetts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁴
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
Nevada	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

STATEWIDE EARLY LEARNING STANDARDS

NEGP domains addressed in standards

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 ⁸
New York	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁷
Ohio	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oklahoma	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oregon	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁹
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
Penn. K4 & SBPK	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Penn. 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 ⁴
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 ¹⁴
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁸

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

PERSONNEL

Minimum teacher degree requirement

Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic) ⁹
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic) ¹¹
Arkansas	BA in ECE or CD (one classroom per center) & AA in ECE or CD (other classrooms) (public and nonpublic) ⁸
California	California Child Development Associate Teacher Permit (public and nonpublic) ⁹
Colorado	CDA (public and nonpublic) ¹⁰
Connecticut	CDA (public and nonpublic) ¹³
Delaware	AA (public and nonpublic) ⁸
District of Columbia	BA (public and nonpublic)
Florida	BA (summer); CDA or equivalent (school year) ¹⁰
Georgia	BA (public and nonpublic) ¹¹
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic) ⁹
Iowa SVPP	BA with ECE endorsement (public and nonpublic)
Kansas State Pre-K	BA (public)
Kansas Preschool	BA (public); AA in ECE working towards BA within five years (nonpublic) ⁷
Kentucky	BA (public and nonpublic) ¹⁵
Louisiana LA4	BA (public and nonpublic) ¹³
Louisiana 8(g)	BA (public)
Louisiana NSECD	BA (nonpublic) ¹¹
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic) ⁹
Massachusetts	BA (public) None (nonpublic) ¹⁵
Michigan	BA (public and nonpublic) ¹²
Minnesota	BA (public) AA (nonpublic) ⁸
Missouri	BA (public and nonpublic) ⁸
Nebraska	BA (public and nonpublic) ⁹
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) ⁸
New York	BA and NYS teaching certificate (public); BA in early childhood or related field with 5-year plan to become certified (nonpublic) ⁹
North Carolina	BA (public and nonpublic) ⁸
Ohio	AA (public and nonpublic)
Oklahoma	BA/BS and ECE certification (public and nonpublic) ⁹
Oregon	BA and teaching license plus 15 ECE credits (public); AA (nonpublic) ¹⁰
Pennsylvania EABG	BA (public); AA (nonpublic) ⁸
Pennsylvania HSSAP	AA (public and nonpublic) ⁹
Penn. K4 & SBPK	BA (public and nonpublic)
Penn. Pre-K Counts	BA (public and nonpublic) ¹⁰
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic) ⁷
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public); None (nonpublic) ⁸
Vermont Act 62	BA (public); Meets child care requirements (nonpublic) ¹⁰
Vermont EEI	BA (public); Meets child care requirements (nonpublic) ¹⁰
Virginia	BA (public); HSD (nonpublic) ⁷
Washington	AA (public and nonpublic) ¹⁰
West Virginia	BA (public); AA (nonpublic) ⁹
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); AA working toward BA by 2017 (nonpublic) ¹⁰

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Alabama	EC Education (P-3) (Public); Child Development (PreK) (Nonpublic) ⁹
Alaska	ECE endorsement (P-3) (Public and nonpublic) ⁹
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic) ¹¹
Arkansas	BA with P-4 certification (B-pre-K) (Public); BA in EC or child development (B-pre-K) (Nonpublic) ⁸
California	Child Development Associate Teacher Permit (Public and nonpublic) ⁹
Colorado	None ¹⁰
Connecticut	Meets CDA requirements with 12 EC credits (Public and nonpublic) ¹³
Delaware	None
District of Columbia	EC Education Child Development (Public and nonpublic)
Florida	BA or higher in: EC education prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area (Summer program only); CDA and emergent literacy training (School year program) ¹⁰
Georgia	Elementary Grades (P-8), Special Education General Curriculum Consultative/ECE (P-5), EC Education (P-5), Special Ed Preschool (3-5 endorsement (P)), Birth to Five (B-5) (Public and nonpublic)
Illinois	Educator License with EC endorsement (Birth to 3rd Grade) (Public and Nonpublic Settings) ⁷
Iowa Shared Visions	EC Endorsement with or without special education (B-3rd grade), EC - PreK-K (B- K), (Public); AA in EC Education or Child Development (B - K) (Nonpublic)
Iowa SVPP	EC with or without special education (B-3rd), EC (B-K) (Public and nonpublic)
Kansas State Pre-K	EC Endorsement/elementary education (K-6), EC (Birth - Five), EC Unified (B-Kindergarte or B-3rd), EC Special Education (Birth through five years), (Public)
Kansas Preschool	Elementary Education with EC Endorsement (K-6), EC Education (Birth - 5 years), EC Unified (Birth through 3rd), EC Unified (Birth through Kindergarten), EC Special education (Birth - 5 years) (Public); AA in EC or Related field (Birth - 5) (Nonpublic) ⁷
Kentucky	Interdisciplinary EC Education (IECE) (birth to primary/K) (Public and nonpublic) ¹⁵
Louisiana LA4	EC Endorsement, with or without special education (Birth - 3rd grade), PreK-K (Birth - K) (public); Early Interventionist (3 years - K), Nursery School (3-5 years), Kindergarten PK-3 (4 years to 3rd grade), Noncategorical Prechool Handicapped (NCPH) (3 thru Kindergarten) (public and nonpublic) ¹³
Louisiana 8(g)	Early Interventionist (3 years - K), Nursery School (3-5 years), K PK-3 (4 years to 3rd grade) (Public); Noncategorical preschool handicapped (3 to 5 years) (Nonpublic) ⁵
Louisiana NSECD	Early Interventionist (3 years - K) (Public); Nursery School (3-5 years), K PK-3 (4 years to 3rd grade), Noncategorical preschool handicapped (3 to 5 years) (Nonpublic) ¹¹
Maine	EC Endorsement, with or without special education (Birth - Age 5) (public and nonpublic)
Maryland	EC Endorsement, with or without Special Education (Birth - 3rd), PreK-K (Birth-K) (Public); AA in ECE or CDA (Birth-K) (nonpublic) ⁹
Massachusetts	EC Teacher of Students with and without Disabilities (Pre-K to grade 2) (Public); 3 credits (Preschool) (Nonpublic) ¹⁵
Michigan	Elementary Teaching Certificate with EC Endorsement (K-5 Birth to age 8) (Public and nonpublic); CD with focus on preschool teaching (Birth to age 5), Elementary Education with CDA (K-5 Birth to age 5) (Nonpublic) ¹²
Minnesota	AA in ECE or CD (Birth - K) ⁸
Missouri	EC Education (B-3rd), EC Special Education (B-3rd), Four-year CD Degree (public and nonpublic) ⁸
Nebraska	EC (Birth - 3rd Grade), EC Unified (Birth - 3rd Grade), Preschool Disabilities (Birth-K), EC Special Education (Birth - 3rd Grade) (Public and nonpublic) ⁹
Nevada	EC Endorsement (Birth-2nd Grade), EC Special Education (Birth-2nd Grade) (public and nonpublic) ⁷

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STATE

PERSONNEL

Required teacher certification/licensure/endorsement

New Jersey Abbott	P-3 certificate K-5 certificate (P-5), Teacher of Students with Disabilities (P-12), Teacher of the Deaf or Hard of Hearing Handicapped or Blind/Partially Sighted (P-12), Nursery school (P-K) (public and nonpublic) ¹²
New Jersey ECPA	P-3 certificate K-5 certificate (P-5), Teacher of Students with Disabilities (P-12), Teacher of the Deaf or Hard of Hearing Handicapped or Blind/Partially Sighted (P-12), Nursery school (P-K) (public and nonpublic) ⁹
New Jersey ELLI	P-3 certificate K-5 certificate (P-5), Teacher of Students with Disabilities (P-12), Teacher of the Deaf or Hard of Hearing Handicapped or Blind/Partially Sighted (P-12), Nursery school (P-K) (public and nonpublic) ¹³
New Mexico	EC (Birth to 3rd Grade) (public) ⁸
New York	ECE Certification (birth to grade 2); Certificate in Students with Disabilities (birth to grade 2); Teaching Certificate (N - 6, pre-K - 6) (Public and nonpublic); AA (ECE or Child Development) (Nonpublic) ⁹
North Carolina	NC Birth-through-Kindergarten Lateral Entry License, NC Birth-through-Kindergarten Standard Professional I License, NC Birth-through-Kindergarten Standard Professional II License, NC Preschool/PreK/K Add-on License (Preschool 4-year olds) (Public and nonpublic) ⁸
Ohio	Pre K-3 License, PreK License, EC Intervention Specialist License, P-3 K-3 or K-8 Certificate plus 4 courses in ECE or CD from accredited college (PK), PreK Associate (PK) (Public and nonpublic) ⁶
Oklahoma	EC Endorsement, with or without special education (Birth - 3rd grade) (public); Pre-K-K (Birth - K) (Public) ⁹
Oregon	EC Endorsement, with or without special education (Birth - 3rd grade) (public); PreK-K (Birth - K) (public); AA in ECE or CD (Birth - K) (nonpublic) ¹⁰
Pennsylvania EABG	ECE Certification (N-3 or PK-4) (Public); AA in ECE (Nonpublic) ⁸
Pennsylvania HSSAP	Meets CDA requirements (Public and nonpublic) ⁹
Penn. K4 & SBPK	ECE or EE certification (K4); ECE Certification (SBPK)
Penn. Pre-K Counts	N-3 (birth-3) (Public and nonpublic); PK-4 (PK-4) (Public and nonpublic) ¹⁰
Rhode Island	EC (PreK - 2) (Public and nonpublic)
South Carolina 4K	EC Endorsement, with or without special education (Birth - 3rd grade) (Public)
South Carolina CDEPP	EC Endorsement, with or without special education (Birth - 3rd grade) (Public); AA in ECE or CD (PreK) (Nonpublic)
Tennessee	Pre-K-Grade 3 (Birth-3rd), PreK- 4th grade (Birth-4th), Pre-K-K (Birth - K), EC SpEd Pre-K- 1 (Birth-1st), SpEd Pre-K - 3 (Birth - 3rd) (public and nonpublic) ¹¹
Texas	Generalist (EC-6), Bilingual (EC-6), ESL (EC-6), Special Education (EC-6) (Public) ⁸
Vermont Act 62	EC Educator (Birth-3rd), EC Special Educator (Birth-5), EC Education (limited) (Only in Public Settings); AA, CDA, or Child Care post-secondary certificate (nonpublic) ¹⁰
Vermont EEI	EC Educator (Birth-3rd), EC Educator-limited (Birth to K), EC Special Educator (Birth-6 years) (Only in Public Settings); AA or CDA (Nonpublic settings) ¹⁰
Virginia	Early Primary Ed (PreK-3), Elem Ed (PreK-6) (Public)
Washington	30 quarter credits in ECE (birth to age 8) (Public and nonpublic) ¹⁰
West Virginia	EC Endorsment (PK/K), PSN (PreK) (Public); AA in ECE or CD (PreK) (Nonpublic) ⁹
Wisconsin 4K	EC Endorsement, with or without special education (Birth to age 8), ECE (Birth to age 11), Kindergarten to 3rd (4K-3rd grade) (Public and nonpublic)
Wisconsin HdSt	ECE (birth to age 8), ECE (birth to 11) (Public); AA Child development (Nonpublic) ¹⁰

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STATE

PERSONNEL

	Education level of teachers during 2012-2013, percent	Education level of teachers during 2012-2013, number
Alabama	BA, 78%; MA, 22%	BA, 169; MA, 48
Alaska	BA, 100%	BA, 21
Arizona	Breakdown not available	Breakdown not available
Arkansas	HSD, 1%; CDA, 8%; AA, 2%; BA, 69%; MA, 20%	HSD, 8; CDA, 70; AA, 17; BA, 637; MA, 185 ⁹
California	Breakdown not available	Breakdown not available
Colorado	Breakdown not available	Breakdown not available
Connecticut	CDA, 16%; AA, 26%; BA, 34%; MA, 12%; ECE Certificate, 1%; EC Certification, 10%	CDA, 224; AA, 369; BA, 487; MA, 168; ECE Certificate, 21; EC Certification, 145
Delaware	AA, 29%; BA, 70%; Other, 3%	AA, 19; BA, 44; Other, 2
District of Columbia	AA, 1%; BA, 89%; Other, 10%	AA, 2; BA, 637; Other, 80 ⁸
Florida	CDA, 69%; AA, 19%; BA, 10%; MA, 2%	CDA, 8,433; AA, 2,279; BA, 1,225; MA, 227
Georgia	AA, 4%; BA, 96%	CDA, 19; AA, 150; BA, 3,649 ¹¹
Illinois	Breakdown not available	BA required, breakdown unknown
Iowa Shared Visions	CDA, 3%; AA, 5.5%; BA, 75%; MA, 16.5%	CDA, 4; AA, 7; BA, 95; MA, 21 ⁹
Iowa SVPP	BA, 100%	BA, Not available; MA, Not available
Kansas State Pre-K	Breakdown not available	BA required, breakdown unknown
Kansas Preschool	Breakdown not available	BA required, breakdown unknown
Kentucky	Breakdown not available	Breakdown not available ¹⁵
Louisiana LA4	BA or higher, 100%	BA or higher, 900
Louisiana 8(g)	BA, 100%	BA, 135
Louisiana NSECD	BA, 80%; MA, 20%	BA, 81; MA, 20 ¹²
Maine	BA, 97%; MA, 3%	BA, 157; MA, 5
Maryland	BA, 100%	BA required, breakdown unknown
Massachusetts	Breakdown not available	Breakdown not available ¹⁵
Michigan	Breakdown not available	Breakdown not available
Minnesota	HSD, 1%; CDA, 4%; AA, 25%; BA, 65%; MA, 5%	HSD, 2; CDA, 22; AA, 157; BA, 402; MA, 28
Missouri	BA, 99%; MA, 1%	BA, 169; MA, 2
Nebraska	BA or higher, 100%	BA required, breakdown unknown
Nevada	HSD, 3%; BA, 47%; MA, 47%; Other, 3%	HSD, 1; BA, 17; MA, 17; PhD, 1
New Jersey Abbott	BA, 69%; MA, 30%; Other, 1%	BA, 1,981; MA, 864; PhD 26
New Jersey ECPA	BA, 68%; MA, 32%	BA, 254; MA, 119
New Jersey ELLI	Breakdown not available	BA required, breakdown unknown
New Mexico	HSD/GED, 13%; CDA, 7%; AA, 13%; BA, 43%; MA, 24%; Other, <1%	HSD/GED, 31; CDA, 17; AA, 33; BA, 105; MA, 58; Other, 2
New York	AA <1%; BA, 26%; MA, 73%	AA, 77; BA, 1,402; MA, 4,132 ¹⁰
North Carolina	AA, 1%; BA, 86.5%; MA, 12%	HSD, 1; AA, 23; BA, 1831; MA, 260; Other, 1 ⁸
Ohio	AA, 3%; BA, 42%; MA, 52%; Other, 3%	AA, 25; BA, 305; MA, 381; Other, 20
Oklahoma	BA, 90%; MA, 18%; Other, Less than 1%	BA, 1515; MA, 333; Doctorate, 1; J.D., 1
Oregon	CDA, 5%; AA, 32%; BA, 43%; MA, 20%	CDA, 18; AA, 112; BA, 152; MA, 71
Pennsylvania EABG	Breakdown not available	Breakdown not available
Pennsylvania HSSAP	Breakdown not available	Breakdown not available
Penn. K4 & SBPK	Breakdown not available	BA required, breakdown not available
Penn. Pre-K Counts	AA, 2%; BA, 74%; MA, 23%	AA, 15; BA, 529; MA, 167 ¹⁰
Rhode Island	BA, 100%	BA, 8
South Carolina 4K	BA, 40%; MA, 59%; Doctorate Degree, 1%	BA, 398; MA, 576; Other, 6
South Carolina CDEPP	Public: BA, 75%; MA, 25%; Private, AA, 34%; BA, 49%; MA, 8%; Other, 4%	Public: BA, 195; MA, 65; Private: AA, 35; BA, 50; MA, 8; Other, 4
Tennessee	Breakdown not available	Breakdown not available
Texas	BA, 100%	BA, 8651 (public); Not available, private
Vermont Act 62	Breakdown not available	Breakdown not available
Vermont EEI	CDA/AA, 9%; BA, 64%; MA, 27%	AA/CDA 12; BA, 89; MA, 37 ¹⁰
Virginia	CDA, 1%; AA, 1%; BA, 98%	CDA, 12; AA, 12; BA or higher, 1,158
Washington	HSD, 0.5%; CDA, 4%; AA, 42%; BA, 37%; MA, 8%; Some college, 3.5%; Unknown, 4.5%	HSD, 2; CDA, 17; AA, 168; BA, 151; MA, 33; Some college, 14; Unknown, 18 ¹⁰
West Virginia	Breakdown not available	Breakdown not available
Wisconsin 4K	BA, 92%; MA, 8%	BA, 1,173; MA, 97; Other, 8
Wisconsin HdSt	Breakdown not available	Breakdown not available

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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, CDA, or 12 ECE credits in ECE or related field
Arizona	18 clock hours per year	None (public and nonpublic)
Arkansas	60 clock hours per program year ¹⁰	CDA (public and nonpublic)
California	105 clock hours per 5 years	HSD (public and nonpublic) ¹⁰
Colorado	15 clock hours per year	None (public and nonpublic) ¹¹
Connecticut	6 clock hours per year ¹⁴	None (public and nonpublic)
Delaware	18 clock hours per year	HSD (public and nonpublic) ⁸
District of Columbia	40 clock hours per year	CDA (public and nonpublic) ⁹
Florida	10 clock hours per year ¹⁰	None (public and nonpublic) ¹¹
Georgia	15 clock hours per academic year	CDA or paraprofessional certificate (public and nonpublic) ¹²
Illinois	120 clock hours per 5 years	AA or paraprofessional approval (public and nonpublic) ⁸
Iowa Shared Visions	6 credit hours per 5 years ¹⁰	HSD (public and nonpublic) ¹¹
Iowa SVPP	15 clock hours per school year ⁸	CDA or Iowa Paraeducator Certificate ⁹
Kansas State Pre-K	15 clock hours per year	CDA or highly qualified paraprofessional status (public)
Kansas Preschool	15 clock hours per year	CDA (public and nonpublic) ⁸
Kentucky	28 clock hours per year	HSD (public and nonpublic)
Louisiana LA4	18 clock hours per year	HSD (public and nonpublic) ¹⁴
Louisiana 8(g)	150 clock hours per 5 years	HSD (public) ⁷
Louisiana NSECD	18 clock hours per year	CDA (nonpublic) ¹³
Maine	6 credit hours per 5 years	Ed Tech II, which requires 60 college credit hours (public and nonpublic) ¹¹
Maryland	6 credit hours per 5 years ⁹	HSD (public and nonpublic) ¹⁰
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 (nonpublic) ¹⁶
Michigan	6 credit hours per 5 years ¹³	CDA (public and nonpublic) ¹⁴
Minnesota	15 clock hours per year ⁹	Meets child care regulations (public and nonpublic) ¹⁰
Missouri	12 clock hours per year ⁹	CDA (public and nonpublic) ¹⁰
Nebraska	12 clock hours per year	12 semesters hours of undergraduate or graduate credit in Child Development or Early Childhood Education 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 (public and nonpublic) ¹³
New Jersey ECPA	100 clock hours per 5 years	HSD (public and nonpublic) ¹⁰
New Jersey ELLI	100 clock hours per 5 years	HSD (public and nonpublic) ¹⁴
New Mexico	45 clock hours per year	AA (public); HSD (nonpublic) ⁹
New York	175 clock hours per 5 years	HSD + 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic)
North Carolina	75 contact hours (or 7.5 CEU) per 5-year BK SPlI Licensure cycle ⁹	CDA or NCLB requirements (public); CDA (nonpublic) ¹⁰
Ohio	20 clock hours per 2 years	HSD (public and nonpublic)
Oklahoma	75 clock hours per year	HSD/GED (public and nonpublic) ¹⁰
Oregon	15 clock hours per year	HSD (public and nonpublic) ¹⁰
Pennsylvania EABG	None ⁹	Meets NCLB requirements (public and nonpublic) ¹⁰
Pennsylvania HSSAP	15 clock hours per year	HSD (public and nonpublic) ⁹
Penn. K4 & SBPK	None ⁵	Meets NCLB requirements (SBPK); No minimum degree required (K4) ⁶
Penn. Pre-K Counts	180 clock hours per 5 years	Meets NCLB requirements (public and nonpublic) ¹¹
Rhode Island	20 clock hours per year	HSD plus 12 college credits in EC (public and nonpublic)
South Carolina 4K	15 clock hours per year	HSD or Equivalent (public and nonpublic)
South Carolina CDEPP	15 clock hours per year	HSD or Equivalent (public and nonpublic) ⁸
Tennessee	18 clock hours per year ¹²	None (public and nonpublic) ¹³
Texas	150 clock hours per 5 years	HSD (public); None (nonpublic) ⁹
Vermont Act 62	9 Credit Hours per 7 years ¹¹	AA (public) HSD + 30 hours or 3-credit course in child development (nonpublic) ¹²
Vermont EEI	9 credit hours per 7 years (public); 12 clock hours per year (nonpublic) ¹¹	AA (public) HSD + 30 hours or 3-credit course in child development (nonpublic) ¹²
Virginia	15 clock hours per year	HSD (public); None (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) ¹⁰
Wisconsin 4K	6 credit hours per 5 years	HSD (public and nonpublic) ¹⁵
Wisconsin HdSt	15 clock hours per year ¹¹	HSD (public and nonpublic) ¹⁰

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

PERSONNEL

Assistant teacher specialized training requirement

Alabama	CDA or 9 credits of college coursework in CD or EC (public and nonpublic)
Alaska	CDA (public and nonpublic)
Arizona	None
Arkansas	CDA (public and nonpublic)
California	HSD (public and nonpublic)
Colorado	None ¹¹
Connecticut	None
Delaware	None ⁸
District of Columbia	None ⁹
Florida	None
Georgia	CDA (B-5), State paraprofessional certification (P-8) (public and nonpublic) ¹²
Illinois	Educator License with stipulations endorsed for paraprofessional educator (public and nonpublic)
Iowa Shared Visions	None ¹¹
Iowa SVPP	CDA (B-5), Iowa paraeducator certificate (B-21) (public and nonpublic)
Kansas State Pre-K	CDA or highly qualified paraprofessional status (public)
Kansas Preschool	None ⁸
Kentucky	None ¹⁶
Louisiana LA4	None
Louisiana 8(g)	None
Louisiana NSECD	CDA or AA (Preschool) (Nonpublic) ¹³
Maine	Ed Tech II Authorization (PK-12) (public and non-public) ¹¹
Maryland	None ¹⁰
Massachusetts	None
Michigan	AA in ECE/CD (Birth - age 5), CDA (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
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	Education Assistant (PreK-12) (public); None (nonpublic)
New York	Level 1, 2, or 3 Teaching Assistant Certificate (public); HSD or meeting standards of licensing agency (Nonpublic) ¹¹
North Carolina	CDA or NCLB requirements (public); CDA (nonpublic) ¹⁰
Ohio	None
Oklahoma	None ¹⁰
Oregon	None ¹⁰
Pennsylvania EABG	Meets NCLB requirements (public and nonpublic) ¹⁰
Pennsylvania HSSAP	None ⁹
Penn. K4 & SBPK	None ⁶
Penn. Pre-K Counts	None ¹¹
Rhode Island	None
South Carolina 4K	None ⁵
South Carolina CDEPP	None ⁸
Tennessee	None ¹³
Texas	None
Vermont Act 62	None (public and nonpublic)
Vermont EEI	None (public and nonpublic) ¹²
Virginia	None
Washington	CDA or 12 credits in ECE (public and nonpublic)
West Virginia	None ¹⁰
Wisconsin 4K	None ¹⁵
Wisconsin HdSt	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

RESOURCES

	Total 2012-2013 spending	How much of total spending came from...
Alabama	\$28,551,462	State, \$19,087,050; Required local, \$9,464,412 ¹⁰
Alaska	\$2,500,000	State, \$2,500,000 ¹⁰
Arizona	\$13,211,842	State, \$13,211,842
Arkansas	\$111,000,000	State, \$103,500,000; Federal, \$7,500,000 ¹¹
California	\$701,134,368	State, \$588,454,032; Federal, \$111,027,395; Required local, \$1,652,941
Colorado	\$67,236,787	State, \$42,181,888; Required local, \$25,054,899
Connecticut	\$115,592,262	State, \$93,064,999; Non-required local, \$22,527,263 ¹⁵
Delaware	\$5,727,800	State, \$5,727,800
District of Columbia	\$200,871,000	State, \$175,096,000; Federal, \$25,775,000 ¹⁰
Florida	\$390,360,150	State, \$390,360,150
Georgia	\$295,849,678	State, \$293,939,678; Federal, \$1,910,000
Illinois	\$276,804,180	State, \$241,161,135; Non-required local, \$35,643,045 ⁹
Iowa Shared Visions	\$19,222,486	State, \$6,540,233; Required local, \$1,308,046; Non-required local, \$11,374,207 ¹²
Iowa SVPP	\$64,694,175	State, \$64,694,175
Kansas State Pre-K	\$13,617,224	State, \$13,617,224
Kansas Preschool	\$4,799,808	State, \$4,799,808 ⁹
Kentucky	\$144,907,607	State, \$75,373,534; Federal, \$54,288,748; Non-required local, \$15,245,325 ¹⁷
Louisiana LA4	\$76,577,807	State, \$11,927,807; Federal, \$62,650,000; Non-required local, \$2,000,000 ¹⁵
Louisiana 8(g)	\$9,839,250	State, \$9,839,250 ⁸
Louisiana NSECD	\$7,386,932	State, \$7,386,932 ¹⁴
Maine	\$26,923,755	State, \$11,680,725; Required local, \$15,243,030 ¹²
Maryland	\$128,992,934	State, \$128,992,934 ¹¹
Massachusetts	\$56,787,234	State, \$16,519,276; Federal, \$40,267,958 ¹⁷
Michigan	\$109,275,000	State, \$109,275,000 ¹⁵
Minnesota	\$13,764,296	State, \$13,764,296
Missouri	\$7,595,493	State, \$7,595,493
Nebraska	\$30,735,048	State, \$13,288,170; Federal, \$12,772,996; Required local, \$4,673,882 ¹⁰
Nevada	\$4,569,054	State, \$3,338,875; Federal, \$1,230,179 ⁸
New Jersey Abbott	\$582,440,127	State, \$582,440,127 ¹⁴
New Jersey ECPA	\$39,623,934	State, \$39,623,934 ¹¹
New Jersey ELLI	\$2,280,300	State, \$2,280,300
New Mexico	\$19,214,600	State, \$19,214,600
New York	\$373,010,631	State, \$373,010,631
North Carolina	\$209,555,085	State, \$146,677,533; Federal, \$46,984,991; Non-required local, \$15,892,561
Ohio	\$22,385,387	State, \$22,385,387
Oklahoma	\$304,748,994	State, \$144,859,409; Federal, \$37,721,277; Required local, \$121,916,098; Non-required local, \$252,210
Oregon	\$61,000,000	State, \$61,000,000 ¹¹
Pennsylvania EABG	\$3,432,384	State, \$3,432,384
Pennsylvania HSSAP	\$37,278,000	State, \$37,278,000
Penn. K4 & SBPK	\$22,065,959	State, \$22,065,959 ⁷
Penn. Pre-K Counts	\$82,753,070	State, \$82,753,070
Rhode Island	\$1,336,000	State, \$1,336,000
South Carolina 4K	\$15,813,846	State, \$15,813,846 ⁶
South Carolina CDEPP	\$19,895,059	State, \$19,895,059 ⁹
Tennessee	\$109,692,829	State, \$85,807,267; Required local, \$23,885,562
Texas	\$766,038,055	State, \$753,338,055; Federal, \$12,700,000
Vermont Act 62	\$21,379,495	State, \$21,379,495 ¹³
Vermont EEI	\$1,089,899	State, \$1,089,899
Virginia	\$101,910,009	State, \$64,953,097; Required local, \$36,956,912 ⁸
Washington	\$57,108,677	State, \$55,980,678; Federal, \$1,127,999 ¹²
West Virginia	\$147,919,644	State, \$88,166,493; Federal, \$57,647,664; Non-required local, \$2,105,487
Wisconsin 4K	\$260,000,000	State, \$161,000,000; Required local, \$99,000,000 ¹⁶
Wisconsin HdSt	\$6,264,100	State, \$6,264,100

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

RESOURCES

State funding sources and amounts

Alabama	Education trust fund, \$19,087,050
Alaska	State general fund, \$2,500,000
Arizona	First Things First tobacco tax funds, \$13,211,842
Arkansas	General revenue, \$103,500,000
California	State General Fund, \$588,454,032
Colorado	General fund, General fund exempt, State public school fund (CF), State education fund, \$42,181,888
Connecticut	General Fund, \$93,064,999 ¹⁵
Delaware	Early Childhood Assistance Program, \$5,727,800
District of Columbia	District funds, \$175,096,000
Florida	General revenue, \$390,650
Georgia	Lottery, \$293,939,678
Illinois	General Revenue Funds, \$241,161,135 ⁹
Iowa Shared Visions	General Funds, \$6,540,233 ¹²
Iowa SVPP	State funds, \$64,694,175
Kansas State Pre-K	State general funds, \$13,617,224
Kansas Preschool	Tobacco funds, \$4,799,808
Kentucky	State general funds, \$73,315,300 Other state funds, \$2,058,234 ¹⁷
	State General Funds, \$11,927,807
Louisiana 8(g)	8(g) funds, \$9,839,250 ⁸
Louisiana NSECD	State General Funds, \$7,386,932 ¹⁴
Maine	General Fund revenue for State School funding formula, \$11,680,725 ¹²
Maryland	General Fund revenue for State School funding formula, \$128,992,934
Massachusetts	State Budget Appropriations, \$7,500,000 Grant 391 Budget Allocation, \$9,019,276 ¹⁷
Michigan	State School Aid Fund, \$109,275,000 ¹⁵
Minnesota	General Fund, \$13,764,296
Missouri	Tobacco Settlement Funds, \$7,595,493
Nebraska	Early Childhood Education Grant Program for ages 3 to 5, \$3,354,198; Tax Equity and Educational Opportunities Support Act (TEEOSA), \$9,918,280; State Special Education Flexible Funding, \$15,692
Nevada	State PreK, \$3,338,875
New Jersey Abbott	State Preschool Education Aid, \$582,440,127
New Jersey ECPA	State Preschool Education Aid, \$39,623,934
New Jersey ELLI	State Preschool Education Aid Funds, \$2,280,300
New Mexico	State General Fund, \$19,214,600
New York	Allocation grant, \$373,010,631
North Carolina	General Fund, \$83,541,824; Lottery, \$63,135,709
Ohio	General revenue funds, \$22,385,387
Oklahoma	State funds, \$304,748,994
Oregon	State General Fund, \$61,000,000 ¹¹
Pennsylvania EABG	General fund, \$3,432,384
Pennsylvania HSSAP	General fund, \$37,278,000
Penn. K4 & SBPK	General fund, \$22,065,959
Penn. Pre-K Counts	General fund, \$82,753,070
Rhode Island	General revenue, \$1,336,000
South Carolina 4K	State Education Improvement Act (penny sales tax), \$15,813,846 ⁶
South Carolina CDEPP	Education Improvement Act, \$17,300,000; First Steps, \$2,595,059 ⁹
Tennessee	General Revenue funds, \$85,807,267
Texas	Foundation School Program, \$749,838,055; Texas School Ready! Grant Program, \$3,500,000 ¹⁰
Vermont Act 62	State Education Fund, \$16,600,000; Essential Early Education Funds, \$4,779,495 ¹³
Vermont EEI	General Fund, \$1,089,899
Virginia	Lottery, \$64,953,097
Washington	State general fund, \$17,980,678; Opportunities Pathway Account (lottery), \$38,000,000
West Virginia	State Aid Formula, \$88,166,493
Wisconsin 4K	General revenue funds, \$161,000,000
Wisconsin HdSt	General purpose revenue, \$6,264,100

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

RESOURCES

	Federal funding sources and amounts	School funding or state aid formula?
Alabama	None	No
Alaska	None	No
Arizona	None	No ¹²
Arkansas	TANF, \$7,500,000	No
California	CCDF, \$111,027,395; USDA CACFP, amount not reported	No
Colorado	None	Yes ¹²
Connecticut	USDA CACFP, amount not reported ¹⁵	Yes ¹⁶
Delaware	None	No
District of Columbia	Head Start, \$25,775,000	Yes ¹⁰
Florida	None	Yes ¹²
Georgia	Child Care Development Funds, \$1,910,000; USDA CACFP, amount not reported ¹³	No
Illinois	None ⁹	No
Iowa Shared Visions	Head Start, TANF, amount not reported	No
Iowa SVPP	None	Yes
Kansas State Pre-K	None	Yes ⁷
Kansas Preschool	None	No
Kentucky	Title I, \$10,562,093; IDEA part B, \$9,319,322; Head Start, \$31,368,308; Other federal sources, \$3,039,023 ¹⁷	Yes ¹⁷
Louisiana LA4	TANF, \$29,550,000; Community Development Block Grant, \$33,100,000 ¹⁶	Yes ¹⁵
Louisiana 8(g)	None ⁸	Yes ⁸
Louisiana NSECD	None	No
Maine	IDEA, Title I, amount not reported ¹²	Yes ¹²
Maryland	None ¹¹	Yes ¹¹
Massachusetts	TANF/CCDF funds, \$36,368,019; IDEA, \$3,899,939 ¹⁷	No ¹⁷
Michigan	None	Yes ¹⁶
Minnesota	None	No
Missouri	None	No
Nebraska	IDEA Part B, \$3,533,655; IDEA Part C, \$25,115; Head Start, \$2,537,386; Title 1 Part A, \$6,326,840; Title 1 Part C (Migrant), \$350,000	Yes ¹⁰
Nevada	Title I, \$1,230,179	No
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes ¹⁴
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes ¹¹
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes ¹⁵
New Mexico	None	No ¹⁰
New York	None	Yes ¹²
North Carolina	Head Start, \$24,963,521; Title I, \$11,759,531; IDEA, \$5,906,174; CACFP, \$4,355,765	No
Ohio	Title I, amount not reported ⁷	Yes ⁸
Oklahoma	Multiple federal sources, \$37,721,277	Yes
Oregon	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported ¹¹	No
Pennsylvania EABG	None	Yes ¹¹
Pennsylvania HSSAP	None	No
Penn. K4 & SBPK	None	No
Penn. Pre-K Counts	None	No
Rhode Island	None	Yes ⁵
South Carolina 4K	None	Yes ⁷
South Carolina CDEPP	None	Yes
Tennessee	Head Start, IDEA, Title I, amount not reported	Yes ¹⁴
Texas	Federal funds, \$12,700,000 ¹⁰	Yes ¹¹
Vermont Act 62	Title I, amount not reported ¹³	Yes ¹⁴
Vermont EEI	None	No
Virginia	None	Yes ⁸
Washington	CCDF, \$1,127,999	No
West Virginia	Title 1, \$878,339 IDEA, \$5,389,916; Head Start, \$46,599,720; TANF/Child Care, \$4,779,689	Yes ¹¹
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amount not reported ¹⁶	Yes ¹⁶
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amount not reported	No

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STATE

RESOURCES

Agencies eligible to receive funding directly

Alabama	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Military, university, and community agencies
Alaska	Public schools
Arizona	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹³
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: home-visiting providers ¹²
California	Public schools, Head Start, Private CC, Faith-based centers
Colorado	Public schools
Connecticut	Other settings: Municipalities, Towns, School Districts ¹⁷
Delaware	Public schools, Head Start, Private CC, Faith-based centers
District of Columbia	Public schools, Faith-based centers, Private agencies ¹⁰
Florida	Other settings: Early Learning Coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Universities and technical schools, military bases, charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Higher Education
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Public schools
Kansas State Pre-K	Public schools
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers, Other settings ¹⁰
Kentucky	Public schools ¹⁸
Louisiana LA4	Public schools, Charter Schools
Louisiana 8(g)	Public schools
Louisiana NSECD	Private CC, Faith-based centers; Other settings: BESE Approved Nonpublic Schools ¹⁵
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Private Schools
Michigan	Other settings: Intermediate school districts ¹⁷
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools Other settings: Educational Service Units ¹¹
Nevada	Public schools, Head Start, Private CC, Faith-based centers ⁹
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, Other settings: Regional education cooperatives, Municipalities, Universities, Charter schools ¹¹
New York	Public schools, Other settings: Libraries and museums ¹³
North Carolina	Public schools, Head Start Other settings: Public-private partnerships (local Smart Start partnerships), other nonprofits
Ohio	Public schools
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Community Colleges, Government Agencies, Higher Education ¹²
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Penn. K4 & SBPK	Public schools
Penn. Pre-K Counts	Public schools, Head Start, Private CC, Other settings: licensed nursery schools ¹²
Rhode Island	Public schools, Head Start Private CC, Faith-based centers
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, SC First Steps
Tennessee	Public schools
Texas	Public schools, Other settings: Charter schools
Vermont Act 62	Public schools
Vermont EEI	Public schools, Head Start, Private CC, Family CC, Other settings: Parent Child Centers
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Other settings: Local governments, Colleges/universities, Educational service districts
West Virginia	Public schools
Wisconsin 4K	Public schools ¹⁷
Wisconsin HdSt	Head Start

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STATE

RESOURCES

	Agencies with which subcontracting is permitted	Is there a required local match?
Alabama	None	Yes, 25% match ¹⁰
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Arizona	None ¹⁴	No ¹²
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC	Yes ¹¹
California	Public schools, Head Start, Private CC, Faith-based centers	No
Colorado	Head Start, Private CC, Faith-based centers, Other settings, Public agencies such as city recreation centers or university and college labs school programs, charter schools	Yes ¹²
Connecticut	Public schools, Head Start, Private CC, Faith-based centers, Other settings, Regional Education Service Centers (RESCs) ¹⁷	No
Delaware	Public schools	No
District of Columbia	Other settings ¹¹	No
Florida	Public schools, Head Start, Private CC centers, Faith-based centers, Family CC homes, Other settings, approved licensed or certified professions ¹³	No
Georgia	Other settings	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	Yes, 20% of the total grant allocation ¹²
Iowa SVPP	Head Start, CC Centers, Faith-based centers ¹⁰	No
Kansas State Pre-K	Public schools, Other settings, service centers—determined locally	No
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers	No
Kentucky	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹⁸	No
Louisiana LA4	Head Start, Private CC, Other settings, Charter schools and private child care providers	No
Louisiana 8(g)	None	No
Louisiana NSECD	Head Start, Private CC, Faith-based centers ¹⁵	No
Maine	Public schools, Head Start, Private CC, Family CC	Yes ¹³
Maryland	Public schools, Head Start, Private CC	No
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private schools	Yes ¹⁸
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other settings, Competitive Agencies can be for-profit or nonprofit, public or private agencies ¹⁷	Yes ¹⁵
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 ¹²
Nevada	None	No
New Jersey Abbott	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	No
New Jersey ECPA	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	No
New Jersey ELLI	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	Yes ¹⁶
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings, Regional Education Cooperatives, Municipalities, Universities, Charter schools	No
New York	Head Start, Private CC, Faith-based centers, Family CC	No
North Carolina	Public schools, Head Start, Private CC, Faith-based centers	Yes ¹¹
Ohio	Public schools, Head Start, Private CC, Faith-based centers	No
Oklahoma	Head Start, Private CC, Faith-based centers, Other settings, 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, Other settings, Community Colleges, Government 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
Penn. K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Penn. Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Licensed nursery schools ¹²	No
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers	No
South Carolina 4K	Public schools	No
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers	No
Tennessee	Head Start, Private CC, Faith-based centers, Other settings, Institutions of Higher Education, Housing Authorities, Adult Learning Centers ¹⁵	Yes ¹⁶
Texas	Public schools, Head Start, Private CC	No
Vermont Act 62	Public schools, Head Start, Private CC, Family CC ¹⁵	No
Vermont EEI	Private CC, Family CC	No
Virginia	Public schools, Head Start, Private CC, Faith-based centers	Yes ⁹
Washington	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings, Local governments, Colleges/universities, Educational service districts ¹³	No
West Virginia	Head Start, Private CC, Faith-based centers	No
Wisconsin 4K	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K ¹⁸	Yes ¹⁹
Wisconsin HdSt	Public schools, Private CC, Family CC	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

Information collected for monitoring purposes

Alabama	Structured observations of classroom quality (ECERS is the primary tool and is required for all new programs. Structured coaching and monitoring at least monthly); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD and PPVT); Documentation of program-level outcomes (Teaching Strategies GOLD); Review of program facilities and safety procedures (Monthly); Review of program records (Monthly) ¹¹
Alaska	Structured observations of classroom quality (ECERS once per year); Documentation of children's learning and/or child outcomes (PPVT & Teaching Strategies Gold 2 X per year); Documentation of program-level outcomes (ECERS 1X per year); Review of program facilities and safety procedures (ECERS & Approval as Alaska Pre-Elementary School) (Quarterly and annual reports)
Arizona	Structured observations of classroom quality (ERS and CLASS every other year during the QRIS assessment proces.); Documentation of children's learning and/or child outcomes (documentation is reviewed every other year during the QRIS assessment process) (Teaching Strategies Gold or other selected by the participating program); Review of program facilities and safety procedures (ERS conducted every other year in the QRIS assessment process); Participation in a state quality rating system Other (Teaching Staff Qualifications, Ratios and Group Sizes, and Curriculum is reviewed every other year during the QRIS assessment process.)
Arkansas	Structured observations of classroom quality (ECERS, ITERS, FCCERS); Documentation of children's learning and/or child outcomes (Work Sampling and Ounce collected three times per program year); Documentation of program-level outcomes (monitoring for compliance with ABC Rules and Regulations and PAS/BAS are reviewed every three years); Review of program facilities and safety procedures (State Licensing reviews programs, three times annually); Participation in a state quality rating system; Review of program records (Program records are reviewed during monitoring visits conducted each program year)
California	Structured observations of classroom quality (ECERS, at least annually); Documentation of children's learning and/or child outcomes (DRDP, 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); Review of program facilities and safety procedures; Results of program self-assessments; Review of 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); Review of program facilities and safety procedures (through child care licensing requirements) ¹³
Connecticut	Structured observations of classroom quality (ECERS for non-accredited programs -1 X per yr.); Documentation of children's learning and/or child outcomes (collect learning experience plans yearly); Documentation of program-level outcomes (completion and renewal of NAEYC accreditation); Review of program facilities and safety procedures (for child care licensing in child care centers); Results of program self-assessments ¹⁸
Delaware	Structured observations of classroom quality (CLASS); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD); Documentation of program-level outcomes (Head Start Performance Standards); Review of program facilities and safety procedures; Results of program self-assessments (Head Start Self Assessment); Participation in a state quality rating system; Review of program records ⁹
District of Columbia	Structured observations of classroom quality (CLASS is used annually in all Pre-K CBOs and in the majority of DCPS and PCS Pre-K Classrooms); Documentation of children's learning and/or child outcomes (Teaching Strategies Gold, Every Child Ready, and other tools); Review of program facilities and safety procedures (Monitoring visits and sector site accountability visits); Results of program self-assessments; Participation in a state quality rating system; Quality Site Review for charter schools ¹²
Florida	Structured observations of classroom quality (ECERS and CLASS instrument is locally determined, annually); Documentation of children's learning and/or child outcomes (Florida VPK Assessment, Pre- and Post-Assessment); Documentation of program-level outcomes (ECHOSTM, and Florida Assessments for Instruction in Reading (FAIR), annually); Review of program facilities and safety procedures (DCF Licensing monitoring, 3 times per year); Review of program records (Child and provider eligibility determination documentation, child attendance, provider reimbursement annually)
Georgia	Structured observations of classroom quality (CLASS, annually); Documentation of children's learning and/or child outcomes (WSS rating every six weeks report to parents twice per year); Review of program facilities and safety procedures (Child Care Licensing reports); Results of program self-assessments (Grant Requirement Checklist, IQ Guides for Classroom Environment, Daily Schedule, Assessment); Review of program records
Illinois	Structured observations of classroom quality (ECERS-R or 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); Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Review of program records; Other (Compliance reviews Student Information System Data) ¹⁰
Iowa Shared Visions	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD online, by state-determined checkpoint dates three times per year); Documentation of program-level outcomes (maintenance of NAEYC accreditation and progress toward goals, annually); Review of program facilities and safety procedures (Reviewed externally by NAEYC every five years); Review of program records (annual desk audit through the year-end report); Other (NAEYC Accreditation maintained each year) ¹³
Iowa SVPP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes (GOLD 3X per year.); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (Certified Annual Report collects finance data) ¹¹
Kansas State Pre-K	Documentation of children's learning and/or child outcomes (KELI-4R child observations); Results of program self-assessments (Classroom practices); Other (family survey) ⁸
Kansas Preschool	Documentation of children's learning and/or child outcomes (KELI-4R in a sample of classrooms other tools locally determined) (State pre-K teachers complete Classroom practices); Other (annual report to state)
Kentucky	Structured observations of classroom quality (ECERS once every 5 years.); Documentation of children's learning and/or child outcomes (one of 12 instructional assessment tools administered at least two times per year); Documentation of program-level outcomes (Preschool Program Report); Review of program facilities and safety procedures (Preschool Program Review (P2R) once every 5 years); Results of program self-assessments (Preschool Program Review (P2R) once every 5 years); Review of program records (Preschool Program Review (P2R) once every 5 years) ¹⁹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

Information collected for monitoring purposes

Louisiana LA4	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, a per centage of new teachers, districts with outlier DSC assessment scores, randomly selected sites, district choice/request) the CLASS was also piloted through volunteer selection); 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 (ECERS-R and CLASS as needed, targeted programs only); Review of program facilities and safety procedures; (Program facilities and safety standards monitored by the Department of Health and Hospitals and Fire Marshall site visits, as needed to targeted programs); Results of program self-assessments (ECERS-R as needed, targeted programs only); Participation in a state quality rating system; Review of program records (Monitoring of monthly, quarterly, and semi-annual reports) ¹⁷
Louisiana 8(g)	Structured observations of classroom quality (ECERS-frequency determined locally); Documentation of children's learning and/or child outcomes (DSC, twice a year, ongoing portfolio assessments); Documentation of program-level outcomes (Compliance with program guidelines, Progress to Date Report, and End of Year Report annually); Review of program records (Audited financial records, annually)
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); Review of program facilities and safety procedures; Results of program self-assessments (NSECD Performance Review and Rating, annually); Review of program records; Other
Maine	Other ¹⁴
Maryland	Review of program records (Other information to determine compliance with state prekindergarten regulations)
Massachusetts	Structured observations of classroom quality (ECERS as part of QRIS in UPK classrooms); Documentation of children's learning and/or child outcomes (WSS, Creative Curriculum Developmental Continuum/Teaching Strategies GOLD, High Scope COR UPK, at least twice per year); Documentation of program-level outcomes (annually); Review of program facilities and safety procedures; Results of program self-assessments (Self-assessment required for QRIS using program tool); Participation in a state quality rating system; Review of program records; Other (fiscal reports) ¹⁹
Michigan	Structured observations of classroom quality (PQA at least 3 times per year); Documentation of children's learning and/or child outcomes (AEPS, COR, CC, WSS, ASQ, Battelle, DIAL-3, at enrollment and ongoing); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Review of program records ¹⁸
Minnesota	Review of program facilities and safety procedures; Results of program self-assessments (Locally designed, but modelled after federal protocol); Review of program records ¹¹
Missouri	Review of program facilities and safety procedures (Licensing information); Results of program self-assessments; Review of program records (Application information, Program completion reports); Other ¹¹
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 (Annually using GOLD); Documentation of program-level outcomes (must be reported locally); Review of program facilities and safety procedures (Included in self-assessment due by December 31); Results of program self-assessments (ECERS, annually); Review of program records (When being reviewed on-site by staff)
Nevada	Structured observations of classroom quality (ECERS, ELLCO every two years); Documentation of children's learning and/or child outcomes (PPVT, EOWPVT, PreLAS pre- and post-assessment annually); Documentation of program-level outcomes (every two years); Review of program records ¹⁰
New Jersey Abbott	Structured observations of classroom quality (locally determined, most districts use ECERS); Documentation of children's learning and/or child outcomes (High/Scope's COR, Teaching Strategies GOLD, ELAS, locally selected tools); Documentation of program-level outcomes (Informal data tool collected annually by the Department of Education); Review of program facilities and safety procedures (During annual SAVS); Results of program self-assessments (SAVS, state-developed self-assessment for districts); Review of program records; (During annual SAVS and also in annual program plan review)
New Jersey ECPA	Review of program records (Annually) ¹²
New Jersey ELLI	Structured observations of classroom quality (frequency unspecified); Review of program records (Annually) ¹⁷
New Mexico	Structured observations of classroom quality (ECERS-R, Classrooms are independently assessed at least once on a four year cycle); Documentation of children's learning and/or child outcomes (New Mexico PreK Observational Assessment); Documentation of program-level outcomes (23 Essential Indicators, twice per year); Review of program facilities and safety procedures (Results of program self-assessments (ECERS-R and ECERTS-E results annually) child care licensing visits for non-public); Results of program self-assessments (Reported to state annually as part of program monitoring); Participation in a state quality rating system; Review of program records (Annual program monitoring)
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 (reported annually); Documentation of program-level outcomes (Annual year-end report); Results of program self-assessments; Participation in a state quality rating system; Review of program records; Other (Teacher qualification data Basic Educational Data System Information on each enrolled pre-K student) ¹⁴
North Carolina	Structured observations of classroom quality (ECERS-R based on the NC Rated License Assessment); Documentation of children's learning and/or child outcomes (Required use of approved instructional/formative assessment system); Documentation of program-level outcomes (Results of program self-assessments and participation in the Star-rated License System); Review of program facilities and safety procedures (Participation in QRIS); Results of program self-assessments (Participation in QRIS); Participation in a state quality rating system; Review of program records (Contractor monitoring managed at state level through sample of onsite visits and desk audits); Other (NC Educator Evaluation System under NC State Board Policy requires licensed teachers to be formally mentored/coached and evaluated using formative and summative evaluation procedures annually based on type and level of BK licensure held. Framework required for both teachers in nonpublic and public schools. Teachers required to use self assessment, mentoring services based on teachers' assessed needs using NC Rubric for Evaluating NC Teachers/NC Professional Teaching Standards, NC MentStandards) ¹²
Ohio	Structured observations of classroom quality (Annual observations by grantees CLASS, ELLCO, ECERS, CSEFL); Documentation of children's learning and/or child outcomes (GGG 2 times per year, ASQSE annually, curriculum embedded performance measures); Documentation of program-level outcomes (IMPACT annually to document compliance and performance indicators with program guidelines, PD hours, observations, transition plans, community partners); Review of program facilities and safety procedures (Annual licensing site visit); Results of program self-assessments (IMPACT, annually and program plan); Review of program records (On site and desk review/audit) ⁹
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); Review of program facilities and safety procedures; Review of program records

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

Information collected for monitoring purposes

Oregon	Structured observations of classroom quality (CLASS, annually and as needed moonitoring, triennially as needed); 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); Review of program facilities and safety procedures (Review of program facilities and safety procedures are conducted through trieneal monitoring reports and annual self-assessments.); Results of program self-assessments (Annual Self-Assessment reports); Review of program records (Annual Self-assessment site visits as needed.) ¹³
Pennsylvania EABG	None ¹²
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS, ERS or approved local tool annually); Documentation of children's learning and/or child outcomes (approved assessment tools aligned with early learning outcomes reporting framework reported two times per year); Documentation of program-level outcomes (locally determined annually); Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (optional participation in QRIS)
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Structured observations of classroom quality (ERS, annual self-assessment bi-annual external assessment); Documentation of children's learning and/or child outcomes (chosen from listing of approved tools aligned with early learning outcomes reporting framework reported two times per year); Documentation of program-level outcomes (Program review instrument, annually); Review of program facilities and safety procedures (ERS); Results of program self-assessments (ERS, Program review instrument); Participation in a state quality rating system; Review of program records
Rhode Island	Structured observations of classroom quality (ECERS once per year with average score of 5 or more, CLASS once per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, ongoing); Documentation of program-level outcomes (Teaching Strategies GOLD, program assessments three times per year); Review of program facilities and safety procedures (state-created reporting tools, annually); Results of program self-assessments (state-created reporting tools, annually); Participation in a state quality rating system ⁶
South Carolina 4K	None ⁸
South Carolina CDEPP	Other (DSS License violations) ¹⁰
Tennessee	Structured observations of classroom quality (ECERS and ELLCO self-assessment, bi-annually for new teachers); Documentation of program-level outcomes (verification of teacher and assistant's credentials attendance and make up of classroom curriculum and assessment, at least annually); Review of program facilities and safety procedures (minimum of two visits per year by program evaluator); Results of program self-assessments (plan of action submitted after using ECERS and ELLCO assessment tools); Review of program records (Twice per year, more as needed) ¹⁷
Texas	None
Vermont Act 62	Structured observations of classroom quality (PreK programs must have at least 3 STARS in VT's QRIS. ECERS is part of the higher levels of its QRIS.); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD Fall & Spring checkpoints required); Review of program facilities and safety procedures (All PreK programs must comply with child care licensing regulations which include rules related to facilities and safety procedures); Participation in a state quality rating system ¹⁶
Vermont EEI	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, Fall & Spring Checkpoints) ¹³
Virginia	Documentation of children's learning and/or child outcomes (PALS, twice per year); Documentation of program-level outcomes (Review of local plans, twice per year); Other (Review of local plans, twice per year. Review of MOU between Head Start and VPI, if applicable.) ¹⁰
Washington	Structured observations of classroom quality (CLASS and ECERS for QRIS system); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD three times per year); Documentation of program-level outcomes (health, annually); Review of program facilities and safety procedures (Every 4 years); Results of program self-assessments (annually); Participation in a state quality rating system; Review of program records (Every 4 years) ¹⁴
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—utilizing ELS); Results of program self-assessments (Curriculum Implementation Checklist, Health and Safety Self-Monitoring); Review of program records (Program Review/Monitoring once every 3 years) ¹²
Wisconsin 4K	Other (special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports) ²⁰
Wisconsin HdSt	Other information such as grant applications, fiscal audit, sections of the federal application, and submission of Head Start PIR

STATE

MONITORING

How is monitoring information collected by the state?

Alabama	Site visits (Monthly); Submission of information by program or local entity (At least 3 times per year)
Alaska	Site visits (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); Submission of information by program or local entity
Arizona	Site visits (every other year during the QRIS assessment process.)
Arkansas	Site visits (Arkansas state staff monitor center-based agencies each program year Contracted consultants monitor home visiting programs each program year Contracted consultants conduct ERS assessments every other program year); Submission of information by program or local entity (Programs must apply for participation in ABC/ABCSS each program year through a grant process programs must report mid-year and final financial reports programs receiving \$100,000 must submit an audit each program year) (Programs are monitored three times per year by Arkansas child care licensing staff) ¹³
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 (Monitoring information is collected through other means, Department of Human Services child care licensing visits, financial records submission and auditing) ¹⁴
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 or as needed); Submission of information by program or local entity (quarterly reports)
District of Columbia	Site visits (quarterly for CBOS, annually for DCPS, as part of PDR for charters); Submission of information (Monthly, CBOS annually, DCPS annual accountability and compliance review, charter)
Florida	Site visits (As needed); Submission of information by program or local entity (Quarterly); Monitoring information is collected through other means (DCF monitors all licensed programs at least three times per year and posts reports online)
Georgia	Site visits (at least annually , based on program needs and assessments); Submission of information by program or local entity (Rosters submitted four times during the school year); Monitoring information is collected through other means (Programs with a Pre-K classroom that are participating in the state's Tiered Quality Rating and Improvement System are also observed with the ECERS-R) ¹⁴
Illinois	Site visits (on a 3-year cycle and as needed) (annually individual student information system, continuation application, program improvement plans after on-site visit) ¹¹
Iowa Shared Visions	Submission of information by program or local entity (application-annually, includes program description of services, budget, and NAEYC accreditation year-end report-annually, includes quarterly finance report, program staff, professional development, program services, community collaborations/services, curriculum and assessments used, inkind requirement); Monitoring information is collected through other means (site visits completed by NAEYC every five years) ¹⁴
Iowa SVPP	Site visits (Once every 5 years); Submission of information by program or local entity (Desk audit that includes evidence to address some of the program standards as well as the law)
Kansas State Pre-K	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 Preschool	Submission of information by program or local entity (Child outcomes, classroom practices, family survey provided via a web application)
Kentucky	Site visits (at least once every 5 years for all the districts and least 30% of the teachers are observed at each site); Submission of information by program or local entity (once every 5 years the cohort districts submit information regarding enrollment, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff and other programmatic data); Other (review information about the district through the Student Information System, KDE staff interviews and periodic visits) ²⁰
Louisiana LA4	Site visits (by staff of the state oversight agency and consultants to randomly selected new teachers, programs 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 8(g)	Site visits (as needed/annually); Submission of information by program or local entity (annually) ⁹
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, public programs only); Enrollment information and Prekindergarten Directory (annually); Submission of pre-K updates in comprehensive LEA Master Plan (annually)
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) (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) ¹⁸
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 (As needed, based on a review of submitted reports or concerns raised from partner agencies); Submission of information by program or local entity ¹¹
Nebraska	Site visits (by state agency staff, a percentage of classrooms each year); Submission of information by program or local entity (Annually) ¹³
Nevada	Site visits (Annually); Submission of information by program or local entity (twice a year)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

How is monitoring information collected by the state?

New Jersey Abbott	Site visits (Site visits, several times per year and as needed to provide technical assistance by consultants employed by the state, a consortium of universities perform ECERS on randomly selected classrooms in each district as part of a longitudinal study); Submission of information by program or local entity (once per year as part of district's Preschool Program Plan for the following year)
New Jersey ECPA	Site visits (Site visits (1-2 times annually, as needed, or as requested by the district); Submission of information by program or local entity (annual budget and program plan)
New Jersey ELLI	Site visits (Site visits (1-2 times annually, as needed, or as 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 program reports annually, child outcome information twice per year PreK database maintains a variety of program information and demographics)
New York	Site visits (varies); Submission of information by program or local entity (final program reports and program modification request applications, annually) ¹⁵
North Carolina	Site visits (Site visits for program compliance annually or more frequently as determined by needs); teacher effectiveness visits (mentoring, evaluation) per prescribed process and schedule set forth in State Education Board Policy); Submission of information by program or local entity (QRIS program evaluations and NC Educator Effectiveness (Teacher Evaluation System); Monitoring information is collected through other means (Teacher Evaluation, Mentoring, BK Licensure data and information) ¹³
Ohio	Site visits (Programs receive on-site every 3 years, with annual desk audits, internal monitoring requirements, submission of annual plan, and documentation annually. Each site is also visited annual for licensing.); Submission of information by program or local entity (annual submission of information and some information like child assessment twice per year)
Oklahoma	Site visits (two audits per year); Submission of information by program or local entity (accreditation report each October) ¹¹
Oregon	Site visits (annually and as-needed); Submission of information by program or local entity (monthly reports on enrollment, attendance, child outcomes, targeted performance indicators)
Pennsylvania EABG	None
Pennsylvania HSSAP	Site visits (at least once annually) ¹⁰
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Site visits (at least once annually); Submission of information by program or local entity (quarterly narrative reports annual reporting monthly information submission to PELICAN system); Monitoring information is collected through other means (Monitoring information is collected through other means, Program Review Instrument teacher, child, and family demographics updated continually)
Rhode Island	Site visits (site visits by state, of the state oversight agency, once per year at a minimum by consultants, monthly); Submission of information by program or local entity (submission of information by program or local entity web-based child assessment information, monitoring three times per year)
South Carolina 4K	None
South Carolina CDEPP	None
Tennessee	Site visits (minimum of two per year by consultants, minimum of one visit per year to all programs); Submission of information by program or local entity (minimum of 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) ¹⁸
Texas	None
Vermont Act 62	Submission of information by program or local entity (Annual child progress data); Monitoring information is collected through other means (Information collected through annual STARS reports and 3 year renewal applications) ¹⁷
Vermont EEI	Submission of information by program or local entity (Annually) ¹⁴
Virginia	Submission of information by program or local entity (Submission of information by program or local entity (twice per year) ¹⁰
Washington	Site visits (Every one to four years, based on risk assessment); Submission of information by program or local entity (monthly, annual and every 4 years, depending on the info required) ¹⁴
West Virginia	Site visits (once every 3 years); Submission of information by program or local entity (annually (fiscal, program data, and collaboration)) ¹²
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)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

How is monitoring information used by the state?

Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Alaska	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Arizona	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS ¹⁵
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
California	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Colorado	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; Other, To report child progress results for state legislature ¹⁵
Connecticut	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees
Delaware	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
District of Columbia	None
Florida	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents; To assist teachers with understanding individual children's strengths and areas where additional support may be needed ¹⁴
Georgia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Illinois	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents ¹²
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring
Kansas State Pre-K	To identify needs that will guide teacher training or professional development; Other, To provide a report on the efficacy of the program at the state level
Kansas Preschool	To make funding decisions about programs or grantees
Kentucky	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents ²¹
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Maine	To identify needs that will guide teacher training or professional development; To 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 identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents ²⁰
Michigan	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Minnesota	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Missouri	To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees
Nebraska	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Nevada	To identify needs that will guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program ¹¹

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

How is monitoring information used by the state?

New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To identify programs for corrective action; 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 identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents ¹⁶
North Carolina	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents; Other, to provide feedback to the public about the quality of services and teacher effectiveness ¹⁴
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Oklahoma	To identify programs for corrective action or sanctions; To make changes to state policies regarding the preschool program
Oregon	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Pennsylvania EABG	None
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Penn. K4 & SBPK	None
Penn. Pre-K Counts	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Rhode Island	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
South Carolina 4K	None
South Carolina CDEPP	None
Tennessee	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To 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	None
Vermont Act 62	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To measure program on a QRIS; To provide feedback to parents ¹⁸
Vermont EEI	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To provide feedback to parents ¹⁵
Virginia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Washington	To identify needs that will guide teacher training or professional development; To 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
West Virginia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Wisconsin 4K	Other, For administrative oversight
Wisconsin HdSt	To make funding decisions about programs or grantees

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

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

Alabama	Yes, measuring both process quality and program impact/child outcomes
Alaska	Yes, measuring both process quality and program impact/child outcomes ¹¹
Arizona	Yes, measuring process quality ¹⁶
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California	No
Colorado	Yes, measuring impact and child outcomes ¹⁶
Connecticut	No
Delaware	Yes, measuring both process quality and program impact/child outcomes
District of Columbia	Yes, measuring both process quality and program impact/child outcomes ¹³
Florida	Yes, measuring both process quality and program impact/child outcomes ¹⁵
Georgia	Yes, measuring both process quality and program impact/child outcomes ¹⁵
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	Yes, measuring impact and child outcomes ¹²
Kansas State Pre-K	Yes, measuring both process quality and program impact/child outcomes ⁹
Kansas Preschool	Yes, measuring process quality ¹¹
Kentucky	Yes, measuring process quality
Louisiana LA4	Yes, measuring both process quality and program impact/child outcomes ¹⁸
Louisiana 8(g)	Yes, measuring both process quality and program impact/child outcomes ¹⁰
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes ¹⁶
Maine	No
Maryland	No
Massachusetts	Yes, measuring process quality ²¹
Michigan	Yes, measuring both process quality and program impact/child outcomes ¹⁹
Minnesota	No
Missouri	Yes ¹²
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes ¹²
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico	Yes, measuring both process quality and program impact/child outcomes ¹²
New York	No
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring both process quality and program impact/child outcomes ¹⁰
Oklahoma	Yes, measuring impact and child outcomes
Oregon	No
Pennsylvania EABG	No
Pennsylvania HSSAP	No
Penn. K4 & SBPK	No
Penn. Pre-K Counts	No
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	No
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring both process quality and program impact/child outcomes ¹⁹
Texas	No
Vermont Act 62	No ¹⁹
Vermont EEI	No
Virginia	Yes, measuring both process quality and program impact/child outcomes ¹¹
Washington	No ¹⁵
West Virginia	Yes, measuring both process quality and program impact/child outcomes
Wisconsin 4K	Yes, measuring both process quality and program impact/child outcomes
Wisconsin HdSt	No

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STATE

MONITORING

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

Alabama	Ongoing
Alaska	2012-2013
Arizona	Planned validation study to start in school year 2014-201
Arkansas	NIEER-Rutgers University released a report titled: Longitudinal Effects of the Arkansas Better Chance Program: Findings from First Grade through Fourth Grade in May 2013.
California	N/A
Colorado	Ongoing, annually
Connecticut	N/A
Delaware	2006-2007
District of Columbia	The 2012-13 report is currently being finalized which will present results of all CLASS assessments, as well as the sample of PPVT/EVT scores.
Florida	Ongoing, annually
Georgia	On-Going
Illinois	Fall 2009-Winter 2012
Iowa Shared Visions	2008
Iowa SVPP	Iowa statisticians are currently reviewing the data on our second cohort of children at 3rd grade.
Kansas State Pre-K	Ongoing
Kansas Preschool	Ongoing
Kentucky	2012-13
Louisiana LA4	Annually since the 2004-2005 school year 2012-2013 in process of evaluation
Louisiana 8(g)	Annually since the 2004-2005 school year 2012-2013 in process of evaluation
Louisiana NSECD	Annually since the 2004-2005 school year 2012-2013 evaluation in process
Maine	N/A
Maryland	N/A
Massachusetts	2008-2009 2009-2010
Michigan	Ongoing, since 1995
Minnesota	N/A
Missouri	2003
Nebraska	ongoing, annual
Nevada	2012-2013
New Jersey Abbott	Program Impact Evaluation was completed in March 2013. The last Program Quality Evaluation was in 2011.
New Jersey ECPA	N/A
New Jersey ELLI	N/A
New Mexico	2010
New York	N/A
North Carolina	Ongoing, evaluations of classroom quality and child outcomes are conducted annually
Ohio	November 2012. 2012-2013 for child outcomes. As transition to TQRIS—conducting new evaluation with new system and new expanded grant funding.
Oklahoma	2011 and ongoing
Oregon	N/A
Pennsylvania EABG	N/A
Pennsylvania HSSAP	N/A
Penn. K4 & SBPK	N/A
Penn. Pre-K Counts	N/A
Rhode Island	2009- 2011
South Carolina 4K	N/A
South Carolina CDEPP	2009-2010 school year
Tennessee	Ongoing
Texas	N/A
Vermont Act 62	N/A
Vermont EEI	N/A
Virginia	2011
Washington	N/A
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 in progress: UW Madison is part of a national study exploring 4K in WI and NJ We have also documented "impact" stories for our 4K community approach models: http://4kca.dpi.wi.gov/
Wisconsin HdSt	N/A

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STATE

MONITORING

Documentation of evaluation

Alabama	http://archive.constantcontact.com/fs111/1106394189560/archive/1115478890046
Alaska	Study not available online
Arizona	Not available
Arkansas	The report is currently not available online however, Arkansas plans to post it on the Division of Child Care and Early Childhood Education website.
California	N/A
Colorado	http://www.cde.state.co.us/cpp/legreports.htm ¹⁶
Connecticut	N/A
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/ECAP06%2007%20State%20Report.pdf
District of Columbia	It will be published here: http://osse.dc.gov/service/resources-regulations-and-reports
Florida	Report is available at: http://www.oppaga.state.fl.us/Summary.aspx?reportNum=12-06 ¹⁵
Georgia	http://www.dec.state.ga.us/BftS/EvaluationGAPreKProgram.aspx ¹⁵
Illinois	Report is available at: http://www.isbe.net/earlychi/preschool/pfa-report/
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2013/03/shared-visions-preschool-07-evaluation
Iowa SVPP	Under Legislative briefings for 2013: https://www.educateiowa.gov/legislative-information
Kansas State Pre-K	Study not available online ⁹
Kansas Preschool	Study not available online ¹¹
Kentucky	Not yet available ²²
Louisiana LA4	Current report not available online ¹⁸
Louisiana 8(g)	Current report not available online.
Louisiana NSECD	http://www.picardcenter.org/ResearchAreas/education/EarlyChildhood/NSECD/Pages/NSECDdefault.aspx ¹⁶
Maine	N/A
Maryland	N/A
Massachusetts	Study not available online ¹⁶
Michigan	Reports are available at: www.highscope.org and www.nieer.org ¹⁶
Minnesota	N/A
Missouri	http://dese.mo.gov/eel/el/pat/HB_1519_Final_Evaluation_Report.html
Nebraska	http://www.education.ne.gov/OEC/pubs/eceg_reports/2010-2011.pdf
Nevada	Report is available at: http://www.doe.nv.gov/Early_Childhood/ ¹²
New Jersey Abbott	http://nieer.org/publications/latest-research/abbott-preschool-program-longitudinal-effects-study-fifth-grade-follow http://www.state.nj.us/education/ece/research/elichome.htm
New Jersey ECPA	N/A
New Jersey ELLI	N/A
New Mexico	Report is available at: https://www.newmexicoprek.org/Docs/NIEER%20Reports/NIEER_PreK_Evaluation_Impacts_From_The_Fourth_Year_November_2010.pdf
New York	N/A
North Carolina	http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program
Ohio	Not available
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/
Oregon	N/A
Pennsylvania EABG	N/A
Pennsylvania HSSAP	N/A
Penn. K4 & SBPK	N/A
Penn. Pre-K Counts	N/A
Rhode Island	Study not available online
South Carolina 4K	N/A
South Carolina CDEPP	http://www.researchconnections.org/childcare/resources/19040?classifCode=1
Tennessee	Report is available at: http://peabody.vanderbilt.edu/research/pri/projects/by_content_area/tennessee_state_pre-k_evaluation/index.php ¹⁹
Texas	N/A
Vermont Act 62	N/A
Vermont EEI	N/A
Virginia	Report from the Legislative Audit and Review Committee is available at: http://jlarc.virginia.gov/reports/Rpt364.pdf ¹¹
Washington	N/A
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	SWEEP Report is available at: http://www.dpi.wi.gov/fscp/pdf/ec-impact-dev.pdf
Wisconsin HdSt	N/A

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

Was the evaluation of state pre-K mandated by the state?

Does state policy require programs in this state prekindergarten initiative to assess children's learning and development during the preschool year(s)?

STATE	Was the evaluation of state pre-K mandated by the state?	Does state policy require programs in this state prekindergarten initiative to assess children's learning and development during the preschool year(s)?
Alabama	No	Yes
Alaska	Yes	Yes
Arizona	No	Yes
Arkansas	Yes	Yes
California	N/A	Yes
Colorado	Yes	Yes
Connecticut	N/A	Yes
Delaware	No	Yes
District of Columbia	Yes	No
Florida	Yes ¹⁵	Yes
Georgia	No ¹⁵	Yes
Illinois	No	Yes
Iowa Shared Visions	Yes	Yes
Iowa SVPP	No	No
Kansas State Pre-K	No	No
Kansas Preschool	No	Yes
Kentucky	Yes ²²	Yes
Louisiana LA4	Yes ¹⁸	Yes
Louisiana 8(g)	Yes	Yes
Louisiana NSECD	Yes ¹⁶	Yes
Maine	N/A	No
Maryland	N/A	None
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	N/A	No
Missouri	Yes ¹³	No
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Abbott	Yes	Yes
New Jersey ECPA	N/A	Yes
New Jersey ELLI	N/A	Yes
New Mexico	Yes	Yes
New York	N/A	Yes
North Carolina	Yes	Yes
Ohio	No	Yes
Oklahoma	No	No
Oregon	N/A	Yes
Pennsylvania EABG	N/A	No
Pennsylvania HSSAP	N/A	Yes
Penn. K4 & SBPK	N/A	Yes
Penn. Pre-K Counts	N/A	Yes
Rhode Island	Yes	Yes
South Carolina 4K	N/A	No
South Carolina CDEPP	Yes	Yes
Tennessee	Yes	No
Texas	N/A	No
Vermont Act 62	N/A	Yes
Vermont EEI	N/A	Yes
Virginia	No	Yes
Washington	N/A	Yes
West Virginia	No	Yes
Wisconsin 4K	No	No
Wisconsin HdSt	N/A	Yes

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STATE

MONITORING

Required assessment for pre-K

Alabama	PPVT and Teaching Strategies GOLD
Alaska	Teaching Strategies GOLD & PPVT
Arizona	Monitoring is required, but no instrument is specified
Arkansas	WSS and Ounce assessments
California	DRDP
Colorado	Teaching Strategies GOLD or HighScope COR ¹⁷
Connecticut	Determined locally ¹⁹
Delaware	GOLD and other assessments as determined locally
District of Columbia	Determined locally ¹⁴
Florida	Florida Voluntary Prekindergarten (VPK) Assessment
Georgia	Georgia's Pre-K Child Assessment ¹⁶
Illinois	Determined locally from a provided list
Iowa Shared Visions	Teaching Strategies GOLD online
Iowa SVPP	Not required many districts use GOLD
Kansas State Pre-K	Determined locally ¹⁰
Kansas Preschool	Locally determined assessments child outcome results sent to state for annual report
Kentucky	Districts may choose one of the approved assessment tool in the Kentucky Continuous Assessment Guide ²³
Louisiana LA4	DSC portfolio assessments grantees may choose additional assessment tools ¹⁹
Louisiana 8(g)	DSC and portfolios or locally determined tool
Louisiana NSECD	DSC given as a pre-, mid-, post-assessment and portfolios or locally determined tool ¹⁷
Maine	None ¹⁵
Maryland	None ¹²
Massachusetts	WSS, High Scope COR, or Creative Curriculum Developmental Continuum (or the new GOLD) (UPK).
Michigan	COR, Creative Curriculum Development Continuum, and WSS are recommended ²⁰
Minnesota	Required assessments are determined locally and must comply with federal Head Start requirements
Missouri	None
Nebraska	Districts must use Teaching Strategies GOLD
Nevada	PPVT and EOWPVT are performed annually as pre- and post-assessments PreLAS Observational Assessment for English Language Learners who are unable to score a basal on the previous assessments.
New Jersey Abbott	DOE-approved program quality assessment instrument performance-based assessment district-needs assessment early childhood screening assessment at school entry to determine if child needs comprehensive diagnostic assessment
New Jersey ECPA	Performance-based assessment district-needs assessment annual program evaluation
New Jersey ELLI	Performance-based assessment district-needs assessment annual program evaluation
New Mexico	New Mexico PreK Observational Assessment
New York	Required assessment instruments are locally determined ¹⁷
North Carolina	Creative Curriculum Developmental Continuum for Ages 3-5 or Teaching Strategies GOLD HighScope Preschool COR Galileo On-line Assessment System Learning Accomplishment Profile) Learning Care System WSS
Ohio	GGG, ASQ(SE) ¹¹
Oklahoma	Determined locally
Oregon	Teaching Strategies GOLD ¹⁴
Pennsylvania EABG	None
Pennsylvania HSSAP	WSS Online or Teaching Strategies GOLD ¹¹
Penn. K4 & SBPK	Required assessment instruments determined locally
Penn. Pre-K Counts	Programs may choose the assessment they use from a list of approved assessment tools which align to Pennsylvania's Early Learning Outcomes Reporting Frameworks. For the 2012-2013 school year, the following tools were approved: Pearson WSS, Teaching Strategies GOLD, Curriculum Associates Brigance, High Reach GRO. Programs may also use additional locally determined assessments for their own purposes.
Rhode Island	Teaching Strategies GOLD
South Carolina 4K	None
South Carolina CDEPP	Programs choose from an approved list: WWS, GOLD, High Scope's COR, Galileo PreK online assessment, Learning Accomplishment Profile ¹²
Tennessee	None
Texas	None
Vermont Act 62	Teaching Strategies GOLD
Vermont EEI	Teaching Strategies GOLD Fall & Spring Checkpoints
Virginia	PALS Pre-K
Washington	Teaching Strategies GOLD
West Virginia	Early Learning Scale ¹³
Wisconsin 4K	None ²¹
Wisconsin HdSt	Required assessments must comply with federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

How are child-level pre-K assessments used?

Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective actions or sanctions; To measure child and program outcomes; To make adjustments to curricula; To track child and program level changes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness ¹²
Alaska	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program To provide a measure of kindergarten readiness ¹²
Arizona	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; Other, to include pre-K data in a K-12 data system
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; Other, to provide program staff with technical assistance and/or mentoring; To measure program on a Quality Rating and Improvement Scale
California	To identify needs that will 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 identify needs that will 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 ¹⁷
Connecticut	Other, Determined locally
Delaware	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula to provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a Quality Rating and Improvement Scale; To provide feedback to parents
District of Columbia	To identify needs that will 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
Florida	To identify needs that will guide teacher training or professional development; To track child and program level outcomes over time; Other
Georgia	To identify needs that will 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
Illinois	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; Other, To inform instruction
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Kansas State Pre-K	To track child and program level outcomes over time; To validate instruments for future use
Kansas Preschool	Other, to show annual growth at the state level
Kentucky	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness; Other, To report child outcomes data for children with disabilities to the Office of Special Education
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Louisiana 8(g)	To identify needs that will 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 ¹¹
Louisiana NSECD	To identify needs that will 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	Other, Determined locally
Maryland	Other ¹²
Massachusetts	Other, Determined locally
Michigan	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To evaluate teacher performance; Other, Inform and guide instructional planning and teaching practices
Minnesota	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Missouri	NA ¹⁴
Nebraska	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Nevada	To identify needs that will 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

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STATE

MONITORING

How are child-level pre-K assessments used?

New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
New Jersey ECPA	To identify needs that will 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 identify needs that will guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
New York	To identify needs that will 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 identify needs that will guide teacher training or professional development; To make adjustments to curricula; To evaluate teacher performance; Other, Inform and guide instructional planning and teaching practices
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective actions 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 ¹²
Oklahoma	Other, Determined locally ¹²
Oregon	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Pennsylvania EABG	Other
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Penn. K4 & SBPK	Other, determined locally
Penn. Pre-K Counts	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Rhode Island	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
South Carolina 4K	NA
South Carolina CDEPP	To make adjustments to curricula To track child and program level outcomes over time
Tennessee	NA
Texas	NA
Vermont Act 62	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Vermont EEI	To identify needs that will 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 identify needs that will 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 identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; Other, To individualize instruction and supports for each child.
West Virginia	To identify needs that will 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	To identify needs that will guide teacher training or professional development; To make adjustments to curricula ²¹
Wisconsin HdSt	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time

STATE

MONITORING

When are kindergarten programs required to assess learning and development?

Alabama	Kindergarten programs are not required to assess children's learning and development
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	At kindergarten entry; During kindergarten year
Connecticut	At kindergarten entry
Delaware	At kindergarten entry
District of Columbia	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	During kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry
Iowa SVPP	At kindergarten entry
Kansas State Pre-K	Kindergarten programs are not required to assess children's learning and development
Kansas Preschool	Kindergarten programs are not required to assess children's learning and development
Kentucky	At kindergarten entry
Louisiana LA4	At kindergarten entry
Louisiana 8(g)	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
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota	During 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 kindergarten year
New Jersey ECPA	During kindergarten year
New Jersey ELLI	During kindergarten year
New Mexico	At kindergarten entry
New York	At kindergarten entry; During kindergarten year
North Carolina	At kindergarten entry
Ohio	At kindergarten entry
Oklahoma	During kindergarten year
Oregon	At kindergarten entry
Pennsylvania EABG	During kindergarten year
Pennsylvania HSSAP	During kindergarten year
Penn. K4 & SBPK	During kindergarten year
Penn. Pre-K Counts	During kindergarten year
Rhode Island	During 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 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	At kindergarten entry
West Virginia	At kindergarten entry
Wisconsin 4K	During kindergarten year
Wisconsin HdSt	During kindergarten year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE

MONITORING

Required kindergarten assessment instruments

Alabama	NA ¹³
Alaska	Alaska Developmental Profile
Arizona	NA ¹⁷
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	DIBELS, PALS or DRA2 administered as pre- and post-test assessments during kindergarten ¹⁸
Connecticut	CT Kindergarten Inventory ²⁰
Delaware	Early Learner Survey - Teaching Strategies GOLD is being piloted in Delaware not all Kindergarten programs are using this at the present time.
District of Columbia	NA ¹⁵
Florida	Florida Kindergarten Readiness Screener (FLKRS) ¹⁵
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills ¹⁶
Illinois	NA ¹³
Iowa Shared Visions	At kindergarten entry During the kindergarten year Tools: BRI, PAT, DIBELS, DIBELS Next, PALS, or other Department of Education approved assessment ¹⁴
Iowa SVPP	BRI, PAT, DIBELS,PALS, ot other Department of Educaiton approved assessment ¹³
Kansas State Pre-K	NA ¹⁰
Kansas Preschool	NA ¹²
Kentucky	Brigance ²⁴
Louisiana LA4	DSC ¹⁹
Louisiana 8(g)	DSC ¹¹
Louisiana NSECD	Developmental Skills Checklist ¹⁸
Maine	Assessments are locally determined
Maryland	Maryland Model for School Readiness kindergarten assessment (modified WSS) ¹²
Massachusetts	NA ²²
Michigan	Teaching Strategies will be piloted in 13-14 ²¹
Minnesota	Locally determined, to support the 'Reading Well by Third Grade' initiative
Missouri	NA
Nebraska	NA
Nevada	NA ¹⁴
New Jersey Abbott	On-going performance-based assessments are required but the tool is no longer specified ¹⁵
New Jersey ECPA	On-going performance-based assessments are required but the tool is no longer specified ¹³
New Jersey ELLI	On-going performance-based assessments are required but the tool is no longer specified ¹⁸
New Mexico	Locally determined ¹³
New York	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 ¹⁸
North Carolina	During the kindergarten; 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 ¹³
Oklahoma	Assessments are locally determined ¹³
Oregon	A composite approach was piloted in 2012-2013 that included the following tools: Child Behavior Rating Scale (CBRS) for Approaches to Learning Easy CBM for Language, Literacy and Math ¹⁵
Pennsylvania EABG	Assessments are determined locally ¹³
Pennsylvania HSSAP	Assessments are determined locally ¹²
Penn. K4 & SBPK	Assessments are determined locally
Penn. Pre-K Counts	Assessments are determined locally ¹³
Rhode Island	Assessments are determined locally
South Carolina 4K	NA ⁹
South Carolina CDEPP	NA
Tennessee	NA
Texas	Assessments are determined locally ¹²
Vermont Act 62	Vermont Kindergarten Readiness Survey is completed within the first 6 weeks of kindergarten ²⁰
Vermont EEI	Vermont Kindergarten Readiness Survey ¹⁶
Virginia	NA ¹²
Washington	NA ¹⁶
West Virginia	Assessments are determined locally ¹⁴
Wisconsin 4K	PALS ²²
Wisconsin HdSt	PALS literacy

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

APPENDIX A: STATE SURVEY DATA 2012-2013 (continued)

ALABAMA – First Class: Alabama’s Voluntary Pre-Kindergarten Program

- 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 Alabama has reports of 164 children receiving services and 214 total children with identified special needs. Those not yet receiving services have been referred for services.
- 3 Programs may offer extended day option but may not use state pre-k dollars for the program. The state does not collect data about which programs offer extended-day option.
- 4 A sliding scale is based on family income and percentage of the poverty level. There are three types of grants: Excellence (\$45,000), Tiered (range from \$80,100-\$92,800) and Plus (new grants for start up funds in the amount of \$120,000). The Tiered grants and the Plus grants must use the sliding scale if they charge tuition. They are not mandated to charge tuition, but if they do, they cannot exceed the amount in the sliding scale.
- 5 Head Start programs may apply for a waiver to have up to 20 children per classroom and a staff-child ratio of 1:10.
- 6 Breakfast is also offered, but not required.
- 7 ASQ3 is used for developmental screening. Each child must have a physical and a health screening. The state does not collect the health data as in the past. Monitoring staff verifies that a physical and screenings have been completed and records are on-site.
- 8 Local providers develop ELL plans.
- 9 Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor’s degree in child development.
- 10 While a 25 percent match is required from each program, the state’s reporting system does not reflect the source of the match
- 11 Instructional practice is supported by coaching and is based on a tiered approach for response to improvement.
- 12 The GOLD assessment is used as a formative assessment that helps guide teacher training. (ECERS and monitoring visits are used to identify programs for corrective actions and/or adjust curricula. Working with the Alabama Department of Education to provide measures of student outcomes over time and across grades.) Monitoring children’s progress in school in partnership with the Department of Education. Using GOLD in a select number of school systems to measure kindergarten readiness. This is not in the pre-k program but is in public school kindergartens in pilot phase.
- 13 There is no Kindergarten Entry Assessment required by the Alabama Department of Education. The Alabama Department of Children’s Affairs is working with local school systems to implement GOLD as a Kindergarten Entry Assessment. This is voluntary and in pilot phase.

ALASKA – Alaska Prekindergarten Program

- 1 One of the 54 school districts only provides high school services.
- 2 Five out of the eight programs are jointly operated by public schools and Head Start.
- 3 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.
- 4 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.
- 5 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. School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.
- 6 School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.
- 7 In addition, if a school district partners with a Head Start program, all federal Head Start requirements must be met. There is a state policy requirement of professional development for teachers. Some formal training was available in the 2012-2013 school year, although technical assistance was provided.
- 8 Alaska is in the process of an independent alignment of the ELGs and the new standards.
- 9 Teachers must be state certified with a degree in ECE or a related field or specialized training in a related field.
- 10 An additional \$300,000 was used for set-aside funds for intervention districts.
- 11 Done at the department level, the evaluation covers three years of reporting on pre- and post-assessments using the TSG, PPVT, and ECERS instruments.
- 12 The program piloted the use of CLASS in some programs and plans to use it program-wide in future years.

ARIZONA – First Things First Prekindergarten (FTF) and Quality First Scholarships

- 1 First Things First is the funding and administrative authority for FTF Pre-Kindergarten and Quality First Scholarships and has partnering agreements for service delivery with the Arizona Department of Education and the local United Way affiliate.
- 2 FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. This count of 22 also includes three 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. The prior year’s pre-K scholarship program was merged with another scholarship program during the 2012 - 2013 school year. Both scholarships were awarded to programs that achieved the quality levels in the state’s QRIS, Quality First. Some of the scholarships were competitive and some were part of the Quality First incentive component.
- 4 The program serves children ages 3 to 5. This enrollment number reported represents the number of children who were served through the FTF Pre-Kindergarten and Quality First Scholarship program at both center-based and family child care home-based programs that met required program standards. An age breakdown is only available for the 1,342 Quality First Scholarships used at center-based early care and education programs. The age breakdown for the Pre-Kindergarten scholarships is not available. The total number of children includes 136 children who were served by family child care providers that meet the required program standards.
- 5 First Things First has administrative authority for both the public and nonpublic school sectors for this program and requirements for program standards are the same no matter where children are served.
- 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 Annually, income eligibility is verified. Children who are deemed ineligible no longer receive the scholarship.
- 8 Group size and teacher-child ratio is based on the age of the youngest child in attendance.
- 9 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.
- 10 The current standard is a minimum quality rating as assessed by the statewide QRIS, Quality First. Quality First programs that meet the minimum rating are not currently required to conduct or ensure that sensory, developmental and mental health screenings are conducted.

- 11 In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole. Twenty-five percent of lead teachers in both public and nonpublic participants in Pre-Kindergarten and Quality First scholarship programs must have at least 12 college credit hours in early childhood or related fields OR a certificate of completion in ECE or child development from a community college OR a CDA. Certification was not required in the 2012-2013 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (Birth-grade 3) as of July 2012. The merging of two different prekindergarten funding opportunities incorporated one set of standards for both. The new standard is a minimum quality rating in the state QRIS. The minimum standard for teaching staff qualifications is as stated, in conjunction with a minimum score on two valid and reliable program assessment tools, Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS).
- 12 In 2011-2012, a match from each program receiving one of the pre-K funding sources was required. In 2012-2013, due to the merging of the two pre-K funding sources, no match is required.
- 13 All programs must meet the quality levels of the QRIS, Quality First, to be eligible to participate in the program.
- 14 Pre-kindergarten funding is provided directly to the program serving the child. There is no subcontracting allowed. The organization that receives the pre-K funding is the organization that serves the child.
- 15 In the 2013-2014 school year, qualityfirstaz.com will be launched to provide families with information about the quality level of programs.
- 16 A validation study is planned for Quality First, Arizona's quality rating and improvement system. This formal evaluation will measure the impact and child outcomes in the future.
- 17 Arizona is working to establish a kindergarten developmental inventory instrument that will be used at kindergarten entry and will potentially implement this by the 2016-2017 school year.

ARKANSAS – Arkansas Better Chance/Arkansas Better Chance for School Success (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 The enrollment total does not include 4,165 children who received ABC home-visiting services during the 2012-2013 program year.
- 3 The Division of Childcare and Early Childhood Education has administrative responsibility for all ABC programs through an interagency agreement with the Arkansas Department of Education.
- 4 Agencies with ABC funding (vs. ABCSS) can serve children from birth-5 years of age who meet specific special needs criteria. ABCSS agencies may opt to serve children who are kindergarten-eligible with special needs, although a waiver must be obtained.
- 5 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. Both programs may also serve children who meet the following criteria: meet the state's homeless criteria; are in foster care; with an incarcerated parent; with a parent activated for overseas military duty; or with an immediate family member arrested for or convicted of drug-related offenses. In addition, a sliding fee scale is in place to serve children up to 250 percent of FPL.
- 6 Active military duty alone is not a risk factor. The only time that active military duty is counted as a risk factor for pre-K/ABC is when the parent is serving overseas and out of the household.
- 7 New and revised Benchmarks were added to the Benchmark Summary Table in 2013.
- 8 The lead teacher in a public school shall hold a standard Arkansas teacher license with P-4 certification. The lead teacher in a nonpublic school based program must have a minimum of a bachelor's degree in early childhood education or child development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. State policy does allow programs to hire staff under an approved staff qualifications plan while completing coursework to meet obtain minimum credentialing.
- 9 To meet NIEER's definition of "lead teacher," the educational level data above represents all classroom teachers. Last year, Arkansas provided data only for teachers who met Arkansas's definition of "lead teacher."
- 10 Licensed teachers must obtain 60 clock hours of professional development annually; all other ABC teachers are required to obtain 30 clock hours per program year.
- 11 All participating public and nonpublic providers must provide a 40 percent match. The match can comprise in-kind or monetary support.
- 12 All licensed providers and home-visiting agencies that meet eligibility requirements are eligible to apply for funding.
- 13 Arkansas utilizes an electronic database to monitor programs daily. Technical assistance visits are conducted by request.

CALIFORNIA – California State Preschool Program (CSPP)

- 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 Children may remain in the program through summer until school begins in the fall.
- 3 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.
- 4 For full-day services, a family must continuously meet eligibility and need. However, families can continue to receive services for the part-day program for the remainder of the program year regardless of eligibility and need, based on eligibility at time of enrollment.
- 5 Although there is no limit to class size, programs typically enroll 24 children in the class.
- 6 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.
- 7 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.
- 8 Volume 3 of the Preschool Learning Foundations and its companion publication, the California Preschool Curriculum Framework, Volume 3 was released in September 2013. Both publications cover the domain areas of history-social science and science. This Volume 3 set completes California's preschool foundations and preschool curriculum framework series and are in effect for the 2013-2014 school year.
- 9 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.
- 10 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.
- 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. These opportunities are determined locally and based on the needs of children and families. While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so children can participate in full-day programs, enrollment by schedule is not collected.
- 6 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.
- 7 Income eligibility may be the sole factor or may be one of several eligibility factors. In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL. Locally determined risk factors that have been selected by the district advisory councils include: parent is incarcerated; parent is on active military duty, and developmental delay that raises concerns for school readiness but does not require special education services. Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.
- 8 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.
- 9 Revised Colorado Early Learning and Development Guidelines for children birth to age eight were approved by Colorado's Early Childhood Leadership Commission and are being rolled out in the 2013-2014 school year as part of our Early Learning Challenge Fund grant. These are aligned with Colorado Academic Standards for Preschool through 12th grade, which have been aligned with the Common Core Standards.
- 10 Teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in early childhood education or child development.
- 11 There is no specific category for "assistant teacher," but staff aides must meet Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).
- 12 In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.
- 13 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 EYC Accreditation but the state does not collect this data.
- 14 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.
- 15 The reported application of monitoring information represents how the state Department of Education uses monitoring information, not how local programs use the information.
- 16 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 to measure child outcomes, Teaching Strategies GOLD or HighScope COR.
- 17 State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes. Nearly all programs have selected Teaching Strategies GOLD. The state has provided information on how local programs use data, but not necessarily what is mandated by Colorado.
- 18 In 2007, the State Board of Education approved three assessments from which districts may choose: DIBELS, PALS, and DRA 2. These are administered as pre- and post-tests in the kindergarten year. Currently the requirements for kindergarten assessments are being revised and new tools are being identified.

CONNECTICUT – Connecticut School Readiness

- 1 In the 2012-2013 school year, the Connecticut State Department of Education administered the state prekindergarten initiative. As of July 1, 2013, the Connecticut Office of Early Childhood (OEC) is the new agency exercising administrative authority over this state prekindergarten initiative.
- 2 Of the 67 communities, 19 are priority school districts as defined by legislation and 48 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.
- 3 Enrollment figures were collected in October 2012 before enrollment had reached capacity. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K funding. Totals include children in Care4Kids through the Department of Social Services.
- 4 The database used to report enrollment by operating schedule is not the same as used to report total enrollment figures. 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.
- 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 local 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 Connecticut's early learning standards were under revision during the 2012-2013 school year. The new Early Learning & Developments Standards 0-5, aligned with the Common Core, are in effect as of Fall 2013 and also include Creative Arts, Mathematics, Science, Social Studies and supplemental Dual Language Development framework.
- 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 hour or longer 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, 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 School Readiness communities 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, RESCs, public schools 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. EYC-accredited and Head Start affiliated programs are exempt from some provisions of this through their own evaluations.
- 19 Any curriculum and assessment that is aligned with the Connecticut Preschool Curriculum and Assessment Frameworks that addresses learning standards and outcomes.
- 20 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 federal Head Start Performance Standards for re-competition.
- 2 This enrollment total represents funded slots.
- 3 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.
- 4 If a child is determined to be gifted and talented, the child may begin kindergarten at age 4.
- 5 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. Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can determine other risk factors through community assessments.
- 6 At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.
- 7 Programs follow the Head Start Performance Standards for ELL.
- 8 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 had at least a BA. By September 30, 2013, all assistant teachers must have earned at least a CDA or been enrolled in a program to receive a CDA, AA, or BA within two years.
- 9 Programs also participate in a triennial review with the Head Start program evaluation system.

DISTRICT OF COLUMBIA – D.C. Public Pre-Kindergarten (DCPS, PCS & CBOs)

- 1 While the Office of the State Superintendent maintains administrative control over the program in all sectors, the District of Columbia Public Schools (DCPS) and the D.C. Public Charter School Board (PCSB) bears some responsibility in administering the programs in their respective settings
- 2 All elementary schools in DCPS and PCS offer pre-K for age-eligible students. Additionally, the pre-K grant is available to highly qualified community-based organizations that are awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten. DC Public Charter Schools that are approved by way of their charters to provide pre-K may offer it to all age-eligible students who are D.C. residents.
- 3 Children with IEPs and IFSPs are included in DCPS and Charter counts. If eligible for continued services, children with IFSPs transition to IEPs at age 3. At this time, they enter the state pre-K program. These totals include students served in nonpublic programs and students in surrounding counties eligible to receive services under IDEA as the geographic LEA.
- 4 Pre-K programs operate Monday through Friday during a 39 week school year. DCPS programs are eligible to use TANF funds via OSSE to provide before- and after-care services to income-eligible students, though this not universally available.
- 5 For mixed-age groups, the maximum class size is 16 with a 2:16 for staff-child ratio.
- 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 The Early Learning Standards were aligned to the Common Core in late 2012 and were published in early 2013. They went into effect in March 2013. Additional domains include Mathematics, Scientific Inquiry, Social Studies, and The Arts.
- 8 The program employs 719 lead teachers: 361 in DCPS schools, 311 in charter schools, and 43 in community-based organizations.
- 9 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.
- 10 District-level funding for the D.C. Pre-K Program totaled \$175,096,000 across all DCPS, Charters, and CBOs. Programs receive the same per-pupil amount regardless of the setting where children are served. 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, as well as the Charter school facilities allowance.
- 11 Charter schools can subcontract with: public schools, Head Start, private, faith-based, and family child care centers.

- 12 The enhanced QRIS will include all public Pre-K sectors and is currently being developed. The PVVT and EVT were used to evaluate only a sample of students in each of the three sectors, approximately 250 students from each sector. The Quality Site Review (QSR), previously the Program Development Review (PDR), is used in schools that scored low on the Performance Management Framework (PMF); are designed as a Focus or Priority School by OSSE; or is up for charter review or renewal. PCSB conducts a QSR for a charter school at least every 5 years.
- 13 In 2012-2013, DC gathered a representative sample of environmental rating scale results, analyzed the third grade results of Pre-K program participants and assessed a sample of public Pre-K classrooms in each sector.
- 14 While there are no universal, required assessment tools, Pre-K programs currently use several specific assessment tools, including Teaching Strategies GOLD assessment and Every Child Ready.
- 15 OSSE piloted a KEA which assessed 825 children in 40 classrooms.

FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

- 1 These state agencies shared responsibility for implementing the program in the 2012-2013 program year. Each agency was assigned responsibilities that align with their statutory functions.
- 2 All school districts are required to offer the 300-hour VPK program during the summer.
- 3 In Florida, faith-based centers are a subset of private child care centers. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment. The Florida Office of Early Learning exercises administrative responsibility over the VPK program.
- 4 Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school year or summer VPK program. The school-year program cannot start earlier than two weeks before Labor Day or before the first day of school according to the local school district calendar and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- 5 Enrollment in the school year program was 167,303 and in the summer program 6,938 with possible duplication for children attending both.
- 6 State policy permits exceptions to the age requirement for kindergarten only. A student who transfers from an out-of-state nonpublic school and does not meet regular age requirements for admission to Florida public school, may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to kindergarten or first grade when certain data are presented.
- 7 Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times the children are in care. Meals and snacks are required for extended-day programs.
- 8 All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/ general physical health screenings. For public school programs, referrals for further follow-up are required.
- 9 The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which may include children with disabilities and English language learners. To be eligible for a good cause exemption, the provider must demonstrate learning gains.
- 10 VPK requires lead teachers to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Lead teachers in the summer program must have a Bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.
- 11 For assistant teachers, no minimum degree is required (summer and school year) for public and non-public school settings. Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course for those employed at licensed child care facilities. This training course is offered by DCF. Additionally, VPK providers on probation completing the Staff Development Plan as a part of their improvement plan are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.
- 12 Funding is appropriated using estimated population counts and the base student allocations.
- 13 Programs may subcontract with approved licensed or certified professionals who provide specialized services for children with disabilities.
- 14 The Office of Early Learning monitors staff credentials and provides guidance to coalitions on elements for program monitoring. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the on-site monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis. VPK providers administer the VPK Assessment twice (pre- and post- are required) or three times (mid-year) to all VPK children. The results of VPK assessment help to guide adjustments to curriculum and instruction and provide feedback to parents. Additionally, VPK regional facilitators provide training and technical assistance, upon request, to VPK providers to help with interpreting results and teaching how to connect data to classroom activities and practice. The Florida Kindergarten Readiness Screener (FLKRS, comprising the ECHOS and Florida Assessment for Instruction of Reading (FAIR-K)) provides information about the percentage of a VPK provider's children served that are ready for kindergarten. These results identify programs requiring corrective actions (improvement plans), which also includes specified professional development and/or adjustments to curricula. Review of program records identifies programs requiring corrective actions, which could include technical assistance. All three of these monitoring functions provide information used to inform policy changes relating to the VPK program.
- 15 The Florida Kindergarten Readiness Screener (FLKRS), comprising FAIR and ECHOSTM 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 Only eighteen out of 187 school districts are not participating, but private providers located within those school systems offer the program, making the program available to children in all of Georgia's counties.
- 2 Five-year-olds can participate in the program if they did not previously attend Georgia's Pre-K Program or if specific approval is given. The exact number of 5-year-olds who are eligible for kindergarten is unknown; however eligible 5-year-olds served would be included in the enrollment total.
- 3 Some children may receive special education services in programs other than Georgia's Pre-K.
- 4 Wrap-around services are provided through Childcare and Parent Services for families who meet qualifications.
- 5 Exceptions to the age requirement for Pre-K are reviewed on a case by case basis. Children with disabilities, developmental delays, or significant health issues may be allowed to repeat Pre-K. In addition, all children who were five years of age on September 1, 2012, and had not attended Georgia's Pre-K Program as a 4-year old could enroll. A child who was age 5 on September 1, 2012 and attended Georgia's Pre-K Program during the previous year may repeat Pre-K if approval is given. Programs choosing not to accept children who are age 5 must have an approved written policy.
- 6 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 the 2013-2014 school year.
- 7 All programs are required to serve lunch, but if a program participates in the Child and Adult Food Care Program (CACFP), the program is required to also serve a snack.

- 8 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.
- 9 For the 2012-2013 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.
- 10 The revised Georgia Early Learning and Development Standards were released in June 2013. Pre-K Teachers will be trained during the 2013-2014 school year for full implementation in the 2014-2015 school year.
- 11 Lead teachers who were approved in the 2009-2010 school year with an approved ECE Associate Degree credential will be considered approved as long as they continue employment as a Pre-K lead teacher with the same company. Many teachers have an advanced degree beyond a BA but this information is not currently tracked at the state level.
- 12 In order to get a paraprofessional certificate, the applicant must have an associate's degree or equivalent course credits, pass an ECE exam, and background check. The certificate is issued by the Georgia Professional Standards Commission.
- 13 The \$1,910,000 in federal Child Care Development Funds is used to provide wraparound services.
- 14 As in the 2011-2012 school year, pre- and post-CLASS observations were conducted by researchers from FPG Child Development Center at UNC Chapel Hill as part of Georgia's Race to the Top Grant. In the 2012-2013 school year, researchers for this study conducted 306 CLASS observations in addition to CLASS visited conducted by state staff.
- 15 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. 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. Results from the first phase of the Pre-K Longitudinal Study were released in January 2013 and results from the second phase were released in March 2014.
- 16 Georgia's Pre-K Child Assessment is modified from the WSS and is used statewide. For the 2012-2013 school year, the online version was used for approximately 66,830 children. Other classrooms continue to use the WSS. Georgia's Department of Education developed a specific instrument for kindergarten assessment (GKIDS), similar to WSS, which is administered throughout the kindergarten year.

ILLINOIS – Illinois Preschool for All (PFA)

- 1 Children from all counties participate; however, constrained funding does not provide services for all children whose parents want them to attend.
- 2 The enrollment total is as of August 31, 2013.
- 3 Although the number of children enrolled by operating schedule is unknown, the state can confirm that 28 programs offer full-day sessions only, 22 programs offer both half-day and full-day sessions, and 412 programs offer half-day sessions only. There is not a formal partnership to provide wraparound services but child care centers are one of the eligible recipients of PFA funding and provide wraparound services for the children in PFA who are also in their center.
- 4 School districts may enroll children in kindergarten before 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 Although there is not a state-specified income requirement, low income is one of the risk factors included in the weighted eligibility criteria.
- 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 Illinois has transitioned from teacher certification to an Educator Licensure with appropriate endorsements. The early childhood certificate is now an Educator License with early childhood endorsement.
- 8 To receive an educator license with stipulations endorsed for paraprofessional educator, an individual shall: 1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or 2) hold an associate's degree from a regionally accredited institution of higher education; or 3) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the SEPLB; or 4) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB.
- 9 Additional state funds include \$53,505,132 for age 0–3 programs and \$5,526,133 for statewide infrastructure and program administration. The programs access federal funds such as IDEA, USDA CACFP, McKinney-Vento Homeless Assistance Act, Title I, etc. but the state does not collect data on federal funds.
- 10 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 2013-2014 school year, participation in the state quality rating system will be required of all preschool programs.
- 11 Routine scheduled monitoring site visits are done on a 3-year cycle by consultants hired by the state 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.
- 12 Beginning in 2013-2014, monitoring information will be used to measure programs on the QRIS. The process for providing this information to parents is being developed.
- 13 The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process that was piloted in the 2012-2013 school year. The second phase pilot implementation in 2013-2014 doubled the number of school districts participating. Statewide implementation is planned for the 2015-2016 school year. The DRDP-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for Illinois' Kindergarten Individual Development Survey (KIDS).

IOWA – Shared Visions

- 1 The 32 school districts operated a total of 68 classrooms. In addition, 37 classrooms are offered by 13 of Iowa's 18 Head Start Grantees and 17 are offered in child care centers.
- 2 In the 2012-2013 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 A home language survey is sent home at the beginning of the year in public settings but not in private or Head Start settings.
- 8 The Iowa Early Learning Standards were developed in 2007. In 2012, they were revised, and now include social studies.
- 9 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.

- 10 Certified teachers employed in school district programs must renew their licenses every 5 years, including six credit hours of professional development. In addition, Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates lead teachers have an average of 40 hours of staff development. Based on NAEYC accreditation standards, all new employees are required to have training to introduce them to program information, including interaction with the children and curriculum. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.
- 11 Although the minimum requirement for an assistant teacher is a high school degree or equivalent, grantees follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA (or equivalent) or be working toward it. For 2012-2013, 37 percent of assistant teachers held a CDA, 15.5 percent held an AA degree, and 18.8 percent held a BA degree, while 27.6 percent had a high school diploma. The remaining 1.1 percent held a MA degree.
- 12 Grantees are required to provide a 20 percent local match and other resources comprise additional local match and in-kind resource contributions.
- 13 The year-end report tracks progress toward the grant outcomes and budget reports. EYC monitors performance on standards as well as safety and classroom records. Immunization records and health insurance accessibility are reported to the state in the year-end report. Beginning with the 2011-2012 school year, all grantees were required to implement Teaching Strategies GOLD online and report data on child progress three times per year.
- 14 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 After the four-year grant start-up process which provided one-time year-one funding, the Department of Education has allowed additional districts to enter into the program. Districts who wish to be in the program now must support the program through other funds in the first year of operation.
- 2 If a four-year-old child has a support-only IEP (e.g., speech, occupational or physical therapy), they generate the Preschool Foundation Aid (.5 state funding) and are included in the enrollment count. If they have an instructional IEP, they do not generate this aid, but they generate funds from other state sources. These students are not included in the enrollment count but may be enrolled in the program. Including children with support-only and instructional IEPs, the total number of children receiving special education services through SVPP is 1,439. This includes 291 3-year-olds on an instructional IEP that generates state funds, 653 4-year-olds, and 104 5-year-olds. For the 2012-2013 school year, there were a total of 861 3-year-olds including 316 on an IEP. There were also 860 4-year-olds funded through other state or local sources; 11 were on a support-only IEP and so generated the 0.5 funding. Those on an instructional IEP (653) generated state weighted instructional funds. There were also 449 5-year-olds served in SVPP classrooms; 119 were on an IEP, and 330 received regular education state funds. The remaining 860 four year olds were funded through state ECI scholarships or Harkin grants, etc. A state weighted instructional IEP does not generate federal funds but generates state funds.
- 3 All programs are under the auspices of the school district. That does not mean all children are served in the school building.
- 4 Programs operate a minimum of 10 hours per week. Most programs operate at least 12 hours per week. Programs operate at least 3 days per week and most operate 4-5 days per week. While there is not a formal state partnership to provide extended-day services, partnerships exist at the local level. There has been an increase in the number of districts partnering with Head Start to provide full day programming.
- 5 Children who are age-eligible for K may enroll if space and funding are available. K students may generate the full 1.0 funding if they are provided additional hours, working on the Iowa Core in the K classrooms.
- 6 Programs are required to offer a snack, although it is recommended that they serve a meal. If the program operates more than 15 hours per week a meal is served. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.
- 7 The Iowa Early Learning Standards were developed in 2007. In 2012, they were revised, and now include social studies.
- 8 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 year.
- 9 Some classrooms follow Iowa program standards, others NAEYC, others Head Start. For Iowa standards classroom assistants may choose the Iowa paraeducator certificate or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and on-site monitoring requires evidence that 50 percent of assistant teachers have a CDA and 100 percent are working toward a CDA. NAEYC defines an equivalent to the CDA as 12 college credits in ECE fields. In addition, assistant teachers participate in orientation prior to or at the beginning of employment.
- 10 The state does not support religious instruction during the 10 hours per week.
- 11 All districts are required to use GOLD.
- 12 AIR conducted an evaluation in 2012 based on 3rd grade Iowa Assessments.
- 13 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 last year.

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

- 1 Districts are not required to provide the program; funding is available only to districts currently offering the program.
- 2 Programs are required to provide 465 hours per year of instructional time. Length of school day and days per week are determined locally. Most programs operate 3 hours per day, 5 days per week, although some choose to operate 4 days per week for more hours per day. Funding from other sources can allow programs to add additional hours per day, though these hours are not considered part of the day by the At-Risk program.
- 3 Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight factors.
- 4 The grant does not require that screenings occur though many programs do provide screenings and referrals.
- 5 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.
- 6 The Kansas Early Learning Standards were revised as of November 2013 and will be in effect for the 2013-2014 school year.
- 7 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.
- 8 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
- 9 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. 2012-2013 was the most recent year data were collected as well as the final pilot year for the KELI-4R and other surveys.
- 10 KELI-4R required in sample of 10 children from each at-risk classroom. The decision to use a K assessment is determined locally.

KANSAS – Kansas Pre-K Program

- 1 Enrollment figures are possibly duplicated. 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.

- 2 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 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.
- 3 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.
- 4 The grant does not require screenings and referrals. All sites have different models so the actual requirements are locally determined.
- 5 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.
- 6 The Kansas Early Learning Standards were revised as of November 2013 and will be in effect for the 2013-2014 school year.
- 7 Teachers in nonpublic 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. Public schools settings can have an assistant teacher who is a highly qualified paraprofessional.
- 9 The amount of local funds, including tuition, grants, and blended funding, is unknown
- 10 Grants are awarded to school districts and nonprofit community partnerships or community agencies on behalf of a coalition of service providers. Seventy percent of members of the partnership must include representations from: mental health centers, private child care providers, cooperative extensions, Head Start, Social and Rehabilitation Services, schools, the health department, the faith-based community, businesses, family representatives, community colleges or universities, libraries, government, child care resources and referral agencies, interagency coordinating councils, other nonprofit organizations, or foundations.
- 11 Classroom practice surveys and family surveys were completed and entered into a web application by state pre-K teachers only. Beginning in 2013-2014, community/Head Start programs should be able to enter data as well.
- 12 The decision to use a K assessment is determined locally

KENTUCKY – Kentucky Preschool Program

- 1 A new system of counting children was put in place with two counts each year on December 1st and March 1st. The total count for funding purposes is an average of the two counts. Also, the districts served an additional 1,698 children through tuition, Title I, or district funds. These children were not eligible according to the state-funded criteria. Some districts serve all 4-year-olds (universal preschool) and other serve children as space is available. The count for 2012-2013 is an unduplicated count, as children with disabilities who are also at risk are counted only once.
- 2 In addition to 1,479 state-funded ELL children, 281 children who were not eligible for state funds were served using other funding sources such as tuition, Title I, or district funds, for a total of 1,760 ELL children.
- 3 The school district has primary authority for programs; however, some districts delegate preschool program responsibilities to Head Start through a local full-utilization agreement. There were 2,401 children who received enhanced Head Start services. There were 10 contracted sites throughout the commonwealth; however, exact numbers of the children in these contracted sites are unavailable.
- 4 Standard program operation is 4 to 5 days per week. Any other configuration must be approved by the Kentucky Board of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, and other work related to preschool. During the 2012-2013 school year, 6 districts were granted approval for an alternate schedule of 2 full days a week. Data on the number of sessions provided indicate 1,129 part-day and 488 full-day, for a total of 1,617 sessions. Ten districts operated both part- and full-day programs. The preschool program may begin later and end earlier than the school year calendar provided districts are using these instructional days for child and family activities such as screening, home visits, and other comprehensive components of the program.
- 5 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
- 6 Kindergarten children with an IEP that specifies it may attend the preschool program under certain circumstances that include severe disabilities. The school- or district-level Admissions and Release Committee decides whether preschool is the best placement for children with special needs. If a family or district decides that the best placement of a 5 year-old child without disabilities is the preschool program, and there is space available, no state funds may be used to support this child.
- 7 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.
- 8 Homelessness is a criterion for 4-year-old children only. Foster children must be in foster care at the time of enrollment, not based on past history of foster care. Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available. Districts may not use state funds to serve these non-eligible children.
- 9 If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale. Tuition-paying children are not included in reported enrollment figures as they are ineligible for KPP funding.
- 10 Eligibility is determined upon enrollment. If children are deemed eligible, they remain eligible for the remainder of the school year.
- 11 According to the preschool regulations, if a classroom has two sessions, morning and afternoon, the maximum number of children shall be 34 if the teacher also has the responsibilities of coordinating parent involvement activities, and health and social services, thereby reducing the adult-to-child ratio to 1:17.
- 12 Home language surveys are encouraged not required. Translators or bilingual staff are available in some districts but not required by state policy.
- 13 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.
- 14 The 2013 revised Kentucky Early Childhood Standards include birth-to-3 as well as 3- & 4-year-old standards. They have been aligned with both the Head Start Child Development and Early Learning Framework and the Kentucky Core Academic Standards for grades K-12.
- 15 All lead teachers hired beginning fall 2004 were required to hold the IECE certificate. Lead teachers who were hired prior to school year 2004-2005 were permitted to have a CDA or an associate's degree in early childhood education. These teachers were allowed to continue in their positions, but are not permitted to become lead teachers in another district. During the 2012-2013 year, 158 out of 994 teachers were in this category. The IECE certification is a unified certification combining general and special education. Several certifications were "grandfathered" if the lead teachers worked in the state-funded preschool program prior to 2002. Kentucky does not maintain data on the specific educational levels of teachers, only their certifications. Of 994 lead teachers, 663 have the IECE, 42 have probationary or emergency certification, 130 hold a letter of exemption (bachelor's degree in child development or kindergarten, or special ed certified), and 158 were Preschool Associate teachers (CDA or AA in child development).
- 16 During the 2012-2013 school year, the following credentials for the 1,202 preschool assistant teachers included: 502 (42 percent) High School/GED; 227 (19 percent) CDA; 211 (18 percent) some college; 116 (10 percent) AA degree; 131 (11 percent) BA; and 15 (1 percent) Master or HQ Paraprofessional).

- 17 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. Also, there may appear to be some fluctuations with regard to the various funding sources, due to districts not always using the authorized codes consistently. KDE is encouraging districts to use the uniform code system. Federal sources that may be used include: National Lunch Program, 21st Century, math/science, Workforce Investment Act, Title V, Title II, School Improvement Grant, Race To the Top, EduJobs, Goals 2000, HHS, Migrant, School Improvement Grant, Rural Education, Department of Health, and Hurricane relief. 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. In 2012-2013, this formula was amended to include an average number of children in the December 1 and March 1 count. This formula eliminated the negative adjustment that subtracted funds from programs whose enrollment declined more than 5 percent from the previous year.
- 18 If a school district blends with Head Start funds and the Head Start program is the lead agency in administering the program, district funds will go to the district first and then are shared with the Head Start program. There were 9 contracted, nonpublic school sites in 2012-2013. 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.
- 19 The Kentucky Preschool Program is currently engaged in Cohort II of the Preschool Program Review (P2R). During this process every district receives a visit from a KDE site visit team, or a visit from the Regional Training Center (contractor with KDE). Additionally, 14 districts are randomly selected to participate in a Consolidated Monitoring (CM) site visit. During this process each of the districts receives a site visit from a KDE preschool team who conduct a program review. Other programs that are reviewed during the CM process include Title I, Title II, Special Education (IDEA), Career and Technology Education, and Alternative Programs.
- 20 Preschool Program Reviews (P2R) site visits are conducted once every 5 years for all the districts. All sites at each district are visited including the Head Start and contracted sites where preschool children attend. At every site least 30 percent of the teachers are observed. The Regional Training Center observes classrooms using the ECERS-R. These RTCs also note in their report if there are any violations of the preschool regulations. Several of the sites will receive a KDE team site visit and during these visits there are observations at all sites, interviews with staff and administration as well as a review of the children's files and documents. At least 5 districts will receive this type of site visit (one in each of the 5 regions). Additionally, the KDE, Division of Consolidated Plans and Audits randomly selects 14 districts to receive a site visit. During these site visits, a team of KDE preschool consultants conducts a site visit using the same criteria as the P2R site visit. Once every 5 years the same cohort district will fill out the P2R document which is a web-based self-assessment document. They must rate their preschool program in each of the items as met, not met and for each item that includes enrollment information, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff etc. In each section the preschool coordinator must include explanations. The districts must also submit documentation in various areas such as examples of lesson plans, special education intervention process, map of classroom layout, samples of communication with parents, and enrollment forms. For each of the districts in the cohort, the KDE consultant will also review information about the district through the Student Information System, the district's website, Head Start Full Utilization information, special education data and other information through the KDE data sources. There could also be a phone interview or e-mail exchange with the preschool coordinator seeking additional information or clarification. Each district receives a Program Review that shows the strengths, recommendations and findings. Findings are items that are shown to be out of compliance with the regulations and must be corrected within a reasonable amount of time.
- 21 If a private contracted child care center was part of the QRIS system (which also uses the ECERS-R) and their ECERS-R observation occurred within the last 12 months, results could be used as part of the preschool monitoring observations for the school district that contracts with the center.
- 22 The University of Kentucky has added the state-funded preschool program as part of the third party evaluation of the statewide early care and education system. They have chosen a sample of districts that have participated in the P2R process and are looking at their ECERS-R scores. The results have not yet been released. According to the preschool regulations, a local school district program shall be subject to evaluation by the Department of Education to determine the effectiveness of the statewide preschool program.
- 23 Districts may choose one of the approved assessment tool originally found in the Kentucky Continuous Assessment Guide (this guide is currently being updated), including AEPS, Brigance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Teaching Strategies GOLD, HighScope Preschool COR, Learning Accomplishment Profile 3, Hawaii Early Learning Profile, Transdisciplinary Play-Based Assessment, and WSS. The 2013-2014 school year will be the last year to use some of these tools. During the following year, the list will be reduced to 5 tools: the AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR (HighScope), and WSS.
- 24 In 2012-2013, Kentucky screened all incoming kindergarten children using the Brigance Early Childhood Screen Basic Assessment and the Self-help and Social Emotional Scales.

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

- 1 Most districts operate 5 days per week. Some may have a 4-day school week.
- 2 Any child formally evaluated and identified as gifted may enter kindergarten early.
- 3 There is no state-specified income requirement for eligibility but state 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.
- 4 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.
- 5 The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.
- 6 Effective June 1, 2002, Louisiana issued a Pre-K-3 license instead of 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.
- 7 Teacher assistants must possess a high school diploma or equivalent, have extended experience caring for a group of preschool age children (children younger than 5 years of age), possess proficient oral and written communication skills, and meet all other district requirements for employment.
- 8 Public agencies blend and braid 8(g) funds with other state and federal funding to provide programs. An attempt is made to collect information from local programs on the total funding of each source, but this information cannot be verified. The board allocated \$11,777,500 for the FY 2012-2013 8(g) Student Enhancement Block Grant Program. A total of \$9,944,494 was allocated for the program although actual spending for pre-K was \$9,839,250. Districts received a \$60,000 base and \$9.30 per pupil.
- 9 Site visits by staff of the oversight agency take place when a new administrator takes over or concerns arise from an audit. Since 8(g) funded slots are intermixed in LA4 classrooms, the LA4 program monitoring covered the majority of the 8(g)-funded pre-K classes/sites during 2012-2013; LA8(g) staff did not conduct its own site visits in 2012-2013. Progress to Date and End of Year reports that document children's learning and/or child outcomes, program outcomes, and program records including enrollment figures are collected by the staff of the oversight agency biannually. A regular monitoring cycle of site visits for approximately 20 programs per year for four years will take effect in 2013-2014 for conducting evaluations by independent program evaluators employed by the oversight agency. Programs not receiving an onsite monitoring will be subjected to a program desk review during off-years.
- 10 Evaluations are conducted for each district by independent evaluators to measure impact and child outcomes. The Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette analyzed and evaluated data from process quality measurements and program impact/child outcomes.
- 11 Legislation passed in 2011 requires districts to move toward using a single kindergarten assessment, DSC. 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 Louisiana Department of Education Preschool Programs Section within the Office of District Support has administrative authority over the program. The relocation of the Preschool Programs Section into the Office of District Support was the result of a major reorganization of divisions and staff within the Louisiana Department of Education.

- 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, 15 charter schools and one tribal school participated in the program.
- 3 The total enrollment figure does not include 644 tuition-paying students and an additional 2,653 students with braided funding from other sources for a total of 19,325 children.
- 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 16,028, of which 15,869 children were served in public schools. Of the remaining 159 children served in nonpublic school settings, approximately 100 were in child care centers and 59 in Head Start.
- 6 Extended day includes the school day of 6 hours in addition to 4 hours of enrichment activities. A school day requires a minimum of 360 instructional minutes or 63,720 minutes per year (some programs have 4-day school weeks). 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. Extended-day includes 823 children receiving free and reduced-price lunch; it does not include 37 additional tuition paying students. There was one program that operated a 4-day per week, 6-hour instructional program, serving approximately 60 children. There were three programs that operated in the summer, serving approximately 70 children.
- 7 If a child is evaluated as gifted, he or she may enter kindergarten early.
- 8 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, and enrollment priority is given to these children. Others may pay tuition or school districts cover costs. Preference is given to children qualifying for free or reduced price meals. 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.
- 9 A 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.
- 10 All meals and snacks must meet USDA/CACFP Guidelines.
- 11 Additional ESL services may include, but are not limited to: communications in the families language, seeking the services of interpreters, and other locally determined services.
- 12 The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. 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.
- 13 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.
- 14 Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed delivery settings.
- 15 The state spending allocation also includes funds to supplement the before- and after-school enrichment programs in 2012-2013. DOE determines the per-pupil allocation annually based on number of available slots. Allocations are based on a per-pupil formula. Non-required local contributions are not determined or allocated by the state; instead, they are funds that may vary annually to support local community programs.
- 16 Community Development Block Grant (CDBG) funding was used due to the reduction in TANF funding. CDBG money was allocated to districts that experienced some type of natural disaster in their parishes during the previous year.
- 17 All programs are monitored annually and required to provide documentation of program-level outcomes (compliance with program guidelines, annually); all classes are monitored to ensure appropriate teacher credentialing and assessment information entry. Structured observations of classroom quality (ECERS-R; annually for new teachers and those scoring below 5.0 in the previous year, teachers in targeted schools based on low DIBELS kindergarten entry scores, a percentage of new teachers, districts with outlier DSC assessment scores, randomly selected sites, district choice/request); the CLASS (CLASS) was also piloted through volunteer selection; documentation of children's learning and/or child outcomes (DSC, annually; portfolios, ongoing; Student Performance Checklist, ongoing in targeted schools); 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-annually reports). QRIS participation is required for child care centers (minimum 3 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.
- 18 Evaluations are conducted annually and will be compiled in a longitudinal study of the program. Process quality was measured using ECERS. Some CLASS visits were conducted but since this was in a pilot only phase, no results were reported to the Picard Center on the campus of the University of Louisiana at Lafayette (outside evaluator) and program impact/child outcomes were measured using the DSC. 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.
- 19 Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, DSC. 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, eleven targeted districts continued piloting the LA DOE Student Performance Checklist in 2012-2013 (moved from seven districts in the previous year to eleven for 2012-2013). This checklist is aligned with 12 of the original prekindergarten standards that are aligned to the Kindergarten Common Core State Standards. This tool will no longer be in use for the 2013-2014 school year.

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

- 1 In accordance with Act 3 of 2012, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education.
- 2 NSECD grantees are select through a process which prioritizes: incumbent programs with a history of compliance; new programs in parishes with no existing NSECD providers; based on availability and need as determined by the NSECD Administration.
- 3 The reported figure represents funded slots.
- 4 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 continuation of those services dependent on the district's decision.
- 5 The Louisiana Department of Education is responsible for administering the program and partners with nonpublic schools, parochial schools, private schools, and "Class A" child care programs to provide services.
- 6 The 10-hour day is structured with 6 hours of instruction and 4 hours of enrichment (i.e., before and after care).
- 7 Each class of 20 students is required to have a teacher and teacher assistant. The program approval process mandates providers to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size.
- 8 Although speech screenings are locally determined, all providers have independently provided these for all the NSECD students during the 2012-2013 school year. In 2011-2012 the Louisiana Department of Health and Hospitals conducted a study related to childhood obesity in state pre-K programs requiring enrolled children to receive height and weight or BMI screening and referral.
- 9 The NSECD has implemented a "Parental Involvement" report which allows providers to track parent engagement on a local level.

- 10 The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.
- 11 All NSECD administrators, teachers and teacher assistants are required to complete the NSECD Foundation/Curriculum Development training and attend a three-day regional training workshop (during the school year) in addition to completing 18 clock hours of professional development.
- 12 Of the 81 lead teachers, 67 were Early Childhood Certified including 20 with Master's or above. Nine were Elementary-Grade Certified, one of whom held a Ph.D. Five lead teachers had a Bachelor and Praxis, including one with a Master's degree.
- 13 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. In the 2012-2013 school year, assistant teacher degree breakdown was: 20 percent incumbent staff pursuing certification; 46 percent CDA; 20 percent AA; 9 percent BA; 5 percent MA or above.
- 14 In accordance with Act 3, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education. However, in this process, only \$7,386,932 was transferred with the program.
- 15 In 2012, Act 3 was enacted to promote and support collaborative mixed model delivery to assist programs in rural communities. Nonpublic and parochial schools must be licensed by the Louisiana Department of Education and adhere to the NSECD standards. Agencies are not allowed to combine funds with other funding streams (i.e., Title I, Head Start, or LA4) for NSECD students; however agencies are allowed to serve multiple populations within a site.
- 16 As a third party evaluator, the Cecil J. Picard Center on Child Development and Lifelong Learning annually evaluates student performance results on the pre- and post-DSC assessment. To analyze the future performance of NSECD students, 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 DSC given as a pre-, mid-, post-assessment, and portfolios or locally determined tool. 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 oversight.
- 18 Legislation passed in 2011 requires districts to move toward using a single kindergarten assessment, DSC. The original timeline for implementation is 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, eleven targeted districts continued piloting the LA DOE Student Performance Checklist in 2012-2013 (moved from seven districts in the previous year to eleven for 2012-2013). This checklist is aligned with 12 of the original prekindergarten standards that are aligned to the Kindergarten Common Core State Standards. This tool will no longer be in use for the 2013-2014 school year.

MAINE – Maine Public Preschool Program

- 1 Of the 201 programs reported, 11 operated outside of a traditional elementary school and 52 operated in a school setting in partnership with a community agency (primarily Head Start). Of Maine's 409 elementary schools, 319 offer kindergarten programs.
- 2 Once a school has an approved pre-K program, it is funded through the school funding formula on par with other elementary school grades.
- 3 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 to deliver the program maintain local MOU's that designate administrative responsibilities at the local level.
- 4 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. The majority of programs are part-day. Some programs are moving to two school-day double sessions due to transportation costs. While the approval application process encourages collaborative partnerships for extended-day services, it is determined at the local level.
- 5 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.
- 6 Some districts without universal capacity have a first come/first served, lottery-based, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.
- 7 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. 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.
- 8 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.
- 9 Translator or bilingual staff availability may vary by school and district.
- 10 The Early Learning Standards are currently under revision and will include revisions based on cultural and linguistic competency, early literacy, and numeracy. A sub-group is simultaneously working on a comprehensive assessment system process. The ELS will be part of the review with the 10-state Kindergarten Entry Assessment Consortium and then sent to the field for revision. The goal for completion is summer 2014.
- 11 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.
- 12 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. Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on Maine's Essential Programs and Services school funding formula. Use of federal funds determined locally and spending figures are not available.
- 13 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.
- 14 All public schools must have a comprehensive educational plan that includes ways to monitor program effectiveness. 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 are due once every three years.
- 15 Assessment is not required by the state at the present time. Required assessment instruments are locally determined.

MARYLAND – Maryland Prekindergarten Program

- 1 The 24 school districts include 23 counties and Baltimore City. The School for the Deaf is in addition to the 24 school systems.
- 2 Additional children under 3 years of age who are enrolled in Judy Centers, as well 5-year-olds eligible for kindergarten, are not reflected in total enrollment figures. These figures have possible duplication. The enrollment figure of 29,407 for the 2012-2013 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 29,407 figure. Judy Center enrollment for 2012-2013 was 11,992, including pre-K.
- 3 Programs operate five days per week as a full school-day program or they operate four part days per week with the fifth day used for home visits and teacher planning. Partnerships with Head Start provide some extended-day services.

- 4 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.
- 5 All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families but who exhibit a lack of readiness for school. Eligibility can be determined as noted above or by other criteria chosen by the local school system.
- 6 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.
- 7 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.
- 8 The Social Foundations standards cover ages 3 through 5 in the domain of Personal and Social Development. The MD State Curriculum for College and Career Readiness, approved in 2013, refers to pre-K (4-year-olds) through grade 12 and covers English Language Arts/Reading, Math, Social and Studies. The CCSS for Math and ELA were completed in summer 2012; Maryland is currently developing Maryland's science standards. As part of the RTT, MD developed an alignment document for early learning standards, Birth to K.
- 9 BA degrees are required for public and nonpublic settings. Lead teachers in public settings must have a BA with appropriate early education specialization. Lead teachers in nonpublic settings must have a BA in any subject area and are required to take at least 24 hours of professional development in child development or early education annually. 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.
- 10 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment administered by ETS. Assistant teachers are required to attend a minimum of 24 hours of professional development annually.
- 11 State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the total enrollment for K-12. Compensatory funds account for weight associated with low-income, English Language Learners, and special education students. Local school systems must provide services for all eligible 4-year-olds using state and/or local funds. There are no dedicated state aid dollars for prekindergarten. Pre-K spending from federal and local sources is determined through a funding estimation scheme given that there are no dedicated pre-K funds from these sources. As such, accurate actual spending estimates cannot be provided for federal and local sources.
- 12 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 refining its pre-K-through-kindergarten formative assessment tools and systems.

MASSACHUSETTS – Massachusetts Universal Pre-Kindergarten (UPK) and Grant 391

- 1 The Massachusetts Department of Early Education and Care is the state licensing authority and exerts authority over the early education and care programs in the Commonwealth. The Massachusetts State Head Start Collaboration Office sits in the Department of Early Education and Care, but does not itself exercise administrative authority over the prekindergarten initiatives.
- 2 The UPK program is offered in 94 out of 351 towns/communities. The Grant 391 program funds were distributed to 96 Lead Agencies that included 79 out of the school districts (LEAs) and 17 private/non-profit agencies. These lead agencies provided funding to 141 Pre-K programs in EEC's mixed delivery system which includes public school preschool programs, Head Start programs, and community-based programs located in 120 cities and towns. School districts also may provide funding to one or more public schools within their district and regional school district may offer the 391 program in public schools located in different towns.
- 3 UPK was awarded as a renewal grant for the 2012-2013 program year but there was also a competitive round in the 2012-2013 program year. The 391 Grant was awarded through a renewal grant in 2012-2013.
- 4 In the 2012-2013 program year, 7,242 children were enrolled in the UPK program and 6,093 children were enrolled in the 391 Grant. These figures have possible duplication.
- 5 The 2,344 children receiving special education services are in the Grant 391 program. Information was not collected on the UPK program in the 2012-2013 program year.
- 6 Hours and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to full-day, full-year services. Grant 391 grantees follow the public school calendar, which is determined locally. 391 grants offer a combination of part day, school day and extended day. Part week opportunities are also used, these are all determined locally. Programs through the 391 grant providing care to children which also offer financial assistance must operate based on the requirements determined in their contract or voucher agreement or other grant funding such as UPK or Head Start. Enrollment by schedule is only available for UPK programs.
- 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 and 391 funding based on program characteristics and on the characteristics of the children in the program. 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. Although not used to determine eligibility at the state level, 391 programs may use some of the reported risk factors at the local level to prioritize the selection of eligible children without IEPs due to the high demand.
- 9 It is determined by UPK whether a child is part of the financial assistance system, and the sliding fee scale for parent copay is determined by income. Any program receiving subsidy money may use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.
- 10 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.
- 11 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.
- 12 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.
- 13 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.
- 14 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 in UPK are likely to follow them. Grant 391 programs are required to implement a developmentally appropriate and inclusive early childhood curriculum that is aligned with the Preschool Early Learning Guidelines. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older 4- and 5-year-olds.

- 15 All teachers must have an early childhood education certification. Public school teachers must have a pre-K–grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three-credit course in child growth and development. 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.
- 16 For the UPK program, assistant teachers must be 18 years old or have a high school diploma.
- 17 UPK programs received \$3,009 per high-needs child up to 5 children per classroom. Total spending by program was \$12,919,215 for Grant 391. For UPK total spending was \$43,868,019. TANF and CCDF funds contribute to UPK, while Grant 391 uses IDEA funds. “High-needs children” are defined as children who have multiple risk factors linked to poor school and life outcomes, including: children and parents with special needs; children whose home language is not English or are English Language Learners; families and children involved with multiple state agencies; recent immigrants; children with parents who are deployed and are not living on a military base; low-income households; parents with less than a high school education; and children who are homeless or move more than once a year.
- 18 For UPK, a broadly interpreted program match is required, which can include in-kind or monetary matches. No match is required for the 391 program.
- 19 Starting in the 2012-2013 school year, all programs were required to participate in QRIS. This will result in increased monitoring requirements, including the use of ECERS as a structured observation of classroom quality.
- 20 Massachusetts is in the process of developing policies for sharing QRIS info and QRIS Rating with families; however, it has not yet been fully implemented. In Level 2 on the QRIS, centers and family child care conduct their own ERS (FCDRS or ECERS); on Levels 3 and 4, outside evaluators conduct the ERS.
- 21 During the 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 There were 35 out of 277 public school academics (charter schools). There were 35 community-based agencies who received funds through intermediate school districts (ISDs).
- 2 All grants and funding flow through the intermediate school districts (ISDs); all ISDs participate so every child in the state who is eligible is covered by a participating agency. Some ISDs provide direct service in the local school buildings or other sites, accounting for the reduction in the number of districts offering the program.
- 3 Children served in the school-day programs use two half-day slots and are only counted once in the enrollment. In addition, 42 children were served in a home-based option.
- 4 Children receiving special education services may also be enrolled in separate classrooms, but those children are not counted in the total preschool enrollment count.
- 5 Grantees may choose part-day, alternate-day or school-day classroom options, or a home-based (home visiting plus cluster meetings) modes. School-day classroom programs are reimbursed at two slots per child (\$6,800); all other are reimbursed at one slot per child (\$3,400). The minimum is four days per week, except for the school-day/alternate-day classroom model of 2 days per week. It is allowable for new grantees to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year.
- 6 Legislation allows for a GSRP/Head Start blended option and encourages a tuition-based sliding scale for children who are over income. In addition, grantees who 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 At least 75 percent of the children in each grantee’s enrollment must meet the income requirement. 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.
- 8 A qualified teacher and associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult meeting licensing requirements must be present.
- 9 Part-day programs provide a snack, and school-day programs provide one meal and two snacks or two meals and one snack.
- 10 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.
- 11 Program policies and procedures must promote, support, and respect the home language, culture, and family composition of each child. The state encourages hiring at least some staff who speak the dominant languages of the community and providing translators for parents. All staff are expected to learn key words from each child’s home language.
- 12 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.
- 13 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.
- 14 The state has phased out its own equivalent to a CDA as of the 2012-2013 school year, which included the same requirements as CDA but teachers did not have to take the CDA exam. The state approved each candidate individually instead. Those with the state alternative are grandfathered in unless they change employer, in which case a CDA or associate’s degree would be required. An assistant teacher may have a CDA or equivalent as approved by the State Board of Education, or an AA in ECE/CD. If a suitable person cannot be hired, someone can start “out of compliance” but must have completed at least one credit-bearing course in child development and have a plan to complete the requirements within two years.
- 15 GSRP cannot operate solely on the state funding, but the state does not collect local spending data. 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 contributions. All funding flows through the State School Aid Fund to ISDs.
- 16 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 needs- and capacity-assessment and a formula component.
- 17 For 2012-2013, only ISDs were eligible to receive funds directly from the state. ISDs were instructed to subcontract to competitive grantees, but other sub-recipients were determined locally. School districts and competitive grantees can subcontract with for-profit or nonprofit, public or private agencies.

- 18 The state oversight agency's monitoring plan includes site visits to programs. 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 for 2012-2013, but the state strongly encouraged participation. Participation is a legislated requirement for the 2013-2014 school year and grantees must be at least a 3 star level.
- 19 Studies of Michigan's program include: an ongoing longitudinal study covering kindergarten through high school graduation and grade retention findings (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).
- 20 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.
- 21 Michigan chose an instrument for voluntary kindergarten entry assessment in 2012-2013 and is piloting it in 2013-2014.

MINNESOTA – Minnesota Head Start

- 1 By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes 1 school district, 7 tribal governments, and 27 private, nonprofit 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 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.
- 4 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. Reported risk 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 A slight reduction in the number of participating school districts is due to a funding structure which requires programs to consider sustainability as MPP funds are gradually reduced over a five year period.
- 2 Enrollment figures are based on the number of children receiving classroom services based on May 2013 count.
- 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 7:30 am and 5:00 pm. Only governmental entities or public school districts can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title I and/or early childhood special education, and can provide services for no less than the school year. Public schools who implement a four day school week for their K-12 grade levels can also implement a four day schedule for the preschool program. The length of the day should mirror the K-12 day.
- 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 Classrooms with 10 children must have a lead teacher. A teacher assistant is required if more than 10 children are enrolled in the classroom.
- 6 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.
- 7 A full physical must meet the requirements of child care licensing.
- 8 Lead teacher must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certificate, or 4 year college degree in child development.
- 9 In 2012-2013 the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually. Additional required professional development hours for first year teachers and teacher assistants beyond the state's minimum include at least 30 hours of curriculum training. The Professional Development Plan also includes college-credit courses through T.E.A.C.H. Early Childhood@ Missouri, follow-up/advanced training of the selected curriculum model provided only by the approved curriculum source, professional conferences, seminars, consultants, and DESE required meetings. The plan should include a list of the specific professional development opportunities to be provided. Evidence of continuous professional development associated with the selected curriculum model must be included each year in the plan. Professional development opportunities should reflect the general philosophy of the curriculum model selected from a state-approved list.
- 10 Teacher assistants must have a CDA, 2-year Associate Degree in Child Care/Education or 60 college hours with a minimum of 3 college credit hours in early childhood, child development, or child/family related courses and experiences working in a program with young children and their families.
- 11 State regulations require that Licensing, Sanitation and Fire Marshal perform, at a minimum, onsite visits annually. For program accreditation, at a minimum, sites receive an onsite visit every 3 years. A decrease in MPP funding in 2011-2012 resulted in the discontinuation of biannual structured observations involving ECERS and results of program self-assessments conducted in previous years.
- 12 Process quality was measured in July 2003 as part of a formal evaluation
- 13 The formal evaluation was conducted as a requirement of the original legislation.
- 14 The use of a child assessment instrument remained under review and was 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. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level.
- 3 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.
- 4 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.
- 5 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.
- 6 Programs must offer a meal and/or snack that follow CACFP requirements.
- 7 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.
- 8 Early Learning Guidelines were revised to align with the Nebraska K–12 standards during 2013. The revised standards will be in effect for the 2013-2014 school year.
- 9 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.
- 10 Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program as well as funding in the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- 11 Educational Service Units may receive grant funds but cannot receive state aid funding.
- 12 Although a 100 percent match of the state grant funds is required, it does not have to come from a local source. State aid requires that districts used federal and/or local sources to support the early childhood program in addition to state aid.
- 13 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 percentage 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 (PEP)

- 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 age 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 may 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, \$11,037,998 Title I funds were invested in Title I-only pre-K classrooms that are not currently aligned with state pre-K or included in enrollment numbers.
- 9 School districts and community organizations are eligible to apply for state pre-K competitive funding.
- 10 ECERS and ELLCO formal observations are conducted every other year instead of annually as done previously. PPVT and EOWPVT are performed as pre- and post-assessments annually.
- 11 Based on past annual/longitudinal reports and data collected, in 2012-2013 it was determined that formal program evaluations would be conducted every other year as opposed to annually given the consistency of the past reports and data collected.
- 12 Per legislation starting in 2013-2014, Nevada State Pre-K is required to complete and submit a longitudinal evaluation report every other year. Previously, the reports were completed every year.
- 13 Currently, kindergarten assessments are determined on a local basis. However, NV is piloting Teaching Strategies Gold in a few districts statewide as well as participating in the Maryland/Ohio Enhanced Assessment Grant Consortium to determine the best statewide KEA to be used in the future.

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.
- 3 There were 25,111 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. A formal agreement is established through the Department of Human Services to provide wrap-around care.
- 5 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.
- 6 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.

- 7 Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 8 The program is offered in the poor urban districts initially identified by the NJ Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and 5 additional districts designated by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate. Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 9 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 10 Bilingual classes are generally encouraged. In specific cases, monolingual non-English classes may be permitted as part of a transition into a bilingual model including English, but a bilingual, non-English class (while not prohibited) would not be encouraged.
- 11 Alignment with Common Core State Standards was completed in 2013.
- 12 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P-K) is no longer granted but still recognized for current holders.
- 13 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 14 Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). 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.
- 15 A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

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 Ninety-four districts are 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. Two fewer districts provided the program in 2012-2013 due to low populations.
- 3 Districts may operate either a part- (2.5 hours per day) or school-day (6 hours per day) program. DHS funding may be used in some cases to extend beyond a full-day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown.
- 4 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.
- 5 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.
- 6 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.
- 7 Bilingual classes are encouraged. In rare cases, a non-English class may be permitted, but would not happen regularly.
- 8 Alignment with Common Core State Standards was completed in 2013.
- 9 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.
- 10 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 11 All state funding is technically run from the state aid formula. However, for the 2012-2013 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts may, but are not required to, contribute local funding to the operation of the program.
- 12 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.
- 13 A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

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 private preschool provider licensing. 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.
- 1 Nine of the 24 districts also receive funding as former ECPA districts.
Enrollment figures represent general education students only. These districts also reported serving 134 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 Some programs are part-day, some programs are school-day, and some programs offer a combination of both. Some programs participate in DHS's wraparound programs for before- and after-care.
- 6 Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 7 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.
- 8 A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.
- 9 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 10 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.
- 11 Bilingual classes are encouraged. Non-English classes aren't prohibited, but are not encouraged and would only be approved in special cases.
- 12 Alignment with Common Core State Standards was completed in 2013.

- 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 2012-2013 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 income general education students and must also use special education funding to serve children with IEPs.
- 17 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.
- 18 A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW MEXICO – New Mexico PreK

- 1 An increase in the appropriation for New Mexico PreK resulted in 10 new districts offering the program.
- 2 In 2011, the eligibility criteria were changed for programs in communities with public elementary schools that are designated as Title I schools. At least sixty-six percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 3 The state funds 450 instructional hours per school year. Hours per day vary by program. The most common schedule is 5 days per week. Some private or non-profit facilities use partial day Child Care Subsidy for wrap-around care to assist parents who qualify or offer reduced rates for private pay. PreK programs in public schools can extend the day using operational funds or Title I funds. CYFD offered a pilot 450-hour, extended-day summer program for 56 children at one site.
- 4 The Department of Children, Youth and Families may allow a kindergarten-eligible child to attend PreK if the child has a developmental delay and the IEP recommends a PreK placement. This is handled on a case-by-case basis and requires permission from the state agency.
- 5 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.
- 6 Individual physician protocols may vary to include psychosocial/behavioral or other screening. Some programs choose to administer a psychosocial/behavioral screening.
- 7 In the absence of state legislation or policy regarding provisions for ELL families in PreK programs, the New Mexico Department of Education and the New Mexico PreK Program Standards provide guidance on effective practices and program requirements to all programs receiving state pre-K funding. Funding is used to support monolingual Spanish and dual-language classrooms with information submitted in the program's application to state agencies.
- 8 Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education or special education license are required to take a minimum of 6 credit hours of ECE coursework annually. Teachers in non-public school settings should but are not required to have a bachelor's degree and are required to take at least 6 credit hours annually and have a professional development plan to complete the degree in ECE.
- 9 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.
- 10 The funding formula is not determined in statute. 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. In 2012-2013 the funding amount was rounded to \$3000 per child, increased from \$2898 per child in 2011-2012.
- 11 Charter schools receive funding from the Public Education Department; municipalities and universities are funded by the Department of Children, Youth, and Families.
- 12 This PreK initiative has been evaluated in the past; a four-year study of child outcomes and classroom observation was started in 2008-2009 but discontinued due to funding.
- 13 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. Most districts use DIBELS Next to assess early literacy. Various other assessments are used.

NEW YORK – New York Universal Prekindergarten (UPK)

- 1 One additional district provided the program in the 2012-2013 year after appealing to their legislator to reestablish their grant allocation.
- 2 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 2012-2013 school year, three districts were able to offer the program to 215 3-year-olds.
- 3 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.
- 4 There is a very small population of 3-year-olds in the UPK program as per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult to child ratio.
- 5 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack
- 6 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.
- 7 Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency.
- 8 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.
- 9 Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in early childhood education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an on-site education director possessing a NYS teaching license or certificate in early childhood or childhood grades.
- 10 There were 2,188 lead teachers meeting teacher licensure requirements in public school settings, all with MA degrees. In nonpublic settings, 3,423 lead teachers met UPK qualifications, including 1,944 with MA; 1,402 with BA and a 5-year plan to attain teacher licensure; and 77 teachers with AA and a 5-year plan to attain teacher licensure.
- 11 Level I Teaching Assistant Certificate, the entry level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a HSD or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.

- 12 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.
- 13 Libraries and museums are allowed to contract if they can meet all the requirements of the regulations
- 14 In 2011 - 2012, approximately 400 community-based programs and providers in target communities were identified to participate in the 2012-2013 implementation of QUALITYStarsNY. Official public school recruitment began in September 2012. Approximately 120 UPK programs participated in 2012-2013.
- 15 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. All programs are required to submit to SED an annual application and a final report.
- 16 QUALITYStarsNY has improvement specialists delegated to providing professional development. SED receives, minimally, quarterly reports on implementation status.
- 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. SDE does not maintain a list of approved assessments.
- 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

- 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 Wraparound services are determined locally. A few programs based in public schools may operate on a year-round calendar but funding is limited to 10 months of services.
- 3 State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
- 4 Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.
- 5 The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. NC BK Licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served.
- 6 Initial home visits have always been required for the former More at Four Pre-K and then NC Pre-K when it was transitioned to the NCDHHS/DCDEE July 2011. Family/parental involvement, conferences are a part of the initial screening process for Pre-K as well as the required formative assessment process, and family involvement. Other resource agencies, schools and Head Start may conduct home visits as a condition of the funding these programs receive, but the NC Pre-K requirement is for locally funded private and public programs to conduct home visits for enrolled children and their families.
- 7 The revised document describes children's development and learning from birth through age five. A separate section addresses Dual Language Learners.
- 8 All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE degree or a related field as well as a North Carolina Birth-through-Kindergarten or Preschool add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and work to attain an NC BK or Preschool License within three years. Teachers holding an NC BK Standard Professional I or II license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement only for a long-term substitute teacher (up to 16 weeks). The Intervention Specialists for P-12 in Vision or Hearing Impaired would be accepted if teacher had an endorsement related to early childhood or a Birth-through Kindergarten license. Exceptions may be made in rural counties with limited personnel to allow a lead teacher to enter with less than the minimum and work towards the requirement.
- 9 BK Licensed teachers in public and nonpublic schools will participate in professional development in accordance with the State Board of Education policy, 7.5 CEUs (75 contact hours) per 5-year licensure cycle for teachers holding an NC BK SP II license. Teachers working toward the NC BK SP II licensure requirements will participate in a minimum of six documented semester hours per year, prescribed by a Plan of Study, a professional development plan, and the Beginning Teacher Support Program (mentoring/performance evaluation). Teacher assistants working toward education requirements will participate in a minimum of six documented semester hours per year.
- 10 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.
- 11 There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.
- 12 Additional information is collected about the level and number of mentoring visits and formal evaluation of NC BK licensed teachers; number of teachers who have moved through the NC BK licensure process: from lateral entry to an initial BK license to the BK Standard Professional II license. Number of teachers, directors, mentors and evaluators who have completed required mentor and evaluator training to prepare for NC educator licensure services. Teacher performance data: developing, proficient, accomplished or distinguished ratings required annually and by BK licensure type.
- 13 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 as part of the rated license system. Teacher evaluations are conducted based on the level and type of BK license held by the teacher.
- 14 NC Educator Effectiveness System (Teacher Evaluation) requires teachers, mentors and evaluators, administrators use information gathered through self assessment (teachers and mentors self assess), and formal observations (formative and summative evaluation process) to develop individual annual professional development plans framed by the NC Professional Teaching Standards and NC Birth-through-Kindergarten Education Preparation Standards.

OHIO – Ohio Early Childhood Education (ECE)

- 1 Since the 2006-2007 school year, new ECE grants have been awarded based upon a poverty index.
- 2 In the 2012-2013 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 9,144. Enrollment breakdowns are estimated figures based on funded enrollment of 5,700 children only and not the total enrollment. Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally determined school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in the program if they turn 5 after August 1 but before September 30, depending on the district of residence.
- 3 State funding is for a part-day program which specifies 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. Data on enrollment by schedule is not available.
- 4 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 may 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.
- 5 Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- 6 All programs must have 50 percent AA and 50 percent BA or higher in ECE.
- 7 Although the amounts are unknown, Title I and local sources may be used by districts to fund the additional 3,444 children who are receiving services through ECE but are not funded through the state.

- 8 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.
- 9 Participation in a state quality rating system is legislatively required beginning with the 2013-2014 school year.
- 10 External evaluations of quality of literacy environment of this program using ELLCO completed. State reviews child outcomes and performance of children in ECE on the KRAL.
- 11 Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.
- 12 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.
- 13 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 and a 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 State funding is not available for the 2,017 typically developing 3-year-olds in the prekindergarten program unless they have an IEP. State funding may have been available for 1,535 of these children. Additionally, Oklahoma has a pilot early childhood program for at-risk children from birth through age 3 that served 2,031 children in center-based programs, and 322 children in home visiting programs in the 2012-2013 school year.
- 2 Even in collaboration programs, all students are considered public school enrollees and are matched with a site elementary school. They receive the same services as onsite public school students.
- 3 Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate 5 days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Collaboration with other agencies and programs to provide extended-day services occurs but is not mandated at the state level.
- 4 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.
- 5 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.
- 6 Shot records are required. The rest is all determined locally. Vision and Hearing Screening is required in Kindergarten, First grade, and Third grade. If a Pre-K is in collaboration with Head Start, they must meet Head Start requirements.
- 7 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.
- 8 Alignment is in process to Oklahoma Academic Standards; under that umbrella are Math and ELA CCSS.
- 9 The state also has an IT3 certificate for individuals teaching infants, toddlers, and 3-year-olds. Teachers with this certification cannot teach in a classroom of 4-year-olds. Additionally, a paraprofessional may become certified in Early Childhood to teach in a pre-K classroom if he/she: has a bachelor's degree, has one year experience as a teaching assistant in a public school in the area for which a teaching license is pursued, passes the Oklahoma General Education Test (OGET), passes a subject area test in early childhood, and passes the Oklahoma Professional Teachers Examination (OPTE).
- 10 Teacher Assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. However, if the teacher assistant is employed in a Title I school, they must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher. 2. Have completed at least two years or 48 credit hours of study at an institution of higher education 3. Passed the OGET (Oklahoma General Education Test) 4. Passed the ETS (Education Testing Service) ParaPro Assessment Test or the WorkKeys Assessment. About 67 percent of school sites are Title 1.
- 11 The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the end of the first nine weeks of school and the end of the school year.
- 12 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.
- 13 It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of thirteen approved assessments for reading: Aimsweb, The Children's progress Academic Assessment, DIBELS Next, DRA2+, easyCBM, Group Reading Assessment and Diagnostic Evaluation (GRADE), iReady Diagnostics, Literacy First, Measures of Academic Progress, Measures of Academic Progress for Primary Grades, mCLASS DIBELS Next, Star Early Learning Enterprise, Woodcock Reading Mastery tests, Third Edition III.

OREGON – Oregon Head Start Prekindergarten

- 1 Total enrollment figure includes 109 blended slots supported by both state and federal funds. An additional 109 children served through home-based models were not included in the total enrollment.
- 2 Some children participated in both models. Figures do not include programs housed in public universities or community colleges.
- 3 Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Minimum required contact time is determined by the classroom hours combined with home visit hours offered. School- and extended-day programs (more than 6 hours) are supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Numbers collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs.
- 4 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.
- 5 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.
- 6 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.
- 7 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. Nutrition assessments are required for all families.
- 8 Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress towards acquiring English through culturally and linguistically appropriate instructional services, and inform parents of such children about instructional services used. If 50 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.
- 9 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.

- 10 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 may be permitted to teach by waiver as permitted by the Office of Head Start.
- 11 Oregon Head Start Pre-K programs are funded on a biennial basis with state general fund dollars. The amount reported for 2012-2013 is approximately half of the biennial amount. Local grantees access the following federal funds as needed and available in addition to state general funds: CCDF, IDEA, USDA Child and Adult Food Program, and Title I. The amount of federal funds is unknown.
- 12 Faith-based programs free of religious content are eligible to receive funding.
- 13 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.
- 14 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.
- 15 Oregon's Kindergarten Assessment was 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. The assessment was 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 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 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 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.
- 6 Districts determine their own prioritization for services and eligibility requirements.
- 7 Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.
- 8 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. As of January 2012, only PK-4 will be issued for certification, though N-3 certifications are still valid.
- 9 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.
- 10 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.
- 11 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.
- 12 There was no formalized monitoring of this program during the 2012-2013 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 support local districts using EABG funds for preschool programming.
- 13 A pilot for Kindergarten Readiness Inventory at kindergarten entry was rolled out for 2012-2013 in some classrooms and continued in 2013-2014, focused on data collection and training, as part of Pennsylvania's Race to the Top grant.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

- 1 For the 2012-2013 school year, funds were awarded through a re-procurement process. Programs applying for funding were evaluated using a scoring rubric. Grants are awarded on a 5-year cycle.
- 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 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. If a child with special needs remains in the pre-K program when they are age-eligible for K, they are not funded by HSSAP, but instead by other resources.
- 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. A ratio of 2:17 is recommended.
- 8 Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.
- 9 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.
- 10 ACT 24 moratorium restricted collection of quarterly narratives for the 2011-2012 and 2012-2013 school year. It is anticipated that these narratives will be required annually after the end of the two-year moratorium.
- 11 Programs may choose the assessment they use from a list of approved assessment tools which align to Pennsylvania's Early Learning Outcomes Reporting Frameworks. For the 2012-2013 school year, the following PK tools were approved: Pearson WSS, Teaching Strategies GOLD, Curriculum Associates Brigance, High Reach GRO
- 12 A state-developed kindergarten entry inventory has been piloted and will available for voluntary use in 2014.

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

- 1 The Office of Child Development and Early Learning (OCDEL) provide regulations and policy. Daily operations of the K4 program are conducted by school districts.

- 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 Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.
- 5 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.
- 6 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.
- 7 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 (PKC)

- 1 For the 2012-2013 school year, funds were awarded solely as continuation grants. No new grants were opened or awarded.
- 2 Enrollment figures are accurate as of May 2013.
- 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. Partnerships to extend the program day are encouraged but no formal partnership agreement at the state level exists.
- 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 whether 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 Immunizations and developmental screening are program requirements; however, method for referral is determined locally.
- 8 Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but not required.
- 9 Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.
- 10 By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N–3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program. Teachers who do not meet this requirement are considered not in compliance, which can lower the program’s score on the Program Review Instrument and affect future funding.
- 11 Assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. A minimum of a CDA is required to demonstrate the knowledge of the ability to assist in instruction.
- 12 Child care agencies must participate in Pennsylvania’s tiered quality improvement rating system at either of the top two levels (STARS 3 or 4).
- 13 A state-developed kindergarten entry inventory has been piloted and will available for voluntary use in 2014.

RHODE ISLAND – Rhode Island Pre-Kindergarten Program

- 1 There is no formal partnership at the state level, but individual grantees are required to make extended day services available either by providing such services directly or partnering with another agency which offers such services.
- 2 Districts have the option to adopt policies that allow for early entry to kindergarten only based on the determination that a child is developmentally ready for kindergarten.
- 3 All age-eligible children in districts offering the program may enroll. Children must reside in the district, town, or community in which the program is offered.
- 4 The early learning standards also address: Literacy, Mathematics, Science, Social Studies, and Creative Arts
- 5 The Rhode Island Education Aid Foundation Formula approved in 2010 takes a phased-in approach to expanding access to high-quality Pre-K, starting with communities that have a high proportion of children eligible for free and reduced price lunch. The phased-in approach, investing 10 million dollars over 10 years, will ensure that Pre-K expansion creates high-quality learning programs, improves access for the students who need it the most, and assures a smooth transition between early childhood and K-12.
- 6 There is a new requirement for monitoring. BrightStars, Rhode Island’s quality rating and improvement system recognizes and supports quality in child care and early learning programs. Child care and afterschool programs voluntarily join to be rated by BrightStars and are assessed in the following areas: Health, Safety and Nutrition, Enrollment and Staffing, Staff Qualifications and Ongoing Professional Development, Administration, Early Learning and Development, and Family Engagement. Programs must demonstrate that they meet all the required standards at a particular star level (1 - 5) in order to receive the corresponding star rating.

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

- 1 The program is required for one school in each district. Those districts not participating in CDEPP are required to offer at least one 1/2 day 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 Assistants are required to take one course ECD101, in both public and private settings
- 6 Fiscal Year 2012 spending levels are not available at this time. The amount reported represents appropriated dollars. S
- 7 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.
- 8 Reductions in staff at the state level did not allow for program review.
- 9 Kindergarten programs are not required to assess children’s learning and development. There is pending legislation to require 5K entry assessment in 2014-2015.

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. Enrollment figures are as of the 135th day of school, spring 2013.
- 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 There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.
- 6 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.
- 7 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 completing a teacher education program within four years. A large percentage of lead teachers in nonpublic settings have a BA or higher.
- 8 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.
- 9 State spending from the general fund is the appropriated amount rather than actual spending.
- 10 For the 2012-2013 school year, there was not adequate staff at the state level to allow for program review. Limited number of site visits. Legislation for 2013-2014, funded an outside evaluation and 2 more staff at state level.
- 11 Legislation has been passed to evaluate programs for 2013-2014 school year.
- 12 Dial 3 or Dial 4 is used as a screening tool. CDEPP Sites are required to select an assessment from the following list: WWS, GOLD, HighScope's COR, Galileo Pre-K online assessment, Learning Accomplishment Profile, (LAP).

TENNESSEE – Tennessee Voluntary Pre-K (VPK)

- 1 In January 2013, the Tennessee Department of Education restructured the Division of Special Populations. The Voluntary Pre-K program was moved under the Division of Curriculum and Instruction, Department of Content and Resources Pre-K–12. The Office of Early Learning is no longer a formal functioning entity.
- 2 Enrollment figures for the 2012-2013 school year were unavailable. Figures reported are based on 2011-2012 enrollment.
- 3 Children with IEPs are considered for enrollment in the VPK program after ensuring all income-eligible students are enrolled as a priority. All special education students are enrolled in VPK and participate 5 days a week, 5.5 hours a day. All 3-year-olds with IEPs are enrolled in PILOT VPK classes, which are allowed to serve both 3- and 4-year-old students. Five-year-olds can enroll if their IEPs indicate the pre-K setting is the most appropriate program to meet IEP goals.
- 4 Enrollment figures for 2012 - 2013 are unavailable; reported figures used for analysis based on 2011 - 2012 data. 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.
- 5 Naptime cannot be counted in the 5.5 hour minimum
- 6 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 which 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.
- 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. Other developmental and content areas align with state standards for kindergarten.
- 11 The transitional license is for teachers with a BA but no license. Waivers are available for teachers with a license 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 completing a CDA to be rehired. Fifty-three percent of all assistant teachers have a CDA credential or higher level of education. There is no degree requirement for assistant teachers but they are required to receive a minimum of 12 hours of state approved professional development on ECERS, ELLCO, Personal Safety, Tennessee Early Learning Development Standards, Child care rules and regulations, and Social Emotional Learning Foundations. Training may occur prior to or during employment.
- 14 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.
- 15 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.
- 16 The LEA is required to provide a local match; however, the local match does not have to be in actual dollars and 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.
- 17 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.
- 18 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.
- 19 Peabody Research Institute at Vanderbilt University is involved in the fifth year of an ongoing 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 In addition to the children receiving special education services in the state-funded pre-K program, Texas also provides Early Education (EE), a grade level for students between the ages of zero and five who have not been placed in prekindergarten or kindergarten. This includes 19,409 3- and 4-year-olds receiving special education services who do not meet the two hours of instruction per day requirement for membership and students in Head Start programs who do not meet the requirements for state funds.
- 3 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.
- 4 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.
- 5 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 to operate the district's prekindergarten program, the program must comply with child care licensing standards.
- 6 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.
- 7 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.
- 8 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.
- 9 Texas does not use the term "assistant teachers" though paraprofessionals serve as Educational Aides I, II, and III. The Educational Aide I designation requires at least a high school diploma and experience working with students or parents. The Educational Aide II designation requires at least a High School Diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.
- 10 The Texas School Ready! Program is a grant program and not available statewide. Federal funds are used for the Texas Workforce Commission-Texas School Ready! program as well as the School Readiness Integration Specialist (SRI) program, both of which are grant programs not available statewide.
- 11 Prekindergarten students generate formula funding based on average daily attendance (ADA) in the same manner as K–12 students with the provision that they are eligible for a maximum of one half day ADA.
- 12 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 Agency of Education and the Department for Children and Families within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).
- 2 Total pre-K enrollment includes the number of children ages 3 to 5 included in the October 1 census as "Pre-K" as well as an estimated 926 children who receive early childhood special education services in "regular education" settings (as per Child Count in December 2012). In Vermont's October 1 census, all children on IEP are counted as "EEE" (Vermont's term for Part B 619) and not included as pre-K although they are in a pre-K program.
- 3 Act 62 Pre-K allows school districts to partner with community early learning and development programs as well as Head Start; hence the location of services varies but the administrative authority resides with the school district.
- 4 Full-time pre-K is defined as 10 hours per week, but programs can provide anywhere from 6-40 hours per week. However, they do not get additional funds from the state for any hours beyond 10 per week. Most programs operate about 3 hours per day, 3 to 4 days per week. In all settings, programs must run for at least 35 weeks per year. If a child care program contracts with a school district to offer pre-K, the pre-K portion of the child's program is 10 hours, but the child may attend the child care program 40 hours or more per week. Additionally, a few school districts offer public school based Pre-K programs that run the full school day (about 35 hours/week).
- 5 Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally (and often set at September 1) but must be between August 31 and December 31. Act 62 allows districts to serve 3- and 4-year-olds or just 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age eligible for kindergarten in a pre-K program if that is found to better suit the child's needs.
- 6 Vermont's Act 62 Pre-K program is universal. School districts have the option to offer pre-K to only 4-year-olds. Approximately a half dozen supervisory unions (LEAs) limit pre-K to 4-year-olds and do not serve 3-year-olds.
- 7 Since pre-K is part-time and only defined as 6-10 hours/week, meals are not mentioned in the Act 62 law. There are snacks in part-day programs and meals in full-day programs.
- 8 State regulations require immunizations. If children are suspected of having developmental delays or psychosocial/behavioral challenges, then they are required to refer (as per Child Find). Act 62 does not specify this requirement, but it is in other state laws.
- 9 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.
- 10 In public school settings, teachers must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Nonpublic school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic center-based settings, the absolute minimum requirement for a lead teacher is meeting child care licensing requirements; the person must have an AA, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). Registered child care homes require 3 hours of supervision by a licensed ECE or ECSE teacher on weekly basis. The majority of lead teachers in all center-based settings have a BA and are certified.
- 11 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).
- 12 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.
- 13 Districts reported their Pre-K expenditures as \$16,600,000. Approximately 80 percent of children in IEPs in the state are served in inclusive Pre-K classes, so 80 percent of state funds for Essential Early Education (Part B 619 in Vermont), totaling \$4,779,495, were added to this figure. The number above doesn't include any of the additional \$16 million of the federal and local dollars that districts reported as EEE expenditures. 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. The state's Education Fund provides funding for pre-K–12 education spending. Budgets are determined and approved at the local level and then funded through the Education Fund.
- 14 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.

- 15 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.
- 16 In order to offer pre-K, a center must have NAEYC accreditation or 4-5 STARS in Vermont's quality rating system (or 3 STARS with an approved plan). As of the 2012-2013 school year, ECERS is now required for all programs applying for these upper STARS levels.
- 17 Act 62 allows the Agency of Education and Department of Children & Families staff to conduct unannounced visits specifically for Pre-K; however few are conducted specifically for these purposes. Since all Pre-K programs must be licensed and meet Child Care Regulations, licensors monitor compliance with child care licensing regulations.
- 18 Programs are required to conduct parent conferences twice a year to provide families with information on their child's progress (data collected through Teaching Strategies GOLD). Using these data to inform practices is encouraged through professional development.
- 19 Child assessment data are used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.
- 20 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 41 grants were awarded in 2012-2013. Geographic distribution is not considered in awarding grants; the quality of the grant is the main criterion.
- 2 Of the 1,102 children receiving early education through EEI grants, 689 children are also served via Act 62. Actual enrollment is as of June 30.
- 3 Many of the children in "public schools" are served in community based programs.
- 4 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 although EEI funds only pay for a portion of a child's time. Most EEI programs are part-day, 8 to 11 hours per week, for 2 to 3 days per week. Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wrap-around services although EEI funds do not support these services. The EEI grants period operated from July 1, 2012, to June 30, 2013, though most programs only operate on the traditional September to June academic calendar.
- 5 EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. Kindergarten entry age is determined locally; state law requires the date be set on or between August 31 and January 1.
- 6 EEI is for "at-risk" children. At-risk is defined as low income (185 percent poverty), has developmental delays, is an English language learner, victim of abuse or neglect. At least one criterion is required, but not all must be low income.
- 7 There is no policy on meals. Some of the EEI programs serve snacks or meals, but that depends upon the service delivery model of the grantee.
- 8 Grantees that are school districts are required to participate in Child Find and provide screenings and referrals as needed. Additionally, children must be immunized to attend an in-school program. Grantees who are Head Start must abide by Head Start regulations regarding health screenings and referrals. The EEI funding stream does not have regulations of its own regarding screenings and referrals.
- 9 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.
- 10 The personnel requirements for EEI grantees vary depending on the type of grantee. Teachers in public school settings must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Teachers in nonpublic school center programs must at least meet 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). In 2012-2013 there were 74 teachers licensed in ECE and 11 licensed in ECSE across all grantees.
- 11 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.
- 12 In public settings, an assistant must meet requirements to be "Highly qualified" under ESEA/NCLB. 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.
- 13 All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.
- 14 The statute that authorizes EEI does not require monitoring except for financial reports and a program's annual report, including child progress data. DOE staff may conduct unannounced site visits.
- 15 Child assessments (TS GOLD) 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 Participation is voluntary for eligible localities. Localities are eligible provided they 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 School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program. Kindergarten age-eligible children may enroll in pre-K at local program's discretion only, not solely at the request of parents.
- 4 While allocations to local school divisions are made based on free lunch eligibility, enrollment criteria are based on locally determined risk factors. At least one risk factor is required. Additional risk factors may be determined locally.
- 5 The Appropriation Act 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.
- 6 Music and the Visual Arts were added to the revised early learning standards in 2013.
- 7 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for managing and overseeing the program's curriculum and instructional practices. This individual must be 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. The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of \$6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. The local match is capped at one-half the per-pupil amount.
- 9 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 was capped at one-half the per-pupil amount.

- 10 Site visits by state staff or consultant are no longer conducted due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer includes review of program facilities, on-site safety procedures, and review of program records. Program-level documentation reviews include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets.
- 11 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.
- 12 Through the support of the state-funded Early Intervention Reading Initiative, localities may choose to use the PALS. All but one school division uses PALS.

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

- 1 Of the two counties not served by this program, one is served by Head Start and the other is sparsely populated.
- 2 The most recent competitive RFP was in 2008. New 2011-2012 slots and 2013-2014 slots were awarded to existing contractors based on county poverty levels; no new slots were made available in the 2012-2013 school year. There is an RFP process underway now for the 2014-2015 school year.
- 3 Enrollment figure are based on funded slots.
- 4 A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. The school year must be at least 30 calendar weeks. A typical program operates 3 hours a day, 3 or 4 days a week for the school year.
- 5 There are many children in wrap-around child care at the same site who are not counted in the school day category since ECEAP program standards are not in operation during those hours.
- 6 Income and other risk factors are weighted via a priority point system. Children with the highest points are enrolled into available slots. 4-year-olds have higher priority than 3-year-olds. 4-year-old children who are homeless, in foster care, or from families with very low FPL have the highest priority.
- 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 "Family support visits," rather than home visits, are required in the program.
- 10 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. 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 For both public and non-public settings, assistant teachers must have a CDA or 12 quarter credits of ECE, or be grandfathered by holding this role for the same agency prior to July 1, 1999.
- 12 Non-required local spending amounts are unknown and include both financial resources and in-kind aid.
- 13 There must be no religious programming during ECEAP hours.
- 14 The state's QRIS system, Early Achievers, requires the use of ECERS-R and CLASS for structured observations. This system is in the pilot phase and will be fully implemented by July 1, 2015. As of the 2012-2013 year, Teaching Strategies GOLD was used for documenting children's learning. Additionally, there is an intensive on-site review of all ECEAP Performance Standards every 4 years.
- 15 This pre-K initiative has not been formally evaluated since 1999. However, there is currently a legislated retrospective evaluation in process
- 16 As of fall 2012, WaKIDS was mandatory for state-funded full-day kindergarten and voluntary in other schools, using Teaching Strategies GOLD at kindergarten entry. In the 2012-2013 year, 22 percent of schools with kindergarten were required to do so; in 2013-2014, 63 percent of school districts used the screening.

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 In West Virginia's collaborative pre-K model, all students are considered enrolled in public settings.
- 3 Programs must operate for at least 12 hours per week, and at least 128 instructional days. Beginning 2013-2014 the minimum number of hours increases to 14 and beginning 2016-17 all programs must operate full day, five days per week. 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 2012-2013 school year, 87 percent operated 4 days per week and 13 percent operated 5 days per week; 76 percent of classrooms operated a school day and 24 percent operated a part day. 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.
- 4 All districts must offer universal pre-k for all 4-year-olds and 3-year-olds with disabilities. Some special exceptions are made for kindergarten age-eligible children with documented need.
- 5 The maximum class size is 20 children as long as 35 square feet per child is available. The maximum staff-child ratio is 1:10; however, 2 adults must be present with children regardless of group size.
- 6 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.
- 7 Full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.
- 8 Some comprehensive services are required, but specific services are determined locally: Yes (parent conferences/home visitations, transition plans/processes, as well as student support services for eligible Head Start children in universal pre-k).
- 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 Beginning July 1, 2014 all assistant teachers must have a CDA or equivalent determined by the WVBE
- 11 Children enrolled in West Virginia Pre-K generate state aid funding the same as K–12, depending on instructional hours.
- 12 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.
- 13 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.
- 14 Beginning in 2014-2015, all kindergarten programs will begin Kindergarten reporting system, similar to pre-k, to assess children's learning and development during the kindergarten year.

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

- 1 There are 413 elementary school districts, not including high school-only districts. Of these districts, approximately 115 work with child care or Head Start partners to implement the program.
- 2 Districts are not required to have the program, but if they do provide 4K, it must be open to all age-eligible children.
- 3 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. Enrollment figures are based on third Friday count.
- 4 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.
- 5 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.
- 6 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 per their IEP. There are common policies between the DPI and the Department of Children and Families related to child care, and 4K partnerships and are working on 4K and QRIS policies.
- 7 The state defines ages for starting the program. An IEP team may determine a child's placement as 4K if they have considered the full range of options. Districts may or may not have policies on retention. Districts may adopt early entrance policies for pre-K.
- 8 Districts offering the 4K program must enroll all-age eligible children whose families wish them to attend.
- 9 Districts may consider the following staff-child ratios and class sizes: a 1:10 staff-child ratio with a maximum class size of 20; a 1:13 staff-child ratio with a maximum group size of 24; and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC. Community approach models must follow child care or Head Start
- 10 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.
- 11 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.
- 12 At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.
- 13 Referral for social services; Parent conferences and/or home visits; Referral for special education, Access to school nurse, school psychologist, school social worker
- 14 Wisconsin has a "train the trainer" model for professional development and also a parent training module.
- 15 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.
- 16 Spending figures as estimates as 4K is part of the overall state school funding formula and it is difficult to break out costs of only one grade level. Funding for 4K is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach. When children with disabilities are enrolled in 4K, IDEA funds support their services 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.
- 17 As part of the school funding, districts receive the funding but they can contract with Head Start and private agencies.
- 18 Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.
- 19 Local property taxes are part of the funding formula.
- 20 Other information such as special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports.
- 21 The state has started literacy screening with PALS. 4K will begin implementation in 2013-2014. The state does not require other assessment at 4K, 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.
- 22 Literacy screening began statewide in 5-year-old kindergarten in the 2012-2013 school year.

WISCONSIN – Wisconsin Head Start State Supplement

- 1 Funds are available to federal Head Start grantees choosing to implement the supplement.
- 2 The Department of Public Information does not collect information on the ages of the children enrolled in the program. Reported enrollment figure reflects funded slots.
- 3 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. Extended-days are provided in collaboration with child care and school districts
- 5 Districts and local Head Start programs may adopt early entrance policies or set higher dates. While the state does not regulate enrolling 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 WMELS and Common Core are aligned for literacy and math
- 10 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.
- 11 As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.