



# The State of Preschool 2023

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS  
Graduate School of Education



## THE STATE OF PRESCHOOL 2023

### STATE PRESCHOOL YEARBOOK

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# Table of Contents

Executive Summary .....	5
What Qualifies as a State Preschool Program? .....	27
Roadmap to the State Profile Pages .....	28
Guide to State Profiles .....	34
Glossary of Abbreviations .....	35
State Profiles .....	36
Alabama .....	37
Alaska .....	39
Arizona .....	41
Arkansas .....	43
California .....	45
Colorado .....	49
Connecticut .....	51
Delaware .....	56
District of Columbia .....	58
Florida .....	60
Georgia .....	62
Hawaii .....	64
Idaho .....	68
Illinois .....	70
Indiana .....	72
Iowa .....	74
Kansas .....	78
Kentucky .....	80
Louisiana .....	82
Maine .....	87
Maryland .....	89
Massachusetts .....	91
Michigan .....	95
Minnesota .....	97
Mississippi .....	101
Missouri .....	103
Montana .....	105

Nebraska.....	107
Nevada .....	109
New Hampshire .....	111
New Jersey .....	113
New Mexico.....	115
New York.....	117
North Carolina .....	119
North Dakota .....	121
Ohio.....	123
Oklahoma .....	125
Oregon .....	127
Pennsylvania .....	131
Rhode Island.....	137
South Carolina .....	139
South Dakota .....	141
Tennessee .....	143
Texas.....	145
Utah .....	147
Vermont.....	149
Virginia.....	151
Washington.....	153
West Virginia.....	159
Wisconsin.....	161
Wyoming .....	163
American Samoa.....	165
Commonwealth of the Northern Mariana Islands.....	167
Guam .....	169
Palau .....	171
Puerto Rico .....	173
Virgin Islands.....	175
Methodology.....	177
Appendices Table of Contents .....	180

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## Executive Summary

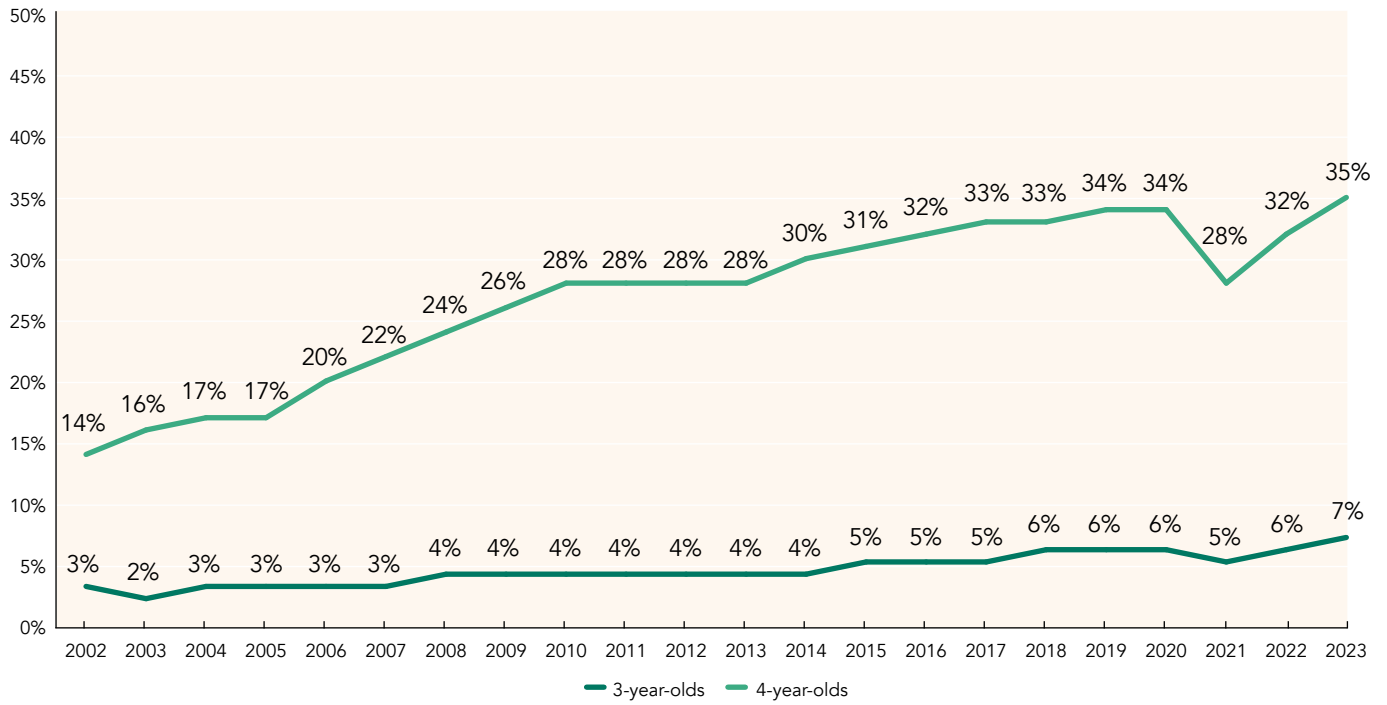
The 21st *State of Preschool* finds the state of preschool in America at a critical moment. The states have emerged, albeit unevenly, from the worst of the COVID-19 pandemic, and are poised to make new progress toward more effective and equitable preschool policies. Additional states have committed to offering every child publicly funded preschool education and have begun working towards that goal. Enrollment in preschool increased in 2022-2023 and the percent of 3-year-olds and 4-year-olds enrolled in preschool reached all-time highs. *But* the number of children enrolled in state-funded preschool is still lower than it was prior to the pandemic, and six states are still without programs. All but a few states fall short of meeting at least one benchmark for policies regarding quality, and many fall short of meeting most of the benchmarks. Inadequate funding is a near universal problem. A key question for the future is whether or not states will increase funding enough to keep promises regarding program expansion and quality, including adequate pay for the workforce. Will this be the turning point needed for the country to make real progress towards high quality universal preschool?

### ENROLLMENT INCREASED TO A RECORD HIGH

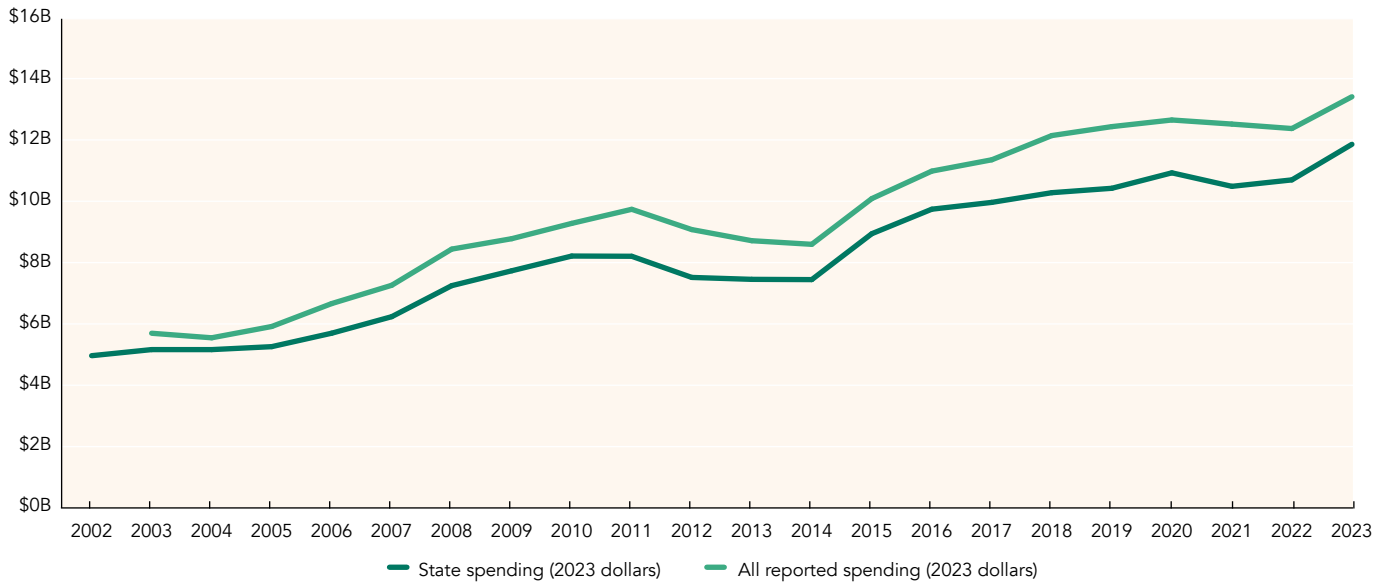
In the 2022-2023 school year, 1,631,968 children attended state-funded preschool, an increase of 110,209 children, up 7%, from the 2021-2022 school year. The number of children enrolled in preschool increased in all except six states. Enrollment of 3-year-olds increased (by 11%) to 7% of 3-year-olds and enrollment of 4-year-olds increased (by 6%) to 35% of 4-year-olds. New universal preschool initiatives in several states helped to push the nation to these record high percentages as shown in Figure 1.

The declining population of young children also contributed to the boost in percentages, masking the fact that nearly 25,000 fewer children attended preschool in fall 2022 than in fall 2019 (prior to the pandemic). Less than half the states (only 17) enrolled more children in preschool in fall 2022 than in fall 2019. Although the percentage of 3- and 4-year-olds who attended state-funded preschool were at all-time highs in 2022-2023, and the number of 3-year-olds in state-funded preschool also hit an all-time high, the total number of children in state-funded preschool remained below pre-pandemic levels.

**FIGURE 1: PERCENTAGE OF U.S. POPULATION ENROLLED IN PRESCHOOL REACHED AN ALL TIME HIGH**



**FIGURE 2: STATES' INVESTMENTS IN PRESCHOOL CONTINUE TO INCREASE, REACHING ALL TIME HIGHS (2023 DOLLARS)**

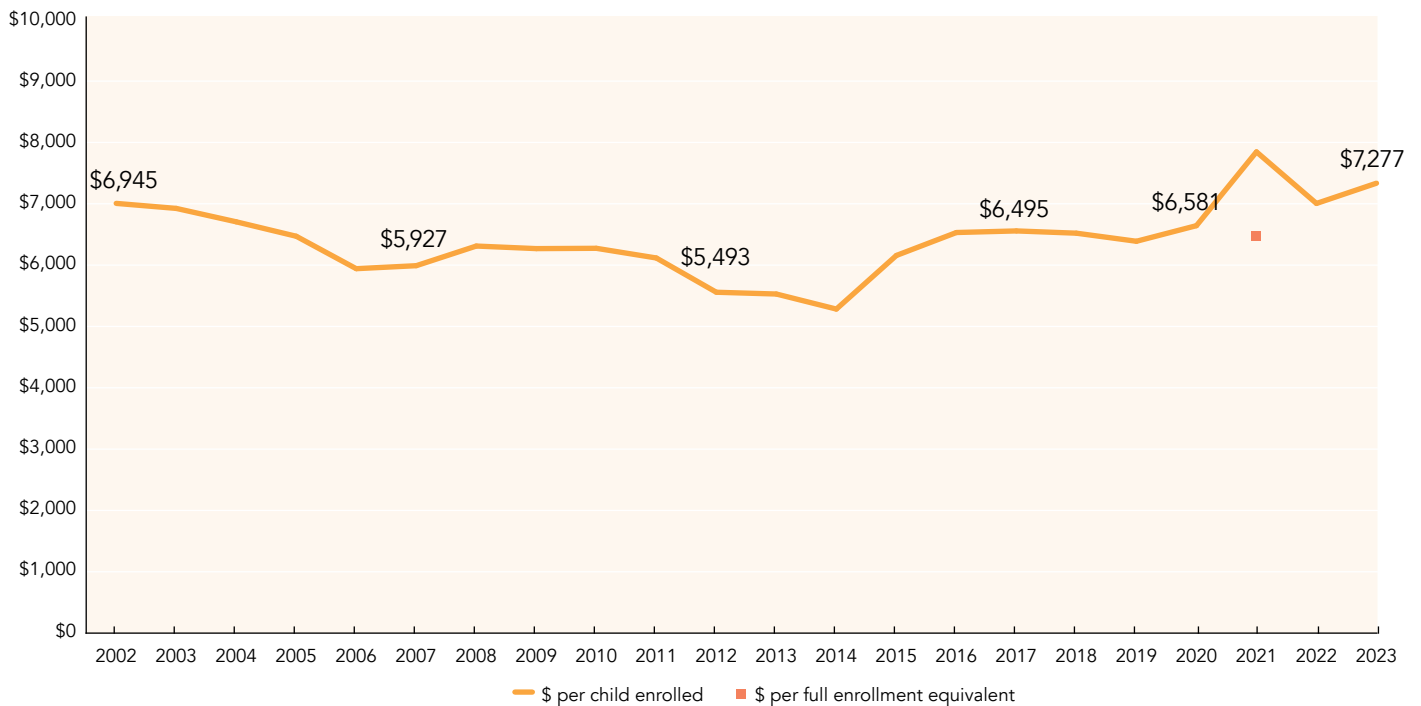


### PRESCHOOL SPENDING REACHED AN ALL TIME HIGH

Perhaps the most notable finding for this year is that funding increased by a larger percentage than enrollment. States spent \$11.73 billion (including COVID-19 relief dollars) on state-funded preschool in 2022-2023, an increase of \$1.17 billion (11%) from 2021-2022 after adjusting for inflation. This is an all time high (See Figure 2). Inflation-adjusted preschool spending increased in 29 states. Twenty-eight programs reported using federal COVID-19 relief funding to support preschool but many could not report the amount. Adding reported federal and local sources, known preschool spending topped \$13.37 billion, also an all-time high, adjusting for inflation.

State spending per child averaged \$7,277, surpassing the pre-pandemic high, but not substantially different from its level 21 years ago (See Figure 3). Including federal and reported local sources, spending per child exceeded \$8,000. Adding in our estimates of unreported local funding, bumps this up to \$11,300. However, even this figure falls far short of the cost of a high-quality full school day program.<sup>1</sup> As Table A shows, very few states fund preschool programs at levels that would cover this cost, and many are far, far below that mark.

**FIGURE 3: STATE SPENDING PER CHILD ENROLLED IN PRESCHOOL SURPASSED \$7,000 (2023 DOLLARS)**





**TABLE A: AT LEAST \$33 BILLION MORE IS NEEDED TO PROVIDE HIGH-QUALITY FULL-DAY PRESCHOOL TO ALL 4-YEAR-OLDS ACROSS THE NATION**

STATE	Estimated per child cost of high-quality full-day preschool	Gap between needed spending and current spending per child (including estimated local share)*	Additional funding needed to provide a high-quality full-day program for 4-year-olds currently enrolled	Additional funding needed to provide universal access to high-quality full-day preschool for 4-year-olds not currently enrolled
Alabama	\$11,468	\$587	\$13,728,518	\$319,590,224
Alaska	\$18,622	\$12,118	\$10,785,100	\$121,749,357
Arizona	\$12,474	\$7,061	\$21,902,991	\$800,866,092
Arkansas	\$12,547	Exceeds Minimum	\$0	\$249,060,749
California	\$18,023	Exceeds Minimum	\$0	\$4,027,882,307
Colorado	\$13,668	\$7,210	\$110,599,110	\$506,639,481
Connecticut	\$18,437	\$7,203	\$50,535,304	\$459,672,577
Delaware	\$14,983	\$5,754	\$4,022,168	\$130,635,415
District of Columbia	\$18,061	Exceeds Minimum	\$0	\$1,417,213
Florida	\$13,326	\$9,155	\$1,410,110,234	\$481,983,967
Georgia	\$13,461	\$5,080	\$373,195,521	\$558,146,906
Hawaii	\$15,043	\$4,192	\$2,423,185	\$197,935,794
Idaho	No Program	\$12,723	\$0	\$249,485,307
Illinois	\$14,133	\$2,416	\$117,171,853	\$1,027,979,467
Indiana	No Program	\$13,155	\$0	\$916,987,424
Iowa	\$13,524	\$8,116	\$208,596,420	\$98,740,944
Kansas	\$12,814	\$7,285	\$118,968,855	\$174,642,007
Kentucky	\$13,495	\$1,005	\$14,919,729	\$387,831,858
Louisiana	\$12,809	\$374	\$6,850,100	\$350,761,656
Maine	\$13,193	\$2,289	\$13,595,324	\$68,844,215
Maryland	\$16,080	\$1,325	\$35,283,874	\$584,717,039
Massachusetts	\$17,579	\$13,541	\$269,512,168	\$692,137,968
Michigan	\$14,372	\$2,518	\$96,028,080	\$830,874,064
Minnesota	\$14,724	\$7,989	\$58,988,732	\$738,530,436
Mississippi	\$11,817	\$3,244	\$17,288,579	\$231,742,095
Missouri	\$13,723	\$300	\$1,606,050	\$767,239,208
Montana	No Program	\$13,776	\$0	\$129,714,816
Nebraska	\$14,301	\$2,667	\$23,001,215	\$194,093,709
Nevada	\$14,577	\$4,680	\$11,610,438	\$428,971,718
New Hampshire	No Program	\$14,439	\$0	\$158,410,269
New Jersey	\$16,448	\$146	\$5,160,711	\$910,171,217
New Mexico	\$15,183	\$6,242	\$65,204,864	\$124,288,505
New York	\$19,323	\$113	\$13,800,333	\$1,238,318,253
North Carolina	\$12,097	\$3,492	\$89,677,704	\$943,759,555
North Dakota	\$13,476	\$5,943	\$3,191,147	\$103,320,769
Ohio	\$13,927	\$7,984	\$121,960,521	\$1,332,660,702
Oklahoma	\$11,158	\$112	\$3,782,728	\$86,293,516
Oregon	\$16,942	\$810	\$5,408,649	\$483,649,953
Pennsylvania	\$14,271	\$2,610	\$89,096,450	\$1,127,857,778
Rhode Island	\$16,036	\$6,539	\$15,457,266	\$113,237,759
South Carolina	\$13,520	\$7,171	\$186,727,882	\$325,277,679
South Dakota	No Program	\$11,244	\$0	\$101,574,811
Tennessee	\$12,810	\$3,408	\$57,042,537	\$670,248,689
Texas	\$14,495	\$7,783	\$1,576,189,832	\$1,847,525,251
Utah	\$12,220	\$7,403	\$9,802,037	\$476,372,398
Vermont	\$14,503	\$4,864	\$18,029,264	\$15,895,288
Virginia	\$15,939	\$2,892	\$61,855,827	\$1,028,703,062
Washington	\$16,441	\$2,928	\$40,961,064	\$988,005,455
West Virginia	\$12,166	\$1,720	\$20,756,120	\$43,778,868
Wisconsin	\$14,411	\$7,458	\$305,996,936	\$186,871,601
Wyoming	No Program	\$15,640	\$0	\$82,294,420
<b>Total</b>			<b>\$5,680,825,422</b>	<b>\$28,117,389,811</b>

\* NIEER estimated the likely local amount contributed to preschool in each state. For additional information, see the *Methodology* section for an explanation of the calculations.



### LET'S NOT FORGET QUALITY

Once again, five states met all ten quality standards benchmarks but eight states met fewer than half (including the three states that serve the most children—California, Florida, and Texas). Nationally, young children are more than twice as likely to attend programs meeting fewer than half of NIEER's quality standards benchmarks than programs meeting nine or ten. Inadequate funding is one reason, but not the only one, as some states choose to leave most standards up to local control and some benchmarked policies have modest costs.

Overall, states did make progress on policies to support quality, but a few states backtracked. A continuing concern is that even more states received an “\*” for the lead teacher degree benchmark this year. These states have a policy that requires all lead preschool teachers to have at least a bachelor's degree but, in practice, are allowing a large percentage of teachers to have a waiver to this requirement. Such policy waivers are a response—but not a solution—to the widely reported teacher shortage problem.

As in past years, the assistant teacher benchmark requiring that assistant teachers to hold a CDA or equivalent is one of the least met benchmarks—only 19 programs meet this benchmark. And most states that do not meet it, have no substantive requirements in place for assistant teachers. Given the importance of the teaching team for preschool quality, this lack of requirements is particularly concerning. Since policies setting low minimal qualifications tend to go with low pay, it is hardly surprising that turnover among assistant teachers is quite high.

## A TIME TO CHOOSE

As the challenges of the pandemic recede, federal, state, and local governments should renew their attention to how they can improve early education policies to provide more children—especially those most in need—with stronger early learning opportunities. Half of all 3- and 4-year-old children in poverty attend no preschool program at all.<sup>2</sup> States should lead the way, and the new wave of commitments to universal preschool education suggests they will do so. Yet, most states that have committed to serve all children still have far to go to meet the call, and most states have not yet made this commitment. In addition, as states expand enrollment, they face crucial choices about quality and adequate funding. Once program enrollment becomes quite large, the total cost of raising quality and increasing funding per child becomes similarly large. By contrast, if a program starts with high standards and adequate funding per child with a modest enrollment, that program can gradually be expanded to more children in small bites of the budget. Of course, that risks stalling out on the path to universal access, but universal access to low-quality publicly funding programs may do more harm than good.<sup>3</sup> Local governments also can choose to move forward to expand access, increase quality, and raise funding if their states do not. Finally, the federal government could play a much larger role than it does now.

Below we highlight seven major policy issues for states to consider as they make choices that will determine the future of early education.

**1. Preschool funding:** How much of an investment will states make given their current (and future) fiscal environment, will this funding provide an adequate per child amount to support a quality program and with adequate teacher compensation, and what methods will they use to fund preschool? California added nearly \$1 billion in preschool funding in 2022-2023 on road to universal preschool for 4-year-olds and New Jersey added \$60 million to support universal preschool for 3- and 4-year-olds. Both states are committed to expanding preschool access but face uncertainties in their fiscal environments.

**2. Universal access:** Will states commit to preschool for all, and, if so, for whom? Will they prioritize access for children in the lowest income families who are least able to purchase quality preschool education on their own? Will they include only 4-year-olds, or also include 3-year-olds? Will they commit to a timeline for achieving universal access? Georgia, Illinois, Maine, and New York have universal policies that they have not fully implemented. These states all increased enrollment last year. California, Colorado, Hawaii, and New Mexico have recently passed laws to provide universal preschool. If state budgets tighten, will they continue to expand their enrollment? Governors in Illinois, Michigan, and New Jersey also announced support for universal preschool (for 3- and 4-year-olds in Illinois and New Jersey). Even in states without universal preschool, do they have plans to expand? Some states like Alabama, Mississippi, and Rhode Island have been committed to expanding access while maintaining high standards for quality.



- 3. Access for 3-year-olds:** Two years of high quality preschool can have much larger impacts than one year.<sup>4</sup> Will states make larger investments in serving 3-year-olds? Only DC and Vermont offer universal preschool beginning at age 3. Illinois and New Jersey offer pre-K beginning at age 3, but remain far from offering universal access. Some states have gradually expanded access, for example, Connecticut, Massachusetts, New Mexico, Oklahoma, Tennessee, and Texas. However, many states, including some that offer universal preschool at age 4, serve virtually no 3-year-olds outside of preschool special education.
- 4. Mixed delivery:** How will states provide preschool, particularly those states working to expand access? More than 60% of children in state-funded preschool programs were served in public schools in 2022-2023. Will states support mixed-delivery, public-private partnerships for preschool? If so, will this be done in a way that ensures uniform quality—including supports for the workforce—across settings? New Jersey, New Mexico and West Virginia are three states with strong mixed delivery systems for preschool, and they provide three very different models for accomplishing this goal. There can be many benefits of mixed delivery including using existing space designed for children, an experienced workforce, and access to before and after care.<sup>5</sup> However, too many states have created two-tier systems where funding and standards are lower in private settings. Inequalities can be eliminated by establishing and funding the same standards for all settings.
- 5. Length of day:** Will states provide at least a full school-day option for all families who want it? School-day programs can have added child development benefits, and especially when coupled with before and after care (e.g., extended day) also better support working parents.<sup>6</sup> Nationally, there has been a shift to serve more children in at least school-day (compared to part-day) preschool programs. In 2010, 40% of children in state-funded preschool attended at least a school-day program. By 2023, this increased to 72%.

States vary greatly in the percentage of children served for a full school day. Alabama, Arkansas, DC, Georgia, Hawaii, Louisiana, Nevada, North Carolina, Rhode Island, and Tennessee provide at least 6 hours of preschool per day to all children enrolled. Other states provide as little as 10 hours per week of preschool. School-day preschool with the option for wrap around care before and after the school day can meet both the educational and developmental needs of children and the child care needs of families.

- 6. Quality:** Will states commit to *high quality* preschool? What new policies will states enact to improve quality? Alabama, Mississippi, and Rhode Island are examples of states that have remained committed to high quality preschool while expanding access. These states started small and have gradually increased the number of children served each year while meeting all ten of NIEER's quality standards benchmarks. Other states serve a high percentage of children but meet few quality standards benchmarks. As the new group of states works towards universal preschool, it remains to be seen which path they will follow. Hawaii currently meets all ten benchmarks but has a long way to go to reach universal access. Colorado began its new universal preschool program without establishing all of the program standards for quality. New Jersey increased standards around professional development plans for assistant teachers and now meets a ninth benchmark as the program continues to expand. California is reducing class size and developing new standards for serving preschoolers with disabilities and Dual Language Learners in Transitional Kindergarten.
- 7. Workforce:** It is a particularly critical time for the early childhood workforce and the workforce is a central part of preschool quality. Forty-seven programs reported a shortage of preschool teachers. More states reported employing teachers with waivers to the education and specialized training requirements. How will states recruit, support, and retain a qualified workforce? Will states develop policies for compensation parity in mixed delivery systems and with K-12? What policies will states put in place to help those who want to be assistant teachers and teachers become fully qualified? Many states have in place or are developing systems to support teachers in attaining a degree and/or license through a non-traditional pathway, but the extent of these programs varies widely. Twenty-seven states reported having a program to support lead preschool teachers to earn a degree or credential through non-traditional routes; 10 states reported having such a program that is under development. Will states develop policies for compensation parity in mixed delivery systems and with K-12? Twenty-eight states have at least some requirements for salary parity with K-12 for lead preschool teachers in public schools—but this leaves out many teachers. Among the states currently working towards universal preschool, California TK, Hawaii, and New Jersey have parity policies in place for all lead teachers; New Mexico requires parity only for lead teachers in public schools but not those in mixed-delivery settings.



## CONCLUSION

State-funded preschool education has grown substantially over the past 20 plus years and has emerged from the pandemic stronger than ever. Primarily this has been a story of quantitative growth. Enrollment and spending (inflation-adjusted) have more than doubled over the last 20 years. More programs offer full school day preschool. Quality standards have been slower to improve but some progress has been made. A handful of states meet all the minimum benchmarks we set for program quality standards. None did in 2002. The average number of benchmarks states meet has increased by about one benchmark.

Nevertheless, our nation has far to go before every child has access to high quality preschool and no prospect of achieving this goal in our lifetimes without accelerated change. Early education opportunity in the United States still depends on your zip code. Access to public preschool and the quality of those offerings varies greatly across and within states. Perhaps the most remarkable finding in our report is that real spending per child on state pre-K has not improved in two decades. That lack of progress is hard to comprehend considering that both K–12 spending per pupil and GDP per capita increased by nearly 30 percent over the same period.<sup>7</sup> In a very meaningful sense, investment in early education quality—the features of programs that benefit child development—has not kept pace. It should not be surprising then if research finds few state pre-K programs deliver the promised benefits for long-term educational success.<sup>8</sup>

Internationally, the United States falls further behind other countries with every passing year.<sup>9</sup> We no longer lag just the developed European countries, Australia, Japan, Korea, and New Zealand, we have fallen behind Mexico, Colombia, and Brazil. The uptick in state commitments to universal preschool, at least at age 4, promises some catch up to the rest of the world. However, unless expanded enrollment is accompanied by an unprecedented commitment to quality and increased funding per child, increased enrollment is unlikely to improve learning and development for many children.

Whether to commit to (and adequately fund) **quality** public early education may be the most important choice that states—but also cities and the federal government—face today and over the next several years. We recognize the role of cities because in many states where quality has lagged, cities have stepped up to raise standards and provide additional funding. The federal government could play a much larger role than it currently does, going beyond Head Start (which serves fewer 3- and 4-year-olds with each passing year) to provide funding that supports and incentivizes higher quality in state preschool programs. Even a modest federal investment could dramatically change the funding available for quality. In a \$28 trillion dollar economy, both the amounts spent on preschool and the increases needed to pay for quality are miniscule.

We calculate that another \$30 billion would be needed to raise quality and increase access to serve 90 percent of all 4-year-olds with a full school-day of public preschool (See Table A).<sup>10</sup> As this is more than double current annual preschool spending, it is highly unlikely that this increase will occur without some dramatic shift in public policy. What might make it happen? One approach would be for the federal government to offer states matching funds to increase their investments. If the federal government offered to match increased state funding dollar for dollar, this goal could be reached with 10 percent growth in spending per year for 10 years starting at \$1.5 billion in federal spending and ending at \$15 billion (in today's dollars) in federal spending annually.

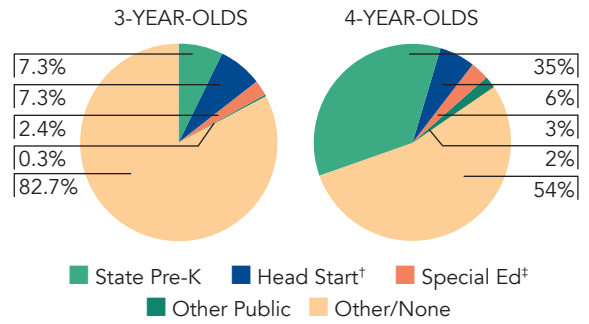
In presidential election years such as 2024, our nation becomes more focused on public policy choices. For early childhood education, the choices are clear. Should every child have equal access to a good publicly funded preschool education or should a child's first educational experiences depend on their zip code? Should the federal government take some responsibility for supporting minimum levels of preschool quality across states by offering matching funds or should it ignore the growing inequalities between states? Should the United States return to first place internationally for investing in education, or should we fall further behind? It should be no surprise that nations surpassing us in higher education also surpass us in early childhood education. There is a causal connection. Perhaps the question that most needs to be asked is this: Do we value *everything* in our current spending more than improvements in the education of our young children? If not, our elected officials need to set new priorities. Every candidate this year should be asked about theirs.



## NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	1,631,968
State-funded preschool programs.....	60 programs in 44 states and DC <sup>1</sup>
Income requirement .....	35 state programs have an income requirement
Minimum hours of operation.....	26 part-day; 15 school-day; 7 extended-day; 12 determined locally <sup>2</sup>
Operating schedule.....	2 full calendar year; 39 school/ academic year; 19 determined locally
Special education enrollment, ages 3 and 4 .....	467,539
Federally funded Head Start enrollment, ages 3 and 4 .....	537,239 <sup>3</sup>
State-funded Head Start enrollment, ages 3 and 4.....	13,852 <sup>4</sup>

## PERCENT OF POPULATION ENROLLED IN ECE



<sup>†</sup> Some Head Start children may also be counted in state pre-K.  
<sup>‡</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 60 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<b>58</b>
Curriculum supports	<b>Approval process &amp; supports</b>	<b>56</b>
Teacher degree	<b>BA</b>	<b>31</b>
Teacher specialized training	<b>Specializing in pre-K</b>	<b>47</b>
Assistant teacher degree	<b>CDA or equivalent</b>	<b>19</b>
Staff professional development	<b>For teachers &amp; assistants: At least 15 hours/year; Individual PD plans; Coaching</b>	<b>19</b>
Maximum class size	<b>20 or lower</b>	<b>46</b>
Staff-child ratio	<b>1:10 or better</b>	<b>48</b>
Screening & referral	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<b>41</b>
Continuous quality improvement system	<b>Structured classroom observations; Data used for program improvement</b>	<b>42</b>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

## NATIONAL RESOURCES

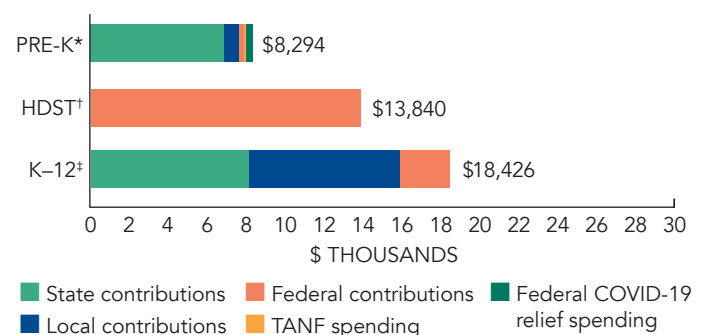
Total state pre-K spending .....	\$11,732,021,112 <sup>5</sup>
Local match required? .....	12
State Head Start spending .....	\$330,595,281 <sup>6</sup>
State spending per child enrolled .....	\$7,277 <sup>5</sup>
All reported spending per child enrolled* .....	\$8,294

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

<sup>†</sup> Head Start per-child spending includes funding only for 3- and 4-year-olds.

<sup>‡</sup> K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



<sup>1</sup> Throughout this report, the District of Columbia is included like a state, resulting in a list of 45 states for rankings. In 2015-2016, Guam began offering a "state"-funded pre-K program but is not included in totals or rankings in this report.

<sup>2</sup> NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for 6.5 or more hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

<sup>3</sup> The enrollment figures for federal Head Start include children in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian/Native Alaskan programs. These numbers do not include children funded by state match.

<sup>4</sup> This figure is based on the Head Start enrollment supported by state match as reported in the survey by states. This figure includes 13,046 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

<sup>5</sup> This figure includes federal TANF funds and federal COVID-19 relief funds directed toward preschool at states' discretion.

<sup>6</sup> This figure includes \$216,346,091 also included in the total state pre-K spending. This also includes some funding for state supplements to Early Head Start where states could not separate Head Start and Early Head Start funding.

**TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS**

STATE	Access for 4-year-olds rank	Access for 3-year-olds rank	Resources rank based on state spending	Resources rank based on all reported spending	Quality standards checklist sum (maximum of 10)
Alabama	15	None Served	15	13	10
Alaska	38	27	30	35	2
Arizona	43	24	26	34	3
Arkansas	22	6	12	5	8
California	16	15	4	4	4.4
Colorado	27	16	40	29	4
Connecticut	32	10	7	12	5.1
Delaware	41	25	10	20	9*
District of Columbia	1	1	1	1	4
Florida	2	None Served	42	45	4
Georgia	9	None Served	25	33	8*
Hawaii	44	31	8	14	10*
Illinois	19	3	27	26	8
Iowa	5	22	39	44	8
Kansas	12	5	35	40	6
Kentucky	25	18	24	10	8*
Louisiana	23	34	22	32	7.9
Maine	11	None Served	28	21	9
Maryland	17	19	18	8	8
Massachusetts	24	8	45	42	6
Michigan	18	None Served	6	7	10*
Minnesota <sup>†</sup>	37	32	19	28	5.4
Mississippi	35	None Served	41	22	10
Missouri	39	30	33	38	4*
Nebraska	20	7	44	9	7
Nevada	40	None Served	9	16	7
New Jersey	21	4	2	2	9
New Mexico	13	13	14	25	9
New York	8	9	21	31	7*
North Carolina	29	None Served	20	23	9*
North Dakota	42	None Served	32	37	5
Ohio	36	26	36	43	5
Oklahoma	3	21	31	11	9
Oregon	34	12	3	3	7.7
Pennsylvania <sup>†</sup>	26	11	11	24	6.7*
Rhode Island	28	None Served	16	18	10
South Carolina	14	33	37	41	7
Tennessee	31	29	29	30	9
Texas	10	14	34	39	4
Utah	45	28	43	36	5
Vermont	6	2	13	17	7
Virginia	30	23	23	19	5.8
Washington	33	17	5	6	8.3
West Virginia	4	20	17	15	9
Wisconsin	7	35	38	27	2
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

<sup>†</sup> At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, enrollment by single year of age was estimated.

\* Indicates that while a policy meets the benchmark, at least one benchmark in the program is not being fully implemented.





## WHAT'S NEW?

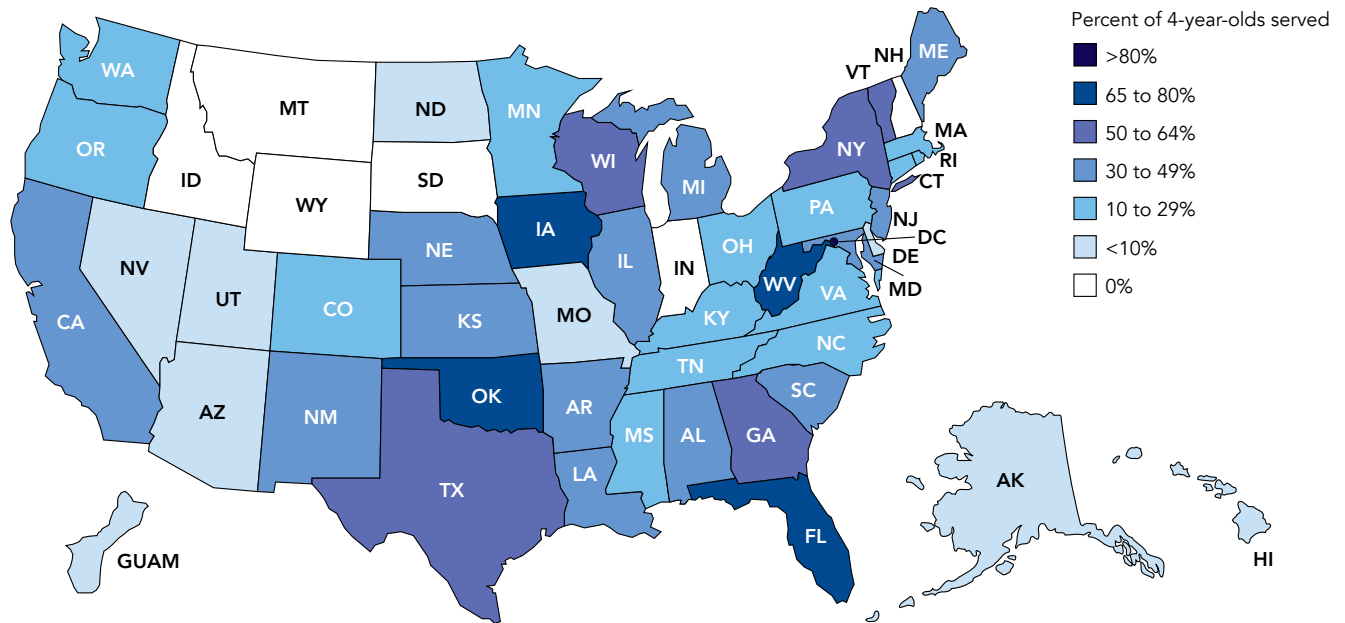
### RESOURCES

- Total state spending for preschool programs reached \$11.16 billion across 44 states and the District of Columbia\*, with six states still not funding preschool in 2022-2023. States reported spending an additional \$571 million in federal COVID-19 relief funding.
- Including COVID-19 relief dollars, spending on state-funded preschool increased by nearly \$1.17 billion (11%), adjusted for inflation, from 2021-2022 to 2022-2023.
- Average state funding per child enrolled (including COVID-19 relief) was \$7,277 in 2022-2023. Adjusted for inflation this is a \$333 per child increase from 2021-2022.
- All-reported spending, which includes local and federal dollars, to the extent states can report them, was \$13.37 billion, an inflation-adjusted increase of more than \$1 billion (8%) from 2021-2022. All-reported spending per child was \$8,294, an inflation-adjusted increase of \$102 from 2021-2022. When we add to this calculation our estimate of local matching funds that goes unreported, the estimated total is \$11,300.

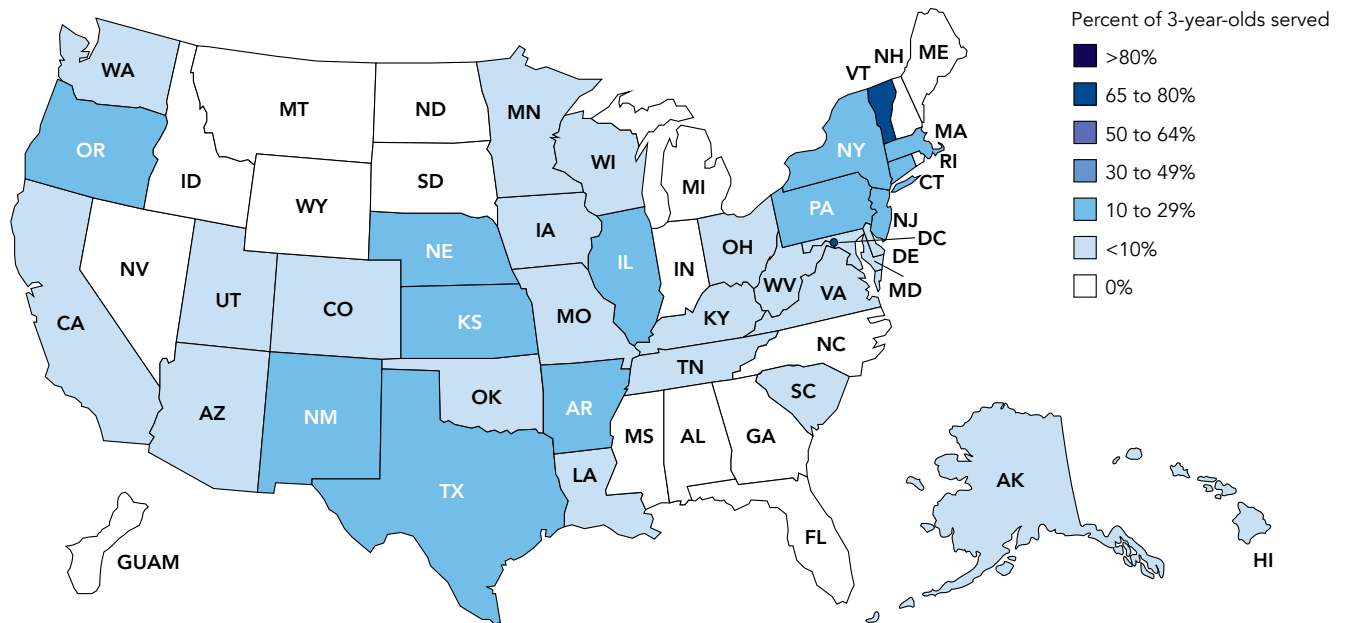
### ENROLLMENT

- States enrolled more than 1.63 million children in state-funded preschool in 2022-2023, including 1.33 million four-year-olds and 273,416 three-year-olds. States served 7% of 3-year-olds and 35% of 4-year-olds, all-time highs in the percentages served.
- Enrollment in state-funded preschool increased by 110,209, or 7% since 2021-2022. The total number of children enrolled in preschool increased in all but six states.
- Preschool enrollment was still down nationally by 1.5% from the pre-pandemic level of 2019-2020. The number of children enrolled in preschool was still below pre-pandemic levels in 28 states.
- DC and nine states enrolled more than 50% of 4-year-olds in state-funded preschool. Only DC served more than 70% of 4-year-olds (88%). Only DC (79%) and Vermont (71%) served more than one-third of 3-year-olds.
- Across all major public programs – state-funded preschool, preschool special education, and Head Start – 44% of 4-year-olds and 17% of 3-year-olds were served.

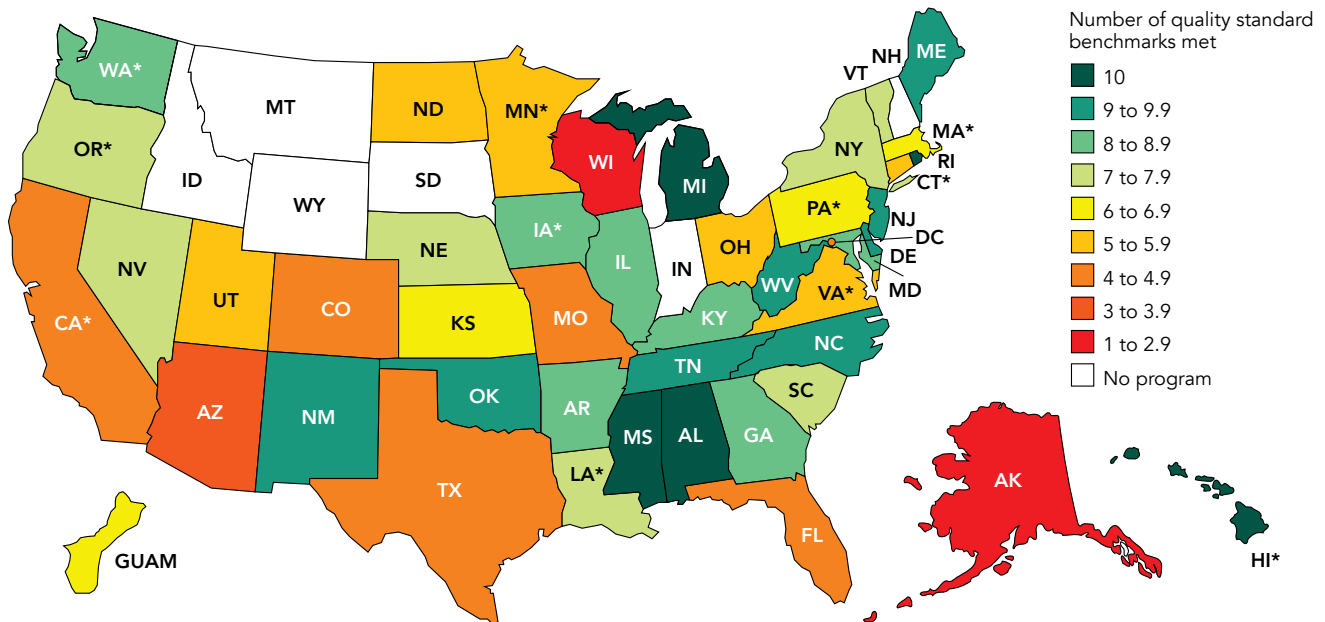
**FIGURE 4: ENROLLMENT OF 4-YEAR-OLDS IN PRESCHOOL VARIES WIDELY: SOME STATES WORK TOWARDS UNIVERSAL PRESCHOOL AND OTHERS ENROLL NO CHILDREN**



**FIGURE 5: ONLY TWO STATES SERVE MORE THE ONE THIRD OF 3-YEAR-OLDS AS ACCESS REMAINS LOW**



**FIGURE 6: SOME STATES MADE PROGRESS BUT MOST STATES NEED STRONGER POLICIES FOR QUALITY PRESCHOOL**



\*For states with more than one state-funded preschool program, the weighted average number of quality standards met is shown on the map.

## QUALITY STANDARDS

- Alabama, Hawaii, Michigan, Mississippi, and Rhode Island continue to be the only five states to meet all 10 of NIEER’s benchmarks for state preschool quality standards.
- Five programs gained new quality standards benchmarks from policy changes.
  - Florida began requiring annual structured classroom observations in all classrooms and now meets the continuous quality improvement system benchmark.
  - New Jersey instituted a new policy requiring all assistant teachers to have annual professional development plans and now meets the staff professional development benchmark.
  - North Carolina now requires all assistant teachers to have at least a CDA, meeting the assistant teacher benchmark.
  - Oregon Pre-K and Oregon Preschool Promise began a new system for structured classroom observation and both programs now meet the continuous quality improvement system benchmark.
- Eleven state-funded preschool programs met fewer than half of the quality standards benchmarks, including three of the five largest programs. Thirty-seven percent of children in state-funded preschool were in a program meeting fewer than half of the quality standards benchmarks. Only 16% were in programs meeting nine or ten benchmarks—this is an increase from 11% last year. More than twice as many children were enrolled in programs meeting fewer than half of the benchmarks than were in programs that met nine or ten.
- NIEER’s benchmarks are for policies regarding quality standards rather than implementation. However, at some point waivers or “exceptions” to policies—official or unofficial—become so extensive that the *de facto* policy is different and should be rated accordingly. During the pandemic, waivers to policies became much more extensive and some have continued even as the emergency has passed. As it is unclear yet whether these will be reversed, this year programs received an “\*” for standards that were known to not be fully implemented. Seven programs received an “\*” for the lead teacher degree benchmark. Two programs received an “\*” for the continuous quality improvement benchmark.

## IMPORTANT DEVELOPMENTS

- More states that ever have or are working towards universal preschool with some focused on 4-year-olds only and others striving to serve all 3- and 4-year-olds. These states include some of the most populous, and if they achieve universal access it would dramatically shift the preschool landscape nationally.
  - Six states (Florida, Iowa, Oklahoma, Vermont, West Virginia, and Wisconsin) and the District of Columbia can be said to have already implemented universal preschool for 4-year-olds. The District of Columbia and Vermont also provide universal access for 3-year-olds.
  - Four states (Georgia, Illinois, Maine, and New York) have policies for universal preschool that have not been fully implemented though all four states enrolled more children in 2022-2023 than in the prior year.
  - California, Colorado, Hawaii, and New Mexico have passed laws for universal preschool in recent years.
  - Michigan and New Jersey have support from their governors for universal preschool and are working to expand access.
- Twenty-nine programs reported providing a list of state approved or state recommend preschool curricula. And 19 programs require that all preschool programs and sites adopt a curriculum from that list.
  - The most common reasons for selecting curricula for the approved or recommended list include alignment with the Early Learning and Development Standards and research on curriculum effectiveness.
  - Most programs had a more than one person or group involved in the decision making around selecting curricula for the approved/recommended list including a state curriculum review committee, state pre-K administrators, a curriculum specialist employed by the state.
  - Coaching and professional development around curriculum implementation was most commonly provided by coaches and mentors, curriculum specialists employed by the curriculum company, QRIS specialists, child care resource and referral agencies, child care center directors, Head Start directors, and school principals.

<sup>1</sup> Rickus, G., Barnett, W. S., Nores, M., Weisenfeld, G., Friedman-Krauss, A., & Garver, K. (2019). *Cost of Preschool Quality-Mini (CPQ-Mini)*. National Institute for Early Education Research

<sup>2</sup> U.S. Census Bureau, Current Population Survey, School Enrollment Supplement, October 2022.

<sup>3</sup> Baker, M., Gruber, J., & Milligan, K. (2019). The long-run impacts of a universal child care program. *American Economic Journal: Economic Policy*, 11(3), 1-26.

<sup>4</sup> Barnett, W. S. & Jung, K. (2021). Effects of New Jersey's Abbott preschool program on children's achievement, grade retention, and special education through tenth grade. *Early Childhood Research Quarterly*, 56, 248-259.

<sup>5</sup> Weiland, C., McCormick, M., Duer, J., Friedman-Krauss, A. H., Pralica, M., Xia, S., Nores, M., & Mattera, S. (2022). Mixed-delivery public prekindergarten: Differences in demographics, quality, and children's gains in community-based versus public preschool across five large-scale systems. (EdWorkingPaper: 22-651). Annenberg Institute at Brown University: <https://doi.org/10.26300/pncz-2233>; Weiland, C., McCormick, M., & Friedman-Krauss, A. H. Equity in mixed-delivery prekindergarten systems required new investments and new thinking. Brookings Brown Center Chalkboard. December 6, 2022.

<sup>6</sup> Atteberry, A., Bassok, D., & Wong, V. (2019). The effects of full-day prekindergarten: Experimental evidence of impacts on children's school readiness. *Educational Evaluation and Policy Analysis*, 41, 537-562; Reynolds, A. J., Richardson, B. A., Hayakawa, M., Lease, E. M., Warner-Richter, M., Englund, M. M., Ou, S. R., & Sullivan, M. (2014). Associations of a full-day vs part-day preschool intervention with school readiness, attendance, and parent involvement. *Journal of the American Medical Association*, 312, 2126-2134.

<sup>7</sup> U.S. Bureau of Economic Analysis, Real gross domestic product per capita [A939RX0Q048SBEA], retrieved from FRED, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/A939RX0Q048SBEA>, March 22, 2024. National Center for Education Statistics (2023). *Digest of Education Statistics*. Table 236.55. Total and current expenditures per pupil in public elementary and secondary schools: Selected school years, 1919-20 through 2020-21

<sup>8</sup> Bartik, Timothy J., and Brad Hershbein. 2018. "Pre-K Effectiveness at a Large Scale." *Employment Research* 25(2): 5-7. [https://doi.org/10.17848/1075-8445.25\(2\)-2](https://doi.org/10.17848/1075-8445.25(2)-2)

<sup>9</sup> OECD (2017). *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*, OECD Publishing, Paris.

<sup>10</sup> Rickus et al. (2019).

**TABLE 2: STATE PRESCHOOL ACCESS BY STATE**

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2022-2023)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2022-2023)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	88%	79%	84%	6,821	5,929	12,750
2	Florida	67%	0%	34%	154,024	0	154,024
3	Oklahoma	67%	6%	37%	33,881	2,910	36,791
4	West Virginia	67%	7%	37%	12,069	1,178	13,247
5	Iowa*	67%	6%	37%	25,702	2,149	27,851
6	Vermont	64%	71%	67%	3,707	4,011	7,718
7	Wisconsin	63%	0.1%	32%	41,029	42	41,071
8	New York	56%	15%	36%	122,624	32,888	155,512
9	Georgia	56%	0%	28%	73,462	0	73,462
10	Texas	52%	11%	31%	202,520	40,455	242,975
11	Maine	47%	0%	23%	5,940	0	5,940
12	Kansas	45%	22%	34%	16,331	7,631	23,962
13	New Mexico	45%	11%	28%	10,446	2,444	12,890
14	South Carolina	44%	0.3%	23%	26,038	191	26,229
15	Alabama	39%	0%	20%	23,388	0	23,388
16	California*	38%	9%	23%	166,452	38,281	204,733
17	Maryland	37%	7%	22%	26,637	4,924	31,561
18	Michigan*	34%	0%	17%	38,140	0	38,140
19	Illinois	34%	23%	29%	48,500	32,504	81,004
20	Nebraska	34%	16%	25%	8,623	4,023	12,646
21	New Jersey *	33%	22%	28%	35,376	23,011	58,387
22	Arkansas	32%	18%	25%	11,941	6,392	18,333
23	Louisiana *	32%	0.3%	16%	18,302	155	18,457
24	Massachusetts*	28%	16%	22%	19,903	10,731	30,634
25	Kentucky	27%	7%	18%	14,849	3,941	18,790
26	Pennsylvania *	25%	12%	19%	34,141	16,958	51,098
27	Colorado	24%	8%	16%	15,339	4,945	20,284
28	Rhode Island	22%	0%	11%	2,364	0	2,364
29	North Carolina	21%	0%	11%	25,684	0	25,684
30	Virginia	21%	3%	12%	21,388	2,763	24,151
31	Tennessee	20%	1%	11%	16,739	1,098	17,837
32	Connecticut *	19%	13%	16%	7,016	4,659	11,675
33	Washington*	16%	8%	12%	13,990	6,906	20,896
34	Oregon*	16%	12%	14%	6,678	4,857	11,535
35	Mississippi	15%	0%	8%	5,329	0	5,329
36	Ohio	11%	2%	7%	15,276	2,724	18,000
37	Minnesota*	11%	1%	6%	7,383	416	7,799
38	Alaska	9%	2%	6%	890	150	1,040
39	Missouri	7%	1%	4%	5,356	920	6,276
40	Nevada	7%	0%	3%	2,481	0	2,481
41	Delaware	6%	2%	4%	699	255	954
42	North Dakota	5%	0%	3%	537	0	537
43	Arizona	4%	3%	3%	3,102	2,187	5,289
44	Hawaii*	4%	1%	2%	578	126	704
45	Utah	3%	1%	2%	1,324	663	1,987
No program	Idaho	0%	0%	0%	0	0	0
No program	Indiana	0%	0%	0%	0	0	0
No program	Montana	0%	0%	0%	0	0	0
No program	New Hampshire	0%	0%	0%	0	0	0
No program	South Dakota	0%	0%	0%	0	0	0
No program	Wyoming	0%	0%	0%	0	0	0
	<b>50 states + DC</b>	<b>35%</b>	<b>7%</b>	<b>21%</b>	<b>1,332,999</b>	<b>273,416</b>	<b>1,606,415</b>
	Guam	2%	0%	1%	57	0	57

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

\* Nationwide, an additional 25,553 children of other ages were enrolled in state prekindergarten, for a total of 1,631,968 children.

**TABLE 3A: CHANGE IN PRESCHOOL ENROLLMENT OF 3-YEAR-OLDS OVER TIME**

STATE	2001-2002 TO 2022-2023		2019-2020 TO 2022-2023		2021-2022 TO 2022-2023	
	Number	% served	Number	% served	Number	% served
Alabama	0	0%	0	0%	0	0%
Alaska	150	2%	-131	-1%	57	1%
Arizona	2,187	3%	475	1%	467	1%
Arkansas	5,450	15%	-259	0%	-81	0%
California	27,357	7%	-17,957	-3%	6,889	2%
Colorado	4,215	7%	-1,453	-1%	-345	0%
Connecticut	3,124	9%	-766	-2%	1,070	3%
Delaware	255	2%	-8	0%	14	0%
District of Columbia	4,804	59%	-506	6%	368	10%
Florida	0	0%	0	0%	0	0%
Georgia	0	0%	0	0%	0	0%
Hawaii	126	1%	126	1%	57	0%
Idaho	0	0%	0	0%	0	0%
Illinois	18,406	15%	-1,808	1%	2,047	2%
Indiana	0	0%	0	0%	0	0%
Iowa	1,638	4%	710	2%	707	2%
Kansas	7,631	22%	6,235	18%	930	3%
Kentucky	-931	-2%	-2,217	-4%	549	1%
Louisiana	155	0%	155	0%	60	0%
Maine	0	0%	0	0%	0	0%
Maryland	3,516	5%	2,484	4%	1,097	2%
Massachusetts	1,299	4%	-1,291	-1%	1,908	3%
Michigan	0	0%	0	0%	0	0%
Minnesota*	-399	-1%	-120	0%	-5	0%
Mississippi	0	0%	0	0%	0	0%
Missouri	-1,626	-2%	-230	0%	187	0%
Montana	0	0%	0	0%	0	0%
Nebraska	3,899	16%	-297	0%	0	0%
Nevada	-111	0%	0	0%	0	0%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	10,226	11%	752	1%	1,429	2%
New Mexico	1,974	9%	874	4%	-44	0%
New York	27,053	13%	22,165	11%	-2,956	-1%
North Carolina	0	0%	0	0%	0	0%
North Dakota	0	0%	0	0%	0	0%
Ohio	-6,990	-4%	937	1%	439	0%
Oklahoma	2,910	6%	71	1%	13	0%
Oregon	3,748	9%	1,271	4%	800	2%
Pennsylvania*	16,958	12%	1,899	2%	2,655	2%
Rhode Island	0	0%	0	0%	0	0%
South Carolina	-159	0%	-66	0%	-44	0%
South Dakota	0	0%	0	0%	0	0%
Tennessee	256	0%	890	1%	61	0%
Texas	20,714	4%	3,358	2%	6,307	2%
Utah	663	1%	144	0%	-208	0%
Vermont	3,642	65%	539	12%	1,724	31%
Virginia	2,763	3%	2,763	3%	563	1%
Washington	5,757	7%	1,572	2%	1,178	2%
West Virginia	-590	-2%	-54	0%	64	1%
Wisconsin	-646	-1%	-360	-1%	11	0%
Wyoming	0	0%	0	0%	0	0%
<b>United States</b>	<b>169,423</b>	<b>5%</b>	<b>19,896</b>	<b>1%</b>	<b>27,968</b>	<b>1%</b>
Guam	0	0%	0	0%	0	0%

\* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in the table are estimates.

**TABLE 3B: CHANGE IN PRESCHOOL ENROLLMENT OF 4-YEAR-OLDS OVER TIME**

STATE	2001-2002 TO 2022-2023		2019-2020 TO 2022-2023		2021-2022 TO 2022-2023	
	Number	% served	Number	% served	Number	% served
Alabama	22,632	38%	2,949	5%	1,449	3%
Alaska	890	9%	-233	-1%	393	4%
Arizona	-1,175	-2%	215	1%	581	1%
Arkansas	9,717	26%	-843	-1%	886	3%
California	121,918	29%	-15,939	1%	19,101	6%
Colorado	7,019	11%	-1,199	0%	162	1%
Connecticut	2,599	9%	-970	-2%	218	0%
Delaware	-144	-2%	117	1%	122	1%
District of Columbia	3,810	44%	-535	4%	105	5%
Florida	154,024	67%	-12,702	-4%	930	1%
Georgia	9,849	3%	-6,866	-3%	285	1%
Hawaii	-671	-4%	-100	0%	98	1%
Idaho	0	0%	0	0%	0	0%
Illinois	9,598	12%	-2,180	1%	2,887	3%
Indiana	0	0%	0	0%	0	0%
Iowa	24,146	63%	-1,033	1%	373	3%
Kansas	14,101	39%	4,958	16%	453	3%
Kentucky	2,032	4%	-1,880	-3%	1,196	3%
Louisiana	10,783	20%	-2,153	-1%	402	2%
Maine	4,500	37%	54	2%	625	6%
Maryland	8,263	12%	-4,032	-4%	1,478	3%
Massachusetts	10,471	17%	-1,711	-1%	2,276	4%
Michigan	11,663	15%	772	2%	2,245	3%
Minnesota*	6,113	9%	-203	0%	-240	0%
Mississippi	5,329	15%	2,265	7%	2,522	7%
Missouri	1,670	2%	-285	0%	925	1%
Montana	0	0%	0	0%	0	0%
Nebraska	8,267	32%	-665	0%	-149	1%
Nevada	2,160	6%	-589	-1%	96	0%
New Hampshire	0	0%	0	0%	0	0%
New Jersey	11,495	13%	2,222	2%	3,665	4%
New Mexico	10,076	43%	-51	4%	398	3%
New York	59,125	32%	13,208	8%	6,480	5%
North Carolina	24,444	20%	-5,375	-4%	2,005	2%
North Dakota	537	5%	-698	-6%	166	2%
Ohio	1,391	2%	-807	0%	829	1%
Oklahoma	8,002	11%	-3,336	-3%	150	2%
Oregon	4,089	10%	904	3%	726	2%
Pennsylvania*	31,591	23%	2,095	2%	5,851	5%
Rhode Island	2,364	22%	944	9%	0	1%
South Carolina	10,388	15%	-2,645	-3%	1,070	2%
South Dakota	0	0%	0	0%	0	0%
Tennessee	14,981	18%	-1,518	-2%	1,142	1%
Texas	74,937	12%	-8,749	1%	14,244	5%
Utah	1,324	3%	-379	-1%	-618	-1%
Vermont	3,087	55%	-915	-13%	-159	0%
Virginia	15,510	15%	2,229	3%	1,312	2%
Washington	9,205	10%	5,324	7%	1,669	3%
West Virginia	6,984	43%	-1,322	-1%	362	4%
Wisconsin	27,525	44%	-5,422	-4%	-189	2%
Wyoming	0	0%	0	0%	0	0%
<b>United States</b>	<b>766,619</b>	<b>20%</b>	<b>-47,079</b>	<b>1%</b>	<b>78,522</b>	<b>3%</b>
Guam	57	2%	-14	0%	0	0%

\* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in the table are estimates.

**TABLE 4: 2022-2023 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START**

STATE	PRE-K + PRE-K SPECIAL EDUCATION				PRE-K + PRE-K SPECIAL EDUCATION + HEAD START <sup>††</sup>			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama <sup>†</sup>	675	1%	23,954	40%	5,853	10%	26,557	44%
Alaska* <sup>†</sup>	365	4%	1,310	14%	1,478	16%	2,440	26%
Arizona	4,826	6%	7,607	9%	9,769	12%	14,184	17%
Arkansas	7,837	22%	16,789	45%	10,666	29%	19,317	52%
California	46,543	11%	167,629	38%	77,703	18%	192,549	44%
Colorado	7,495	12%	19,522	31%	10,976	18%	23,485	37%
Connecticut <sup>†</sup>	6,693	18%	9,536	26%	8,769	25%	11,573	31%
Delaware	1,038	10%	1,923	17%	1,661	15%	2,442	22%
District of Columbia <sup>†</sup>	5,929	79%	6,821	88%	5,954	79%	6,897	89%
Florida*	6,308	3%	154,024	67%	21,581	10%	170,188	74%
Georgia <sup>†</sup>	2,379	2%	76,121	58%	12,444	10%	78,940	60%
Hawaii	656	4%	1,596	10%	1,668	10%	2,720	16%
Idaho	574	3%	1,162	5%	1,635	7%	2,669	11%
Illinois <sup>†</sup>	32,504	23%	54,827	38%	40,815	29%	62,427	44%
Indiana	3,372	4%	6,884	8%	7,761	9%	12,755	15%
Iowa <sup>†</sup>	2,349	7%	26,856	70%	4,651	13%	28,596	74%
Kansas	7,631	22%	17,322	48%	9,834	28%	19,859	55%
Kentucky <sup>†</sup>	3,941	7%	16,078	30%	9,697	18%	21,150	39%
Louisiana*	155	0.3%	21,830	38%	9,165	16.3%	27,542	48%
Maine <sup>†</sup>	354	3%	6,118	48%	1,082	9%	6,457	51%
Maryland* <sup>†</sup>	7,602	11%	28,704	40%	11,148	16%	30,706	43%
Massachusetts <sup>†</sup>	10,731	16%	20,012	29%	15,255	22%	23,797	34%
Michigan <sup>†</sup>	2,434	2%	38,140	34%	12,556	12%	42,743	38%
Minnesota**	3,216	5%	14,964	22%	7,849	12%	19,088	28%
Mississippi <sup>†</sup>	141	0.4%	6,792	19%	6,475	18%	13,942	39%
Missouri	3,672	5%	11,763	16%	8,788	12%	16,248	22%
Montana	43	0.4%	269	2%	1,355	11%	1,721	14%
Nebraska <sup>†</sup>	4,023	16%	8,674	34%	4,852	19%	9,502	37%
Nevada <sup>†</sup>	1,490	4%	4,596	13%	2,640	7%	5,294	15%
New Hampshire	863	7%	1,056	8%	1,257	10%	1,562	12%
New Jersey	29,131	28%	43,244	40%	33,991	33%	48,624	45%
New Mexico	3,311	15%	10,675	46%	6,268	28%	13,100	56%
New York <sup>†</sup>	42,957	20%	127,185	59%	54,307	25%	136,135	63%
North Carolina <sup>†</sup>	2,529	2%	30,650	25%	8,718	7%	35,639	30%
North Dakota <sup>†</sup>	370	4%	1,361	13%	1,104	11%	2,301	23%
Ohio	7,648	6%	25,824	19%	19,446	15%	38,675	28%
Oklahoma	2,910	6%	34,488	68%	9,296	19%	38,321	76%
Oregon	5,527	14%	8,824	21%	8,703	22%	12,245	29%
Pennsylvania* <sup>†</sup>	21,613	16%	47,046	34%	31,332	23%	58,996	43%
Rhode Island <sup>†</sup>	497	5%	3,190	29%	1,281	12%	3,591	33%
South Carolina	1,853	3%	27,214	46%	6,615	11.3%	29,885	51%
South Dakota	303	3%	897	7%	1,795	15%	2,670	22%
Tennessee <sup>†</sup>	2,561	3%	18,779	23%	9,410	12%	24,202	29%
Texas	40,455	11%	202,520	52%	70,502	18%	226,237	58%
Utah* <sup>†</sup>	2,727	6%	5,154	11%	4,892	10%	7,579	16%
Vermont	4,011	71%	3,926	67%	4,301	76%	4,361	75%
Virginia <sup>†</sup>	5,632	6%	26,237	26%	10,469	11%	31,044	31%
Washington	8,825	10%	17,602	20%	13,368	15%	22,420	26%
West Virginia <sup>†</sup>	1,178	7%	12,069	67%	3,241	18%	12,678	70%
Wisconsin	1,511	2%	41,665	64%	8,076	12%	45,860	71%
Wyoming	710	11%	1,193	18%	1,325	21%	1,822	28%
<b>United States</b>	<b>362,102</b>	<b>10%</b>	<b>1,462,624</b>	<b>38%</b>	<b>633,781</b>	<b>17%</b>	<b>1,693,734</b>	<b>44%</b>
Guam	13	0.4%	71	2.5%	186	6%	432	14%

\* These states serve special education children in their state pre-K programs but were not able to provide the number of children for at least one of their programs. Estimates were used based on the average percent of special education students in state pre-K across all programs and enrollment numbers for each program or on percentages of children with IEPs reported in the previous year.

\*\* Minnesota serves special education children in its state-funded Head Start pre-K programs but was not able to provide the number of children. Estimates are based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

<sup>†</sup> At least one program in these states was able to report the number of children enrolled in state pre-K and Head Start. This information was used to estimate an unduplicated count of Head Start enrollment.

<sup>††</sup> Totals can overestimate public enrollment in state pre-K, pre-K special education, and Head Start as some or all Head Start children may be served in a state's pre-K program and many states could not report this information.

For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.



**TABLE 5: 2022-2023 STATE PRESCHOOL QUALITY STANDARDS**

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	Quality standards checklist sum 2022-2023
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓		✓								2
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California CSPP	✓	✓		✓				✓	✓	✓	6
California TK	✓	✓	✓								3
Colorado	✓			✓			✓	✓			4
Connecticut CDCC	✓	✓		✓			✓	✓			5
Connecticut SR	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓	✓	✓	✓	✓		✓*	9*
District of Columbia	✓	✓							✓	✓	4
Florida	✓	✓					✓			✓	4
Georgia	✓	✓	✓*	✓	✓	✓			✓	✓	8*
Hawaii EOEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Hawaii HPCSC	✓	✓	✓*	✓	✓	✓	✓	✓	✓	✓	10*
Illinois	✓	✓	✓	✓			✓	✓	✓	✓	8
Iowa Shared Visions	✓	✓		✓	✓		✓	✓	✓		7
Iowa SWVPP	✓	✓	✓		✓		✓	✓	✓		8
Kansas	✓	✓	✓				✓	✓	✓		6
Kentucky	✓	✓	✓	✓			✓	✓	✓	✓*	8*
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓		✓			✓	✓	✓	✓	7
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓			✓	✓	✓	✓	8
Massachusetts CPPI	✓	✓				✓	✓	✓		✓	6
Massachusetts Chapter 70	✓	✓	✓	✓					✓	✓	6
Michigan	✓	✓	✓*		✓	✓	✓	✓	✓	✓	10*
Minnesota HdSt	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Minnesota VPK/SRP	✓	✓					✓	✓	✓		5
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri	✓		✓*	✓				✓			4*
Nebraska	✓	✓	✓	✓			✓	✓		✓	7
Nevada	✓	✓		✓			✓	✓	✓	✓	7
New Jersey	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
New Mexico	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓*	✓			✓	✓	✓		7*
North Carolina	✓	✓	✓*	✓	✓		✓	✓	✓	✓	9*
North Dakota	✓	✓					✓	✓	✓		5
Ohio	✓	✓		✓				✓	✓	✓	5
Oklahoma	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Oregon Pre-K	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Oregon Preschool Promise	✓	✓		✓			✓	✓		✓	6
Pennsylvania RTL	✓	✓		✓			✓	✓			5
Pennsylvania HSSAP	✓	✓		✓	✓	✓	✓	✓	✓		8
Pennsylvania K4 & SBPK	✓	✓							✓		3
Pennsylvania Pre-K Counts	✓	✓	✓*	✓			✓	✓	✓	✓	8*
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓	✓		✓		✓	✓	✓		✓	7
Tennessee	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Texas	✓		✓	✓					✓		4
Utah		✓		✓			✓	✓		✓	5
Vermont	✓	✓		✓			✓	✓	✓	✓	7
Virginia VPI	✓	✓		✓			✓	✓		✓	6
Virginia Mixed Delivery	✓	✓						✓		✓	4
Washington ECEAP	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Washington TK	✓	✓	✓			✓			✓	✓	6
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin		✓	✓								2
<b>TOTAL</b>	<b>58</b>	<b>56</b>	<b>31</b>	<b>47</b>	<b>19</b>	<b>19</b>	<b>46</b>	<b>48</b>	<b>41</b>	<b>42</b>	
Guam	✓	✓		✓			✓	✓	✓		6

\* Indicates that while the policy meets the benchmark, it is not being fully implemented.  
 Note: A red checkmark indicates that the benchmark is newly met due to a policy change.

**TABLE 6: STATE PRE-K RESOURCES 2022-2023**

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in total state per child spending from 2021-2022 to 2022-2023 Adjusted dollars	Total state preschool spending in 2022-2023	Change in total state spending from 2021-2022 to 2022-2023 Adjusted dollars
District of Columbia	1	\$22,207	\$394	\$284,007,157	\$15,143,727
New Jersey	2	\$16,302	-\$1,547	\$951,831,781	\$600,409
Oregon	3	\$16,132	\$1,739	\$189,067,971	\$45,008,829
California	4	\$15,307	\$2,258	\$3,200,335,096	\$830,595,002
Washington	5	\$11,940	\$117	\$251,365,473	\$36,959,492
Michigan	6	\$11,854	-\$872	\$452,120,000	-\$4,696,417
Connecticut	7	\$10,895	-\$1,734	\$140,223,426	\$760,740
Hawaii	8	\$10,676	-\$2,758	\$7,516,239	\$140,914
Nevada	9	\$9,467	-\$39	\$23,488,749	\$815,128
Delaware	10	\$9,229	\$1,207	\$8,804,300	\$2,242,819
Pennsylvania	11	\$8,433	\$124	\$446,622,741	\$71,337,963
Arkansas	12	\$8,281	\$596	\$159,389,941	\$12,635,372
Vermont***	13	\$8,244	\$437	\$68,702,087	\$9,832,410
New Mexico	14	\$8,008	-\$816	\$105,924,736	-\$4,974,315
Alabama	15	\$7,429	\$10	\$173,745,222	\$10,988,447
Rhode Island	16	\$7,121	-\$284	\$16,834,943	-\$670,471
West Virginia	17	\$7,053	\$63	\$96,845,695	\$4,097,211
Maryland	18	\$7,032	-\$623	\$224,382,022	-\$44,138
Minnesota	19	\$6,735	\$60	\$52,523,670	-\$1,168,499
North Carolina	20	\$6,672	-\$1,178	\$171,360,040	-\$14,517,388
New York	21	\$6,101	-\$104	\$948,772,591	\$5,745,842
Louisiana	22	\$5,915	\$540	\$109,179,482	\$12,451,353
Virginia	23	\$5,810	\$186	\$140,416,191	\$15,133,853
Kentucky	24	\$5,765	-\$1,495	\$112,553,895	-\$15,298,045
Georgia	25	\$5,646	\$4	\$414,786,468	\$1,902,930
Arizona	26	\$5,413	\$956	\$32,229,445	\$10,792,365
Illinois	27	\$5,405	-\$355	\$438,746,040	-\$365,078
Maine	28	\$5,133	\$806	\$32,015,855	\$7,820,830
Tennessee	29	\$4,823	-\$538	\$86,029,013	-\$3,144,078
Alaska	30	\$4,810	-\$902	\$5,002,332	\$1,546,414
Oklahoma	31	\$4,798	-\$226	\$187,024,576	-\$10,092,999
North Dakota	32	\$4,776	-\$1,969	\$2,574,427	\$72,059
Missouri	33	\$4,333	-\$978	\$27,625,495	-\$207,515
Texas**	34	\$4,235	\$54	\$940,818,031	\$11,039,712
Kansas	35	\$4,183	-\$247	\$101,706,563	\$1,674,295
Ohio	36	\$4,000	-\$268	\$72,000,000	\$585,889
South Carolina	37	\$3,900	-\$202	\$102,551,686	-\$1,127,393
Wisconsin	38	\$3,831	-\$57	\$171,994,862	-\$5,838,754
Iowa*	39	\$3,705	\$27	\$96,338,321	-\$3,246,970
Colorado	40	\$3,599	-\$20	\$76,799,772	\$2,734,837
Mississippi	41	\$3,281	-\$75	\$17,485,429	\$8,064,628
Florida	42	\$3,142	\$669	\$489,183,355	\$110,490,459
Utah	43	\$3,098	\$743	\$6,154,997	-\$467,663
Nebraska	44	\$2,335	-\$133	\$30,819,968	-\$2,154,827
Massachusetts	45	\$1,939	-\$224	\$64,121,030	\$2,347,793
Idaho	No Program	\$0	\$0	\$0	\$0
Indiana	No Program	\$0	\$0	\$0	\$0
Montana	No Program	\$0	\$0	\$0	\$0
New Hampshire	No Program	\$0	\$0	\$0	\$0
South Dakota	No Program	\$0	\$0	\$0	\$0
Wyoming	No Program	\$0	\$0	\$0	\$0
<b>50 states + DC</b>		<b>\$7,277</b>	<b>\$333</b>	<b>\$11,732,021,112</b>	<b>\$1,165,547,172</b>
Guam		\$8,170	\$2,790	\$465,712	\$159,021

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

\* 2,190 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

\*\* Texas includes 21,466 Non-ADA eligible children in their enrollment total. These children are removed from state funding per child calculations.

\*\*\* Vermont could not separate state, local, and federal spending. These were estimated based on K-12 spending percentages.

**TABLE 7: ALL-REPORTED PRE-K RESOURCES 2022-2023**

STATE	Resource rank based on all-reported spending	All-reported \$ per child enrolled in preschool	State reported non-state funds	State \$ per child enrolled in preschool	Local \$ per child enrolled in preschool	Federal \$ per child enrolled in preschool	Total all-reported preschool spending
District of Columbia	1	\$22,207	No	\$22,207	\$0	\$0	\$284,007,157
New Jersey	2	\$16,302	No	\$16,302	\$0	\$0	\$951,831,781
Oregon	3	\$16,132	No	\$16,132	\$0	\$0	\$189,067,971
California	4	\$15,554	Yes	\$15,307	\$8	\$240	\$3,252,111,614
Arkansas	5	\$13,117	Yes	\$8,281	\$3,654	\$1,183	\$252,484,399
Washington	6	\$13,096	Yes	\$11,940	\$669	\$487	\$275,702,300
Michigan	7	\$11,854	No	\$11,854	\$0	\$0	\$452,120,000
Maryland	8	\$11,772	Yes	\$7,032	\$4,739	\$0	\$375,598,353
Nebraska	9	\$11,634	Yes	\$2,335	\$3,874	\$5,424	\$153,528,275
Kentucky	10	\$11,420	Yes	\$5,765	\$3,020	\$2,635	\$222,960,145
Oklahoma	11	\$11,046	Yes	\$4,798	\$4,417	\$1,832	\$430,608,914
Connecticut	12	\$10,895	No	\$10,895	\$0	\$0	\$140,223,426
Alabama	13	\$10,881	Yes	\$7,429	\$3,452	\$0	\$254,485,066
Hawaii	14	\$10,676	No	\$10,676	\$0	\$0	\$7,516,239
West Virginia	15	\$10,446	Yes	\$7,053	\$18	\$3,375	\$143,436,939
Nevada	16	\$9,897	Yes	\$9,467	\$0	\$430	\$24,555,099
Vermont***	17	\$9,639	Yes	\$8,244	\$194	\$1,201	\$80,334,987
Rhode Island	18	\$9,497	Yes	\$7,121	\$0	\$2,376	\$22,451,838
Virginia	19	\$9,480	Yes	\$5,810	\$2,805	\$865	\$229,122,922
Delaware	20	\$9,229	Yes	\$6,446	\$2,783	\$0	\$8,804,300
Maine	21	\$9,063	Yes	\$5,133	\$3,930	\$0	\$56,525,607
Mississippi	22	\$8,573	Yes	\$3,281	\$4,433	\$858	\$45,684,214
North Carolina	23	\$8,504	Yes	\$6,672	\$1,745	\$86	\$218,405,951
Pennsylvania	24	\$8,433	No	\$8,433	\$0	\$0	\$446,622,741
New Mexico	25	\$8,008	No	\$8,008	\$0	\$0	\$105,924,736
Illinois	26	\$7,858	Yes	\$5,405	\$2,454	\$0	\$637,936,036
Wisconsin	27	\$6,953	Yes	\$3,831	\$3,122	\$0	\$312,193,748
Minnesota	28	\$6,735	No	\$6,735	\$0	\$0	\$52,523,670
Colorado	29	\$6,458	Yes	\$3,599	\$2,859	\$0	\$137,806,875
Tennessee	30	\$6,211	Yes	\$4,823	\$1,388	\$0	\$110,793,070
New York	31	\$6,101	No	\$6,101	\$0	\$0	\$948,772,591
Louisiana	32	\$5,915	No	\$5,915	\$0	\$0	\$109,179,482
Georgia	33	\$5,646	No	\$5,646	\$0	\$0	\$414,786,468
Arizona	34	\$5,413	No	\$5,413	\$0	\$0	\$32,229,445
Alaska	35	\$4,839	Yes	\$4,810	\$0	\$29	\$5,032,332
Utah	36	\$4,817	Yes	\$3,098	\$0	\$1,719	\$9,570,681
North Dakota	37	\$4,776	No	\$4,776	\$0	\$0	\$2,574,427
Missouri	38	\$4,333	No	\$4,333	\$0	\$0	\$27,625,495
Texas**	39	\$4,235	No	\$4,235	\$0	\$0	\$940,818,031
Kansas	40	\$4,183	No	\$4,183	\$0	\$0	\$101,706,563
South Carolina	41	\$4,147	Yes	\$3,900	\$0	\$247	\$109,033,553
Massachusetts	42	\$4,038	Yes	\$1,939	\$1,707	\$391	\$133,503,054
Ohio	43	\$4,000	No	\$4,000	\$0	\$0	\$72,000,000
Iowa*	44	\$3,831	Yes	\$3,705	\$126	\$0	\$99,618,341
Florida	45	\$3,142	No	\$3,142	\$0	\$0	\$489,183,355
Idaho	No program	\$0	NA	\$0	\$0	\$0	\$0
Indiana	No program	\$0	NA	\$0	\$0	\$0	\$0
Montana	No program	\$0	NA	\$0	\$0	\$0	\$0
New Hampshire	No program	\$0	NA	\$0	\$0	\$0	\$0
South Dakota	No program	\$0	NA	\$0	\$0	\$0	\$0
Wyoming	No program	\$0	NA	\$0	\$0	\$0	\$0
<b>50 states + DC</b>		<b>\$8,294</b>	<b>Yes</b>	<b>\$7,275</b>	<b>\$766</b>	<b>\$240</b>	<b>\$13,371,002,191</b>
Guam		\$8,170	No	\$8,170	\$0	\$0	\$465,712

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

\* 2,190 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

\*\* Texas includes 21,466 Non-ADA eligible children in their enrollment total. These children are removed from state funding per child calculations.

\*\*\* Vermont could not separate state, local, and federal spending. These were estimated based on K-12 spending percentages.

## WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State of Preschool Yearbook* series focuses on state-funded preschool education programs meeting the following criteria:

- The program is funded, controlled, and directed by the state.
- The program serves children of preschool age, usually three and/or four years old. Although programs in some states serve broader age ranges, programs that serve only infants and toddlers are excluded. The program must reach at least one percent of the 3- or 4-year-old population in the state to be included.
- Early childhood education is the primary focus of the program. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- The program offers a group learning experience to children at least two days per week.
- State-funded preschool education programs must be distinct from the state's system for subsidized child care. However, preschool programs may be *coordinated* and *integrated* with the subsidy system for child care.
- The program is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.
- State supplements to the federal Head Start program are considered to constitute de facto state preschool programs if they substantially expand the number of children served and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements, or to fund expanded enrollment only minimally, are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations of the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level, and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as Child Care and Development Fund (CCDF) dollars, Temporary Assistance for Needy Families (TANF) funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of child care funds are spent this way.

### AGE GROUPINGS USED IN THIS REPORT

- Children considered to be three years old during the 2022-2023 school year are those who will be eligible to enter kindergarten two years later, during the 2024-2025 school year.
- Children considered to be four years old during the 2022-2023 school year were eligible to enter kindergarten one year later, during the 2023-2024 school year.
- Children considered to be five years old during the 2022-2023 school year were already eligible for kindergarten at the beginning of the 2022-2023 school year.

# Roadmap to the State Profile Pages



## How to interpret data on the individual state profiles

For each state with a preschool education program, we include one page with a description of the state's program, followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of line graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in state-funded preschool in the state. The second set shows the state's spending per child enrolled in state-funded preschool. Both sets of line graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2023 (which corresponds to the 2022-2023 school year). Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2023 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state. For the 2020-2021 school year, in response to the impact of COVID-19 on preschool enrollment, there is a dark orange dot on the spending per child line graph which shows the state pre-K

spending per the estimated full enrollment equivalent. This is an estimate of what spending per child would have been if the program was fully enrolled. This was not done again in 2021-2022 or 2022-2023.

Following the line graphs is a brief narrative providing information on the main features of the state's program(s). This includes an overview of preschool enrollment, spending and quality; any new developments; details such as the program's history, the types of settings in which state-funded preschool can be offered, and eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as expected changes for the 2023-2024 school year. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from Education Week.

For the 44 states with preschool programs and the District of Columbia, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings – 4-Year-Olds)
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings – 3-Year-Olds)
- State expenditures per child enrolled in the program (Resources Rankings – State Spending)
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings – All Reported Spending).

Federal COVID-19 relief funding used for preschool is also included in the State expenditure per child calculation again this year.

The All Reported Spending ranking often provides a more complete picture of preschool spending in states using local and federal funding sources than the State Spending ranking alone. Because states vary in their ability to report spending from these other sources, however, this ranking is imperfect and sometimes underestimates total spending.

The bottom of the first page of each state profile (including Guam) also presents a box indicating the total number of quality standards benchmarks met.

California, Connecticut, Hawaii, Iowa, Louisiana, Massachusetts, Minnesota, Oregon, Pennsylvania, Virginia, and Washington each have more than one distinct preschool education initiative. Therefore, information is presented slightly differently for these states and is explained on their individual profiles.

State profile pages are also given for the six states that did not fund preschool education programs in the 2022-2023 school year. For these states, the table of quality standards is omitted. These profiles do report enrollment data for special education and federally funded Head Start, however. In addition, data on per-child spending for K-12 education and federal Head Start are included. Profile pages are also included for U.S. territories that do not offer “state-funded” preschool (American Samoa, Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided, as is information about Head Start and special education.

The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2022-2023 school year except where otherwise noted.

## ACCESS

The Access data table begins with the total state preschool enrollment, which is the number of children of all ages enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties or parishes) providing state-funded preschool programs. This information shows the extent of the initiative’s geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the minimum hours of operation (hours per day and days per week) and operating schedule (academic or full calendar year) are shown as additional measures of access because working parents may find it difficult to get their children to and from programs that operate only a few hours a day or week. The amount of time children participate in a preschool program also matters for other reasons, such as influencing the program’s effects on children’s development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs: preschool special education and Head Start. New in 2022-2023, the special education enrollment total includes only children in school- or center-based settings and also includes 5-year-olds not yet in kindergarten. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal Head Start programs where applicable. The final item in the table reports how many children ages three and four years old are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state’s 3- and 4-year-olds enrolled in the state-funded preschool program(s), special education, Head Start, and Other Public ECE programs. The remaining children are categorized as enrolled in “Other/None.” These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. “Other public” was new for 2021-2022 and includes children enrolled in locally, city, or district-funded preschool programs (outside of state-funded preschool). Only ten states were able to report this information. We calculated an unduplicated count for special education enrollment in order to more accurately represent the percentage of children served in the state. The special education percentage in the pie chart represents children who are in school- or center-based special education but not enrolled in Head Start or state preschool programs. We also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

## QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program’s requirements regarding each policy. The third column lists the benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether the state preschool program’s requirements met the benchmark. A box at the bottom of the fourth column displays the total number of benchmarks met by the state program. New, starting in the 2021-2022 report, an “\*” indicates that in practice a program did not meet a benchmark even though a policy was in place. For example, a program that required a BA for lead teachers but allowed waivers resulting in a substantial portion of lead teachers not having at least a BA received an “\*” next to the check mark and the total number of benchmarks met.

The Quality Standards Checklist represents a set of minimum criteria, established by state policy, needed to ensure the effectiveness of preschool education programs, especially when serving children who are at-risk for school failure. Although the checklist is not intended to be an exhaustive inventory of all the features of a high quality program, each of these research-based standards is essential for setting the groundwork for high quality experiences for children. Meeting all 10 standards does not necessarily guarantee that a program is of high quality, but no state’s prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required in state policy.

Judgment inevitably plays a role in setting specific benchmarks based on evidence, as research rarely is completely definitive. We have given more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of unnecessarily raising costs by setting benchmarks too high, because research has found the benefits of high quality programs to be substantially greater than the costs. In other words, there is more to lose when programs are weak or ineffective. Nevertheless, the original benchmarks were still conceived as minimum standards. The current benchmarks raise the bar somewhat.

Based on advances in research during more than a decade and a half since establishing the original quality standards benchmarks, we have created the current set, which debuted in the 2016 *Yearbook*. These shifted the focus somewhat from policies regarding classroom structure toward policies that shape classroom processes associated with positive child developmental outcomes.<sup>1</sup> Specifically, the current benchmarks introduced one new quality standards benchmark and made substantial changes or enhancements to three others. Below, we explain each benchmark, along with the evidence and reasoning behind it.

We also describe the criteria used to assess whether state policies meet each benchmark:

**Benchmark 1. Early Learning and Development Standards (ELDS).** A state’s ELDS specify a program’s goals. Clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality.<sup>2</sup> States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel<sup>3</sup> — children’s physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Neglecting any of these developmental domains could weaken both short- and long-term effectiveness.<sup>4</sup>

To meet the benchmark, ELDS should be comprehensive and specific to preschool-aged children and vertically aligned with state standards for younger and older children so that children’s experiences at each stage build on what has gone before.<sup>5</sup> ELDS also should be aligned with any required child assessments, and sensitive to children’s diverse cultural and language backgrounds.<sup>6</sup> Finally, the state must provide some support for those charged with implementing the ELDS so they understand them, such as professional development and additional resources.

**Benchmark 2. Curriculum supports.** A strong curriculum that is well-implemented increases support for learning and development broadly, and includes specificity regarding key domains of language, literacy, mathematics, and social-emotional development.<sup>7</sup> To meet the benchmark for curriculum support, states must provide guidance or an approval process for selecting curricula, and support for curriculum implementation, such as training or ongoing technical assistance to facilitate adequate implementation of the curriculum.

**Benchmark 3. Teacher degree.** To meet the benchmark, state policy must require lead teachers in every classroom to have at least a bachelor’s degree. This follows recommendations from multiple studies by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academy of Science recommending that preschool teachers have a BA with specialized knowledge and training in early childhood education.<sup>8</sup> Their conclusions are supported by an analysis of what teachers are expected to know and do in order to be highly effective. Also, a comprehensive review finds that teachers with higher educational levels generally provide higher quality educational environments for young children.<sup>9</sup>

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.<sup>10</sup> When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.<sup>11</sup> We found no examples of programs that have produced large persistent gains in achievement without well-qualified teachers.



It also follows that teacher qualifications should not be expected to have an effect in isolation. Compensation must be adequate to attract and retain strong teachers, regardless of qualifications requirements.<sup>12</sup> We have not made this part of the benchmark due to the difficulty of ascertaining exactly what “adequate compensation” is for each state—but that does not lessen its importance.

**Benchmark 4. Teacher specialized training.** Institute of Medicine/National Research Council reports have also emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.<sup>13</sup> To meet the benchmark, policy must require specialized training in early childhood education and/or child development. We recognize that early childhood teacher preparation programs are variable. States may wish to consider supports to improve programs offered by their state institutions of higher education and alignment with the state ELDS.<sup>14</sup>

**Benchmark 5. Assistant teacher degree.** All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) credential was developed as the entry-level qualification for the field.<sup>15</sup> Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation based on coursework.

**Benchmark 6. Staff professional development.** To meet this benchmark both teachers and assistant teachers must be required to have at least 15 hours of annual in-service training. In addition, some professional development must be provided through coaching or similar ongoing classroom-embedded support. Lead and assistant teachers are also required to have annual written individualized professional development plans. Research indicates regular professional learning, including coaching, supports teaching practices related to high quality experiences for children.<sup>16</sup> Individualized professional development focused on helping teachers improve in their own classrooms has been found more effective than traditional workshops and general professional development.<sup>17</sup> Good teachers actively engage in learning and regular professional development, and there is some evidence for a 15-hour threshold.<sup>18</sup>

**Benchmarks 7 and 8. Maximum class size (20) and staff-child ratio (1:10).** These two benchmarks are addressed together as they are highly linked in policy and practice. To meet benchmark 7, class size should be limited to at most 20 children. To meet benchmark 8, classes should be permitted to have no more than 10 children per classroom teaching staff member. Small class size and corresponding teacher-child ratios characterize the most effective programs, even though many studies find weak or no association between these features and effectiveness.<sup>19</sup> Yet, it seems clear that smaller classes and fewer children per teacher enable teachers to interact with each child more frequently, to work with smaller groups, and offer each child more individualized attention, which results in better outcomes. The smaller the class, the easier it is for a teacher to develop a good understanding of each child’s interests, needs, and capabilities.

What may be the best designed large-scale randomized trial of class size for young children to date found substantive and lasting impacts on achievement and educational success for smaller class sizes in kindergarten.<sup>20</sup> Subsequent efforts to reproduce these results through policy changes elsewhere have been far less successful. Again, we note that key policies regarding program features are not independent of other policies, context, and implementation.

A staff-child ratio of 1:10 is lower than in programs found to have the largest persistent effects, but it is generally accepted by professional opinion. A recent meta-analysis suggests an even lower threshold, below 1 to 7.5 (class size of 15), would be better, and that finding is consistent with experimental evidence for kindergarten.<sup>21</sup> On the other hand, at least one program has produced large short-term gains with a maximum class size of 22 and 1:11 staff to child ratio, just outside the benchmarks.<sup>22</sup>

**Benchmark 9. Screenings and referrals.** To meet the benchmark, policies should require that preschool programs ensure children receive vision and hearing screenings and at least one additional health screening; as well as referrals when needed.<sup>23</sup> This benchmark recognizes that children’s overall well-being and educational success involve not only cognitive development but also physical and mental health.<sup>24</sup> This quality standards benchmark no longer assesses provision of support services. Nearly all state-funded pre-K programs have some requirement for parent engagement and support, and we could not set an evidence-based benchmark that differentiated among them based on effectiveness.

**Benchmark 10.** This benchmark focuses on state requirements regarding a Continuous Quality Improvement System (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected, and (2) local programs and the state both use information from the CQIS to help improve policy or practice. The use of a cycle of planning, observation, and feedback has characterized highly effective programs.<sup>25</sup>

The original Quality Standards Checklist required that programs should provide at least one meal per day. While nutritious meals are important, this requirement has been removed from the Checklist because whether a program met the requirement was largely determined by whether the program operated for a half day or full school day.





## RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available.

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K–12 per-child spending. Head Start per-child spending for the 2022-2023 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start, which made per-child amounts seem artificially higher (although this has been corrected for the past several years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds or federal COVID-19 relief funds that a state directs toward its preschool initiative. While TANF and COVID-19 relief funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Therefore, TANF and COVID-19 relief funds are including in the "State" funding amount. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

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- 25 Barnett, W. S., Frede, E. C. (2017). Long-term effects of a system of high-quality universal preschool education in the United States. In Blossfeld, H.-P., Kulic, N., Skopek, J., Triventi, M. (Eds.), *Childcare, early education and social inequality: An international perspective* (pp. 152-172). Cheltenham, UK: Edward Elgar. Bowman et al. (2001). Derrick-Mills, T., Sandstrom, H., Pettijohn, S., Fyffe, S., & Koulis, J. (2014). *Data use for continuous quality improvement: What the Head Start field can learn from other disciplines, a literature review and conceptual framework (OPRE Report 2014-77)*. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families. U.S. Department of Health and Human Services. Egert et al. (2018). Institute of Medicine and National Research Council (2015). Minervino (2014). Weiland (2016).

# Guide to State Profiles

## ACCESS

Total state pre-K enrollment.....	Number of children of all ages in state pre-K program
School districts that offer state program .....	Percentage of school districts in state where program is offered
Income requirement .....	Maximum family income for program eligibility
Minimum hours of operation.....	Minimum hours per day and days per week program operates
Operating schedule.....	Annual schedule of operation (school/academic year or full calendar year)
Special education enrollment, ages 3 and 4 .....	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act in School- or Center-Based Settings
Federally funded Head Start enrollment, ages 3 and 4 .....	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment, ages 3 and 4.....	Number of slots for 3- and 4-year-olds in Head Start funded with state money

## QUALITY STANDARDS CHECKLIST

### POLICY

### STATE PRE-K REQUIREMENT

Early learning & development standards .....	Comprehensive, aligned with state infant & toddler and K–3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive
Curriculum supports .....	Approval process for selecting curricula and supports in place for curriculum implementation
Teacher degree.....	Lead teacher must have a BA, at minimum
Teacher specialized training .....	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree.....	Assistant teacher must have a CDA or equivalent, at minimum
Staff professional development.....	Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training, individualized annual professional development plans, and coaching
Maximum class size .....	Maximum number of children per classroom must be 20 or fewer
Staff-child ratio .....	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
Screening & referral.....	Screenings and referrals for vision, hearing, and health must be required
Continuous quality improvement system .....	Systematic structured observations of classroom quality and information collected is used for classroom/program improvement at the state and local levels

## RESOURCES

Total state pre-K spending .....	Total state funds spent on state pre-K program
Local match required? .....	Whether state requires local providers to match state monetary contributions to program
State Head Start spending .....	Total state funds spent to supplement Head Start program
State spending per child enrolled .....	Amount of state funds spent per child participating in pre-K program
All reported spending per child enrolled .....	Amount of all reported funds (local, state, and federal) spent per child participating in pre-K program

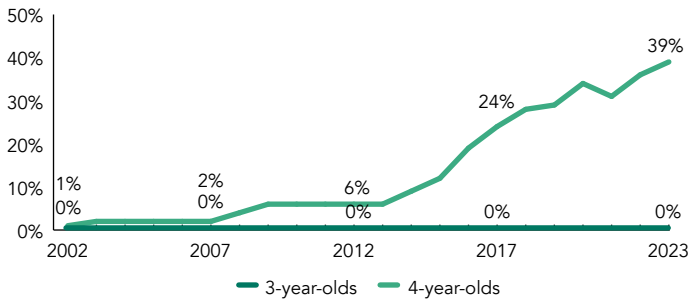
## GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	FEE	Full enrollment equivalent
ACF	Administration for Children and Families	FPL	Federal Poverty Level
AEPS	Assessment, Evaluation, and Programming System for Infants and Children	FRPL	Free or reduced-price lunch
ARP	American Rescue Plan	FTE	Full-time Equivalent
ASQ-3/ ASQ-SE	Ages & Stages Questionnaires, Third Edition/Ages & Stages Questionnaires - Social Emotional	FY	Fiscal Year
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	GED	General Equivalency Diploma
BA	Bachelor of Arts	GEERS	Governor's Emergency Education Relief Fund
BMI	Body Mass Index	HdSt	Head Start
BS	Bachelor of Science	HSD	High School Diploma
CACFP	Child and Adult Care Food Program	IDEA	Individuals with Disabilities Education Act
CARES	Coronavirus Aid, Relief, and Economic Security Act	IEP	Individualized Education Plan
CBO	Community-Based Organization	IFSP	Individualized Family Service Plan
CCDF	Child Care and Development Fund	IOM	Institute of Medicine
CD	Child Development	ITERS	Infant/Toddler Environment Rating Scale
CDA	Child Development Associate credential	K	Kindergarten
CLASS	Classroom Assessment Scoring System	KEA/KRA	Kindergarten Entry Assessment/Kindergarten Readiness Assessment
COR	HighScope Child Observation Record	KIDS	Kindergarten Individual Development Survey
CQIS	Continuous Quality Improvement System	LEA	Local Education Agency
CRRSA	Coronavirus Response and Relief Supplemental Appropriations Act	MA	Master of Arts
DIAL	Developmental Indicators for the Assessment of Learning	myIGDis	My Individual Growth and Development Indicators
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
DLL	Dual Language Learner	NA	Not Applicable
DOE	Department of Education	NAEYC	National Association for the Education of Young Children
DRA	Developmental Reading Assessment	NCLB	No Child Left Behind
DRDP	Desired Results Developmental Profile	PALS	Phonological Awareness Literacy Screening
DSC	Developing Skills Checklist	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
EC	Early Childhood	PEG	Preschool Expansion Grant
ECE	Early Childhood Education	PD	Professional Development
ECERS-3	Early Childhood Environment Rating Scale-Third Edition	PDG	Preschool Development Grant
ECERS-R	Early Childhood Environment Rating Scale-Revised	PDG B–5	Preschool Development Grant Birth through Five
ECSE/ ECE Sp Ed	Early Childhood Special Education	PIR	Program Information Report (Head Start)
Ed.D	Doctor of Education Degree	PPVT	Peabody Picture Vocabulary Test
Ed.S	Educational Specialist Degree	Pre-K	Prekindergarten
EE	Elementary Education	QRIS	Quality Rating and Improvement System
ELDS	Early Learning and Development Standards	RTT	Race to the Top
ELL	English Language Learner	RTT-ELC	Race to the Top - Early Learning Challenge
ELLCO	Early Language and Literacy Classroom Observation	SEA	State Education Agency
ELS	Early Learning Standards	SMI	State Median Income
ESSER	Elementary and Secondary School Emergency Relief Fund	SpEd	Special Education
EPSDT	Early Periodic Screening, Diagnosis, and Treatment	TANF	Temporary Assistance to Needy Families
ERS	Environmental Rating Scale	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood Project)
ESL	English as a Second Language	TS GOLD	Teaching Strategies GOLD
FCCERS	Family Child Care Environment Rating Scale	USDA	United States Department of Agriculture
		WSS	Work Sampling System

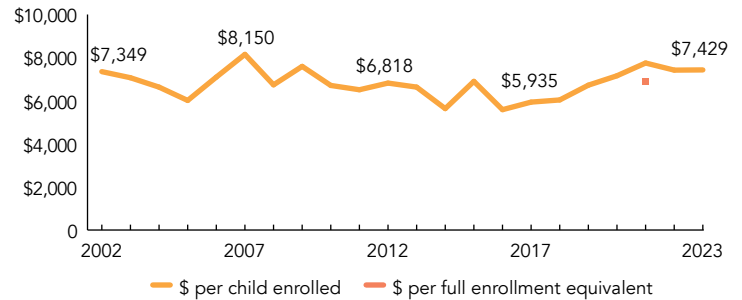
# State Profiles

# Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Alabama preschool enrolled 23,388 children, an increase of 1,449 from the prior year. State spending totaled \$173,745,222, up \$10,988,477 (7%), adjusted for inflation, since last year. State spending per child equaled \$7,429 in 2022-2023, up \$10 from 2021-2022, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2022-2023 school year, there was an increase in state funding of over \$21 million (almost \$11 million adjusted for inflation) to further expand the preschool program. Program capacity increased from 25,164 in 2021-2022 to 26,658 in 2022-2023. The Alabama Department of Early Childhood Education (ADECE) is expected to focus efforts on the state's Turnaround Schools as designated by the state's education report card. The Alabama Commission on Teaching and Learning as well as Governor Ivey, through a memorandum to the ADECE in 2023, are recommending increased attention and early childhood programming for the Turnaround Schools Initiative. Most of the growth in the next few years of the state's pre-K program is expected to be in support of this effort.

Additionally, in December 2022, Alabama was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$4 million. The state is using the funding to continue strengthening Alabama's integrated early childhood system. The funds are also being allocated to address early care and education workforce challenges and to support the inclusion of children with, or at risk of, disabilities in early care and education programming in the state.

## BACKGROUND

First Class Pre-K (FCPK) is a grant program administered by the Office of School Readiness within the ADECE, under the Governor's Office. The program funds full-day preschool education for 4-year-old children in every county in a variety of settings, including public schools, private centers, Head Start programs, community organizations, faith-based centers, colleges and universities, and military agencies. Using a multi-pronged approach, the ADECE Office of School Readiness has implemented evidence-based strategies and methods grounded in research to ensure that all children enrolled in FCPK have access to excellent, high-quality early learning classrooms in their communities.

Funding for FCPK is distributed from the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs: (1) Pre-K Excellence Grants (up to \$48,300) are awarded to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants (\$84,804 to \$97,908 per grant) to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom Grants (\$120,000 per grant) cover costs of materials, equipment, furnishings, and general operating expenses in new classrooms for one year. Grantees must provide at least a 25% match to the awards locally, which can include sliding-scale fee revenue.

All teachers in FCPK classrooms must center their instructional strategies, classroom environment and activities in accordance with the Alabama First Class Framework. All FCPK classrooms are supported by a coach and monitor to support continuous improvement. Alabama requires each classroom to have a lead teacher with a minimum of a BA/BS in an early childhood-related field. Assistant teachers, required for every classroom, must have a CDA or equivalent. To support the development of a qualified workforce, high school students are encouraged to complete a CDA and can use the FCPK classrooms housed in high schools to satisfy some of the required observation hours. In 2015, the ADECE introduced policies to support salary parity for all pre-K teachers.

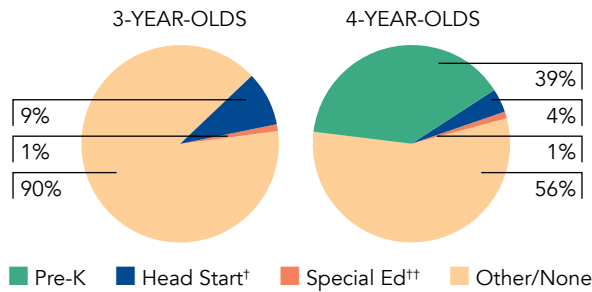
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
15	None Served	15	13	10

# ALABAMA FIRST CLASS PRE-K PROGRAM

## ACCESS

Total state pre-K enrollment .....	23,388
School districts that offer state program .....	100% (counties)
Income requirement .....	No income requirement
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,015
Federally funded Head Start enrollment, ages 3 and 4 .....	9,432
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 \*\* Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	AL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 9 ECE/CD credits	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (teachers); 20 hours/year (assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

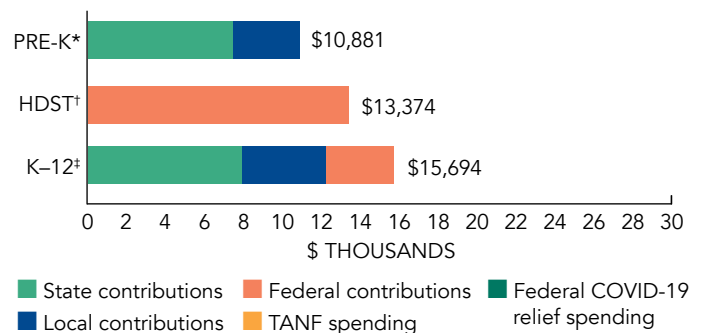
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## RESOURCES

Total state pre-K spending .....	\$173,745,222
Local match required? .....	Yes
State Head Start spending .....	\$5,775,801
State spending per child enrolled .....	\$7,429
All reported spending per child enrolled* .....	\$10,881

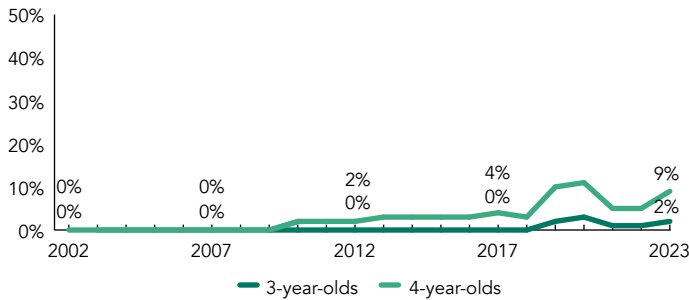
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

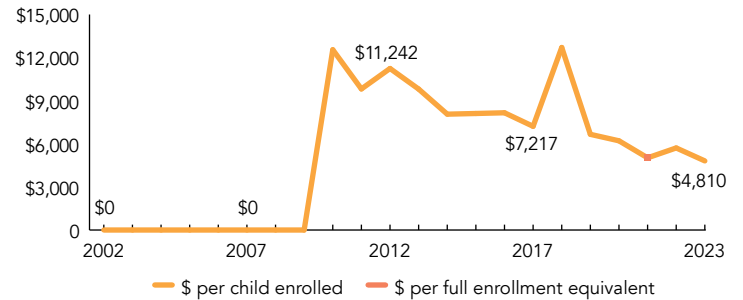


# Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Alaska preschool enrolled 1,040 children, an increase of 435 from the prior year. State spending totaled \$5,002,332, up \$1,546,414 (45%), adjusted for inflation, since last year. State spending per child equaled \$4,810 in 2022-2023, down \$902 from 2021-2022, adjusted for inflation. Alaska met 2 of 10 quality standards benchmarks.

## WHAT'S NEW

In May 2022, the Alaska State Legislature passed the Alaska Reads Act which will provide more consistent and stable funding of early childhood programs starting on July 1, 2023. The Alaska Reads Act includes a total of \$3 million in grant money that will be available to districts to develop preschool programs or to expand and improve upon existing programs. Programs can apply for a portion of the \$3 million, to be spent over the course of three years. Districts that receive this competitive grant must work towards meeting the Alaska Early Education Program Standards, which include components that meet Head Start Standards and other high-quality federal standards. Once a district has adopted the Standards and it is confirmed by the Alaska Department of Education and Early Development through an application-review-approve process, the district can claim their 4- and 5-year-old students as part of their Average Daily Membership (the state funding formula) at a rate of .5, starting the following fall.

Additionally, in December 2022, the Alaska Department of Health was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) 3-year renewal grant for \$8 million. Funds are being used to update the Statewide Early Childhood Needs Assessment and Statewide Early Childhood Strategic Plan.

## BACKGROUND

Since the 1980s, Alaska has supplemented federal funding for Head Start programs in an effort to enhance school readiness and professional development and expand opportunities for children and families. During the 2022-2023 program year, the state provided \$6.85 million to support Head Start and Early Head Start programs in Alaska. In 2009-2010, the state launched the Alaska PreKindergarten pilot program for school districts, now known as the Alaska Pre-Elementary program.

In 2015, the state changed the way competitive grants were offered to include two types of grantees. Districts new to the program may apply for a 3-year Pre-Elementary Development Grant geared toward strategic planning to begin implementing or supporting existing Pre-Elementary goals. Previously funded grantees could apply for three-year renewal grants to support the program while the districts worked towards sustainability of the program once the state grant funding ended. Development grants were geared toward strategic planning to begin implementing or support existing Pre-Elementary goals until they could be switched to renewal grants.

Starting in the 2020-2021 school year, the Department posted a request for applications for a three-year Pre-Elementary Grant. Any school district was eligible to apply for this competitive grant. Seventeen districts were awarded a Pre-Elementary Grant. The 2022-2023 school year was the third year of a three-year grant. The financial support is part of an effort to promote school readiness and positive outcomes for participating 3-to-5-year-old children. The funds also offer admission to additional children and families whenever possible.

Budget reductions have continued to be a challenge, as insecure funding has affected program implementation and quality. Funding for the Alaska Pre-Elementary program goes directly to school districts. Participating school districts may subcontract with Head Start programs or private early childhood programs and agencies.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
38	27	30	35	2

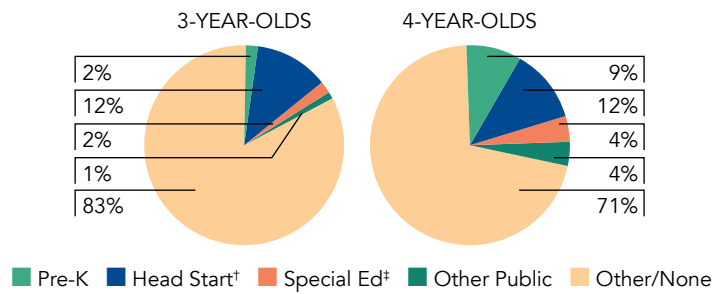


# ALASKA PRE-ELEMENTARY PROGRAMS

## ACCESS

Total state pre-K enrollment .....	1,040
School districts that offer state program .....	31%
Income requirement .....	No income requirement
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	1,022
Federally funded Head Start enrollment, ages 3 and 4 .....	2,202
State-funded Head Start enrollment, ages 3 and 4 .....	51

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	Alaska Teaching Certificate	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); PD plans (some teachers & assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	Determined locally	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	Determined locally	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	None	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations are required, but are determined locally; Data used for program improvement at the local level	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

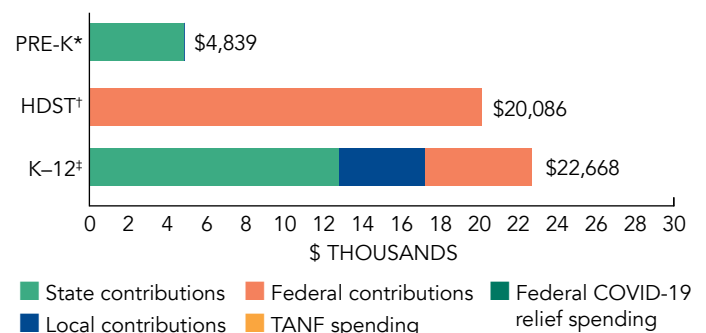
Total state pre-K spending .....	\$5,002,332
Local match required? .....	No
State Head Start spending .....	\$6,853,000
State spending per child enrolled .....	\$4,810
All reported spending per child enrolled* .....	\$4,839

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

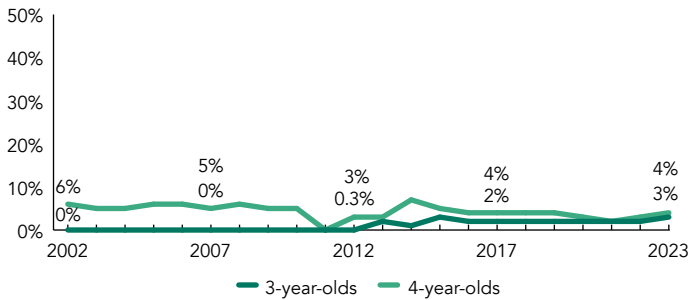
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

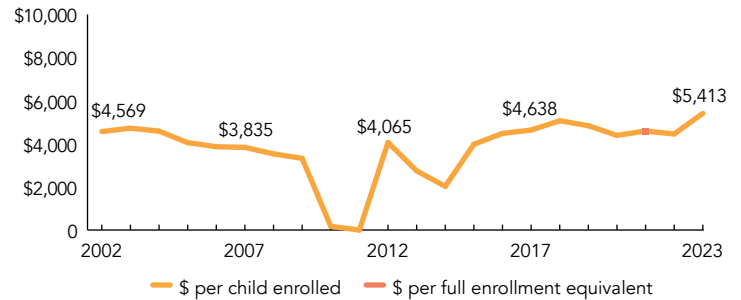


# Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Arizona preschool enrolled 5,954 children, an increase of 1,144 from the prior year. State spending totaled \$20,779,103 and an additional \$11,450,342 in federal recovery funds supported the program, up \$10,792,365 (50%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$5,413 in 2022-2023, up \$956 from 2021-2022, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

## WHAT'S NEW

During 2022-2023, program structured assessments (using CLASS and ERS-3) were re-started after almost 2 years of pause due to the impacts of COVID-19. Minimum classroom threshold scores for CLASS were added to the Quality First Rating Scale; ERS thresholds were already included. Federal COVID-19 relief funds were used to support Quality First (QF) Scholarships by increasing reimbursement rates to the cost of quality, increasing the eligibility threshold to 300% FPL, as well as increasing the number of scholarships available.

In December 2022, Arizona was awarded a three-year (\$42 million) federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant. Funds are being used to increase access to high quality early learning programs (birth to age five), build early childhood educator capacity, support family engagement, and increase inclusive settings for children with disabilities.

## BACKGROUND

Arizona began funding preschool programs in 1991 along with supplemental services for preschool, full-day kindergarten, and first through third grade education supported by the federal Early Childhood Block Grant (ECBG) from 1996 until 2010 when that funding ended.

In 2006, Arizona voters earmarked certain tobacco tax revenues for early childhood development and health programs and created the Early Childhood Development and Health Board, known as First Things First (FTF), to oversee those funds. FTF allocates funds to communities based on the birth to age 5 population and percentage of young children in poverty. Volunteer regional councils recommend early childhood strategies to fund, including QF Scholarships serving children birth to age 5 (before kindergarten) living at or below 200% FPL. Programs are eligible to receive QF Scholarships as long as they participate in QIRS and have met at least a three-star rating on the QIRS quality standards. QF Scholarship reimbursement rates vary by program type.

Dramatic decreases in tobacco tax revenues have resulted in a \$63.6 million drop as of FY23 (38.6% less than the baseline year of 2008). Despite ongoing decreases in tobacco revenue (10.3% in the past two years alone), FTF's commitment to QF Scholarships has grown, increasing from \$35 million in FY16 to \$46.2 million in FY23 in all settings (center-based and home based) and for all ages birth through 5 (before kindergarten). FTF collaborates with the state to meet federal match requirements and preserve about \$47 million per year in federal Child Care and Development Fund (CCDF) funds. In the 13 years this partnership has been in place, Arizona has been able to leverage \$511.7 million in federal subsidy dollars that otherwise would have been lost.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
43	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	34

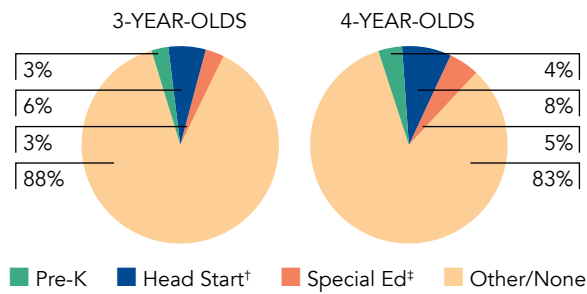
TOTAL BENCHMARKS MET
3

## QUALITY FIRST SCHOLARSHIPS

### ACCESS

Total state pre-K enrollment .....	5,954
School districts that offer state program .....	82% (Regional Partnership Councils)
Income requirement .....	200% FPL initially, raised to 300% FPL during school year
Minimum hours of operation .....	34 hours/month
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	8,443
Federally funded Head Start enrollment, ages 3 and 4 .....	11,520
State-funded Head Start enrollment, ages 3 and 4 .....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



<sup>†</sup> Some Head Start children may also be counted in state pre-K.  
<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	AZ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	HSD	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	None	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	18 hours/year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

### RESOURCES

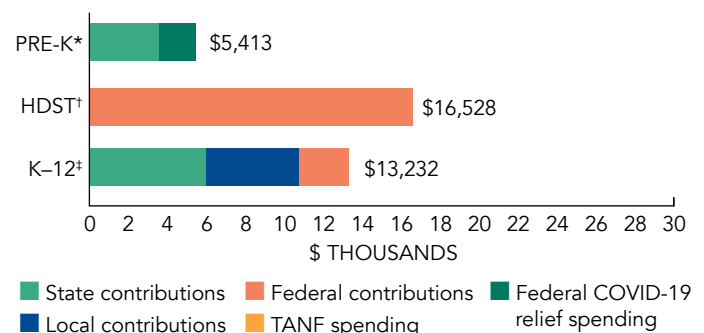
Total state pre-K spending .....	\$32,229,445
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,413
All reported spending per child enrolled* .....	\$5,413

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

<sup>†</sup> Head Start per-child spending includes funding only for 3- and 4-year-olds.

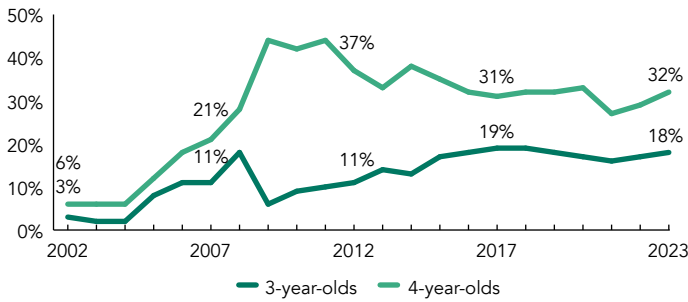
<sup>‡</sup> K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED

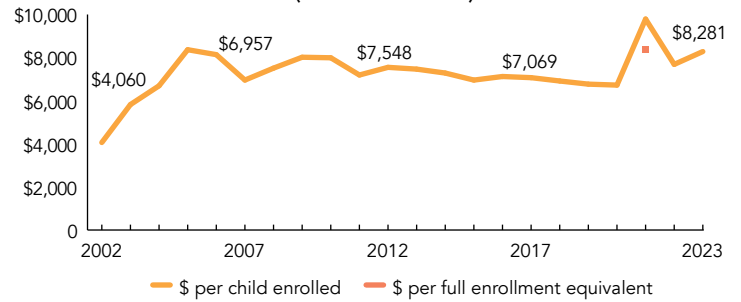


# Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Arkansas preschool enrolled 19,248 children, an increase of 151 from the prior year. State spending totaled \$106,500,000 and an additional \$7,500,000 in TANF funds and \$45,389,941 in federal recovery funds supported the program, up \$12,635,372 (9%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$8,281 in 2022-2023, up \$596 from 2021-2022, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

Arkansas is in the third year of the Pre-K R.I.S.E. Early Literacy Initiative that provides the LETRS for Early Childhood Educators professional learning to publicly funded preschool educators to deepen their knowledge of foundational literacy instruction. The sharpened focus on early literacy in Arkansas with the LEARNS Act 237 of 2023 supports expanding the focus on Early Childhood Education by providing high quality instructional materials, regional technical assistance, and coaching, as well as professional development that is evidence based and grounded in the science of reading. As a result of the new legislation, Arkansas created the Office of Early Childhood, which unifies the Arkansas early childhood system under the Arkansas Department of Education.

Also, in December 2022, Arkansas was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$12 million. The state is using the funding to provide additional support for enhancement of infant and toddler care, family engagement and trauma informed care for children ages three to five.

## BACKGROUND

The Arkansas Better Chance (ABC) program began in 1991 as part of a statewide education reform initiative, with funding (\$10 million) earmarked to serve children birth to 5 years old based on family income, developmental, and/or economic risk factors. In 2003, legislation known as Arkansas Better Chance for School Success (ABCSS) set priorities for funding, supporting 3- and 4-year-olds in households with incomes up to 200% of the federal poverty level. School districts with 75% or more of their students scoring below proficient in literacy and math on the State Assessment, and children in schools designated as "school improvement status" receive prioritized funding.

ABC/ABCSS components intended to ensure quality include: one teacher with at least a bachelor's degree per every three classrooms at a site and teachers with an associate degree in the other two classrooms; teacher assistants/paraprofessionals with a minimum of a CDA or equivalent; low teacher-to-child ratios (1:10); health and development screenings; parent involvement and community engagement; statewide child assessment (Work Sampling); an approved list of curriculum aligned with the 2016 Arkansas Child Development and Early Learning Standards; and classroom quality observations to inform technical assistance; and an evaluation of child outcomes through a longitudinal study.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	5

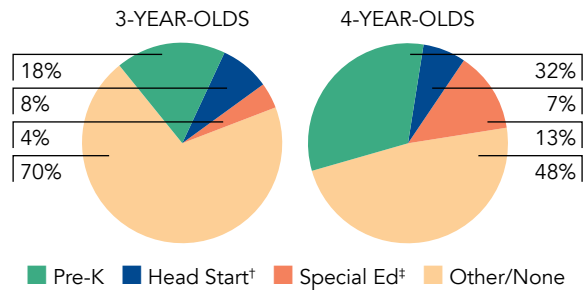
TOTAL BENCHMARKS MET
8

# ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

## ACCESS

Total state pre-K enrollment .....	19,248
School districts that offer state program .....	99% (counties)
Income requirement .....	200% FPL
Minimum hours of operation .....	7 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,467
Federally funded Head Start enrollment, ages 3 and 4 .....	5,357
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	AR PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	One BA per 3 classrooms; AA for other 2 classrooms	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year; PD plans; Coaching for novice teachers	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

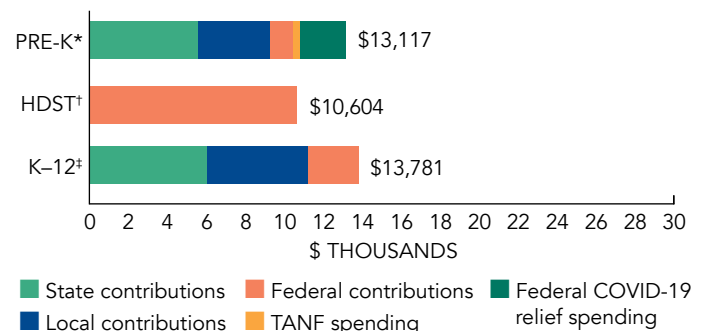
Total state pre-K spending .....	\$159,389,941
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$8,281
All reported spending per child enrolled* .....	\$13,117

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

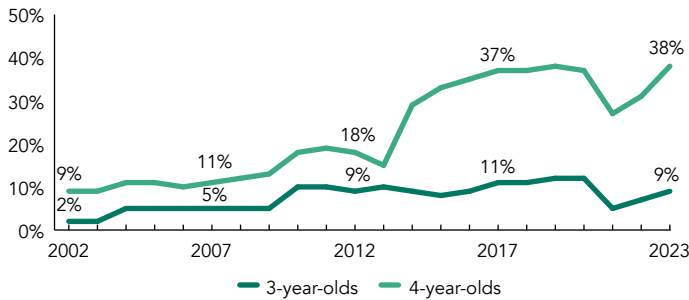
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

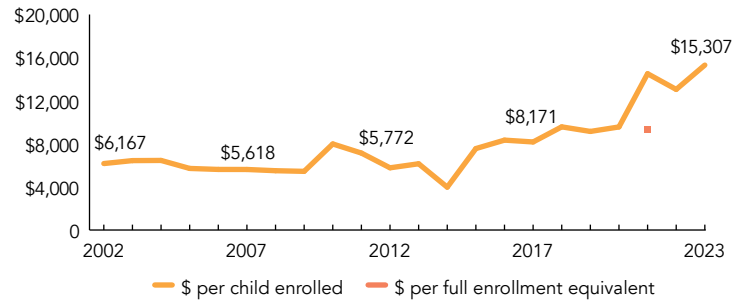


# California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, California's two preschool programs together enrolled 209,081 children, an increase of 27,467 from the prior year. State spending for the two programs totaled \$2,989,941,651, with an additional \$210,393,445 in federal recovery funds to support the program, up \$830,595,002 (35%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) averaged \$15,307 in 2022-2023, up \$2,258 from 2021-2022, adjusted for inflation. In 2022-2023, state spending per child was \$19,817 (including federal recovery funds) for the California State Preschool Program (CSPP) and \$11,165 for the Transitional Kindergarten (TK) program. The CSPP met 6 of 10 quality standards benchmarks and TK met 3 of 10.

## WHAT'S NEW

California State Preschool Programs (CSPP) received additional funding to cover family fee waivers through the 2022-2023 school year. California published its Master Plan for Early Learning and Care (MPELC) in December 2020. The MPELC seeks to promote school readiness by recommending the expansion of a mixed-delivery system, increased access for three-year-olds, and universal preschool for all four-year-olds.

In 2022-2023, California was in the first year of ramping up its full implementation of universal TK by funding \$614 million to expand eligibility for TK to all children turning five years old by February 2. An additional \$383 million supported reducing child to teacher ratios by adding a second adult to TK classrooms. In 2022-2023, the Universal Prekindergarten Planning and Implementation Grant Program allocated another \$300 million to local educational agencies (LEAs) to support planning and implementation costs to expand access to classroom-based prekindergarten programs at LEAs. This school year, school districts and charter schools must maintain an average TK class enrollment of no more than 24 children with a 1 to 12 child to teacher ratio in each classroom. Commencing with the 2025-2026 school year, TK classrooms must have an average ratio of 1 adult to 10 children. Beginning in 2022-2023, TK expanded by increasing the age-eligibility window until the program is fully universal by 2025-2026. The California Department of Education continued to update the California Preschool Learning Foundations to reflect the prekindergarten year and incorporate research on supporting dual language learnings and children with disabilities.

In December 2022, the California Health & Human Services Agency received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million to include expanded activities from existing partners of PDG B-5 renewal grant, supportive resources for the Early Childhood Integrated Data System project and a new PDG B-5 California Department of Social Services team member to focus on Workforce Development and support PDG B-5 activities.

## BACKGROUND

In 2008, the California State Preschool Program Act created the CSPP by consolidating several early childhood initiatives into one funding stream. CSPP provides part- and full-day preschool to 3- and 4-year-olds. In addition to meeting eligibility requirements for CSPP (now 100% SMI), families are prioritized for full-day services if they have established at least one of the following: employment/seeking employment, education or vocational training, homelessness, or parental incapacity. CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, Head Start programs, higher education institutions, counties, cities, and tribal organizations. A family is eligible for full-day CSPP for at least 24 months if age-eligibility requirements are met. A family is eligible for part-day CSPP services for the remainder of the current program year and the following program year, provided the child continues to meet age eligibility requirements. Teachers are required to have California Child Development Associate Teacher Permits and can receive grants for professional learning. CSPP classrooms receive structured quality observations using the ECERS-R at least once a year.

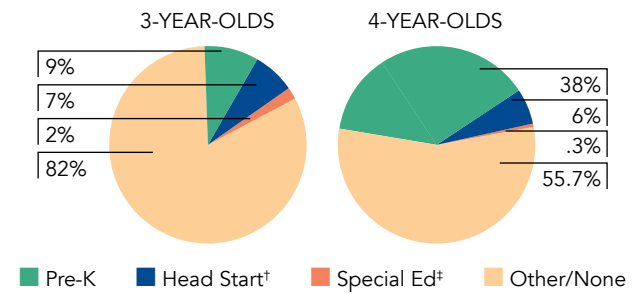
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# CALIFORNIA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	209,081
Special education enrollment, ages 3 and 4 .....	36,152
Federally funded Head Start enrollment, ages 3 and 4 .....	56,080
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

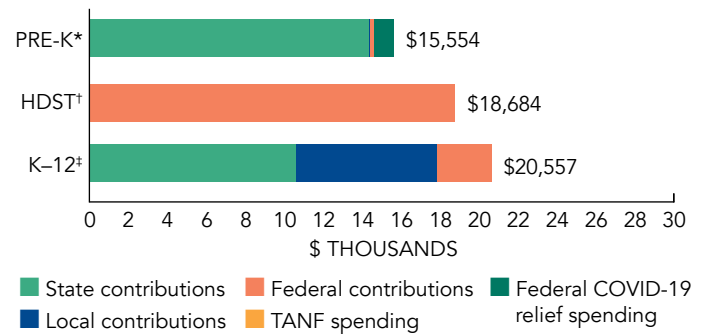


† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$3,200,335,096
State Head Start spending .....	\$0
State spending per child enrolled .....	\$15,307
All reported spending per child enrolled* .....	\$15,554

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	4

TOTAL BENCHMARKS MET
4.4

California TK began during the 2012-2013 school year when the kindergarten age eligibility shifted from December 2 to September 1. In June 2015 an amendment to state law allowed children turning 5 years old after December 2 to attend TK at the beginning of the school year, at the discretion of the local educational agency. In 2022-2023, TK was the first year of a two-year kindergarten program for children born between September 2 and February 2. TK follows kindergarten law for class size, teacher qualifications, funding, and serving English language learners. By the 2025-2026 school year, TK will be available to all 4-year-olds in the state.

Beginning in the 2018-2019 school year, CSPP- and TK-enrolled children can be served in the same classroom. Classrooms consisting of commingled CSPP and TK children are intended to support student transition, allow school districts and charter schools to braid funding streams, and support the overall quality of the programs by requiring that standards from both programs are met.

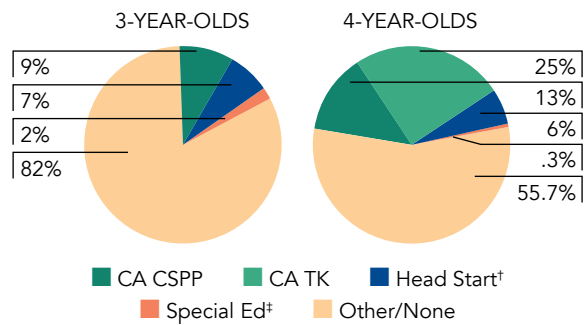
California's overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on CSPP and the fourth on TK.

# CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

## ACCESS

Total state pre-K enrollment .....	100,081
School districts that offer state program .....	97% (counties)
Income requirement .....	100% SMI
Minimum hours of operation .....	3 hours/day; 5 days/week
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	CA CSPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	California Child Development Associate Teacher Permit	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	105 hours/5 years; PD plans (Determined locally)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

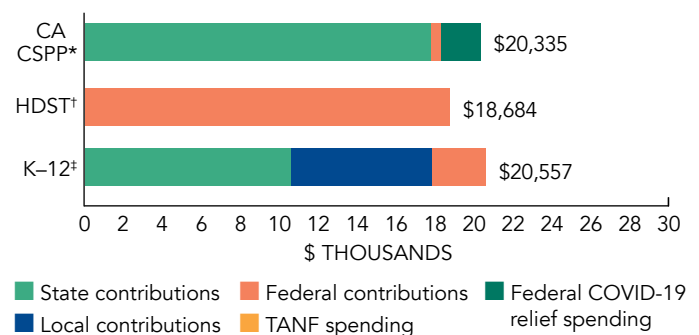
Total state pre-K spending .....	\$1,983,335,096
Local match required? .....	Yes
State spending per child enrolled .....	\$19,817
All reported spending per child enrolled* .....	\$20,335

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



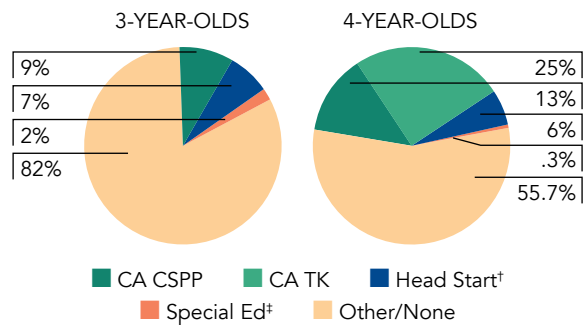


# CALIFORNIA TRANSITIONAL KINDERGARTEN (TK) PROGRAM

## ACCESS

Total state pre-K enrollment .....	109,000
School districts that offer state program .....	100% (counties)
Income requirement .....	No income requirement
Minimum hours of operation .....	3 hours/day; 5 days/week
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	CA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	Determined locally	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	24 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:12 (average, 4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations only in TK classes comingled with CSPP	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

## RESOURCES

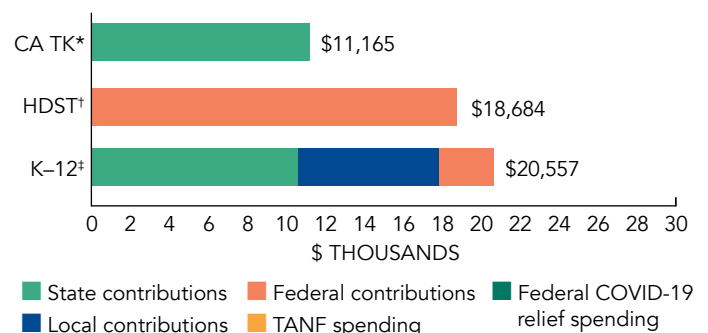
Total state pre-K spending .....	\$1,217,000,000
Local match required? .....	No
State spending per child enrolled .....	\$11,165
All reported spending per child enrolled* .....	\$11,165

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

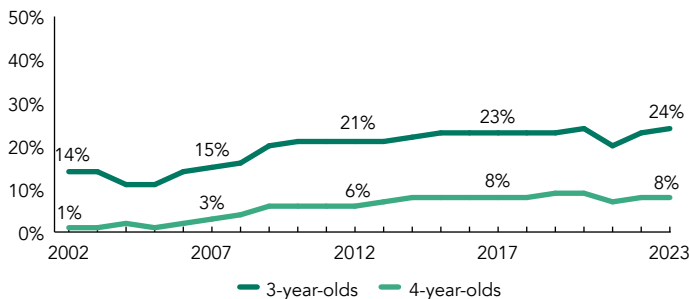
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

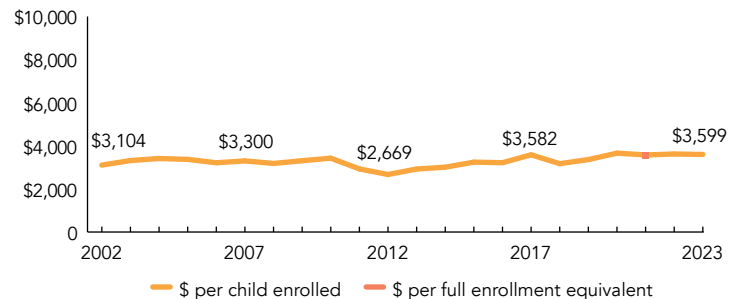


# Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Colorado preschool enrolled 21,340 children, an increase of 873 from the prior year. State spending totaled \$76,799,772, up \$2,734,837 (4%), adjusted for inflation, since last year. State spending per child equaled \$3,599 in 2022-2023, down \$20 from 2021-2022, adjusted for inflation. Colorado met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

The passage of Proposition EE in November 2020, and related laws (e.g., HB22-1295) passed in 2021 and 2022, established the Department of Early Childhood (CDEC). The new statewide universal preschool program launched July 1, 2023, at which time the Colorado Preschool Program sunsetted. The new program, which is not covered in this report this year, is administered by the CDEC using a mixed delivery model, and in collaboration with Local Coordinating Organizations rather than local school districts. The Colorado Department of Education will continue to administer federal and state funding for special education in accordance with IDEA and Exceptional Children's Educational Act (ECEA) for children ages three through five.

CDEC received a \$3,971,588 Preschool Development Grant Birth through Five (PDG B-5) in December 2022. Colorado Shines Brighter (PDG B-5) is based on the state's shared vision to ensure all children are ready for school when entering kindergarten by achieving three outcomes: Colorado families have access to quality formal early childhood care and education settings of their choosing which best meet the needs of their child and family, especially those who are vulnerable and infants and toddlers; informal early childhood care and education environments (parental, friend, family, and neighbor care) are enhanced to enrich and support children's physical, social, emotional, and cognitive development; and Colorado's B-5 early childhood state system is coordinated and aligned to enhance the resources available to families and to improve the quality of relationships among families, caregivers, and children.

## BACKGROUND

The Colorado Preschool Program (CPP) launched in 1988 for 4-year-olds who needed language development support, in hopes of lowering school dropout rates and reducing dependence on public assistance. In 1992, CPP became a permanent program and expanded eligibility to young children lacking overall school readiness due to family risk factors, as defined by statute (e.g., eligibility for FRPL, dual language learners, in foster care, family history of abuse or neglect, homelessness, parental substance abuse, or teen parent, as well as locally determined risk factors). Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds are required to meet a minimum of three risk factors. Three districts also serve a limited number of children under the age of three using a waiver that is no longer statutorily available. The data in this report only pertains to children aged three and up.

In the 2021-2022 school year, 98% of the state's 179 school districts offered CPP. Districts reapply annually to implement CPP. CPP funding is determined by the Colorado school finance formula, with preschoolers receiving half the amount for students in grades 1 through 12, and significant funds included in the financing formula from local school tax revenues. Funds are distributed directly to school districts, each receiving a base allocation from the Colorado Department of Education of half-day positions to serve eligible children. Schools may provide pre-K service by subcontracting with private childcare centers, Head Start, or other community-based or public agencies. CPP providers are encouraged to use additional funding sources, such as federal Head Start money, tuition, or local funds, to extend the program day, supplement services, or provide wraparound care.

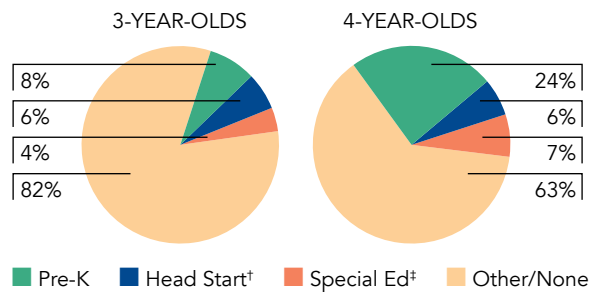
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
27	16	40	29	4

# COLORADO PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment .....	21,340
School districts that offer state program .....	98%
Income requirement .....	185% FPL
Minimum hours of operation .....	2.5 hours/day
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,094
Federally funded Head Start enrollment, ages 3 and 4 .....	7,443
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	CO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	Early Childhood Teacher Qualification	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	Early Childhood Teacher Qualification	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	16 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	None	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (above QRIS Level 2); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

## RESOURCES

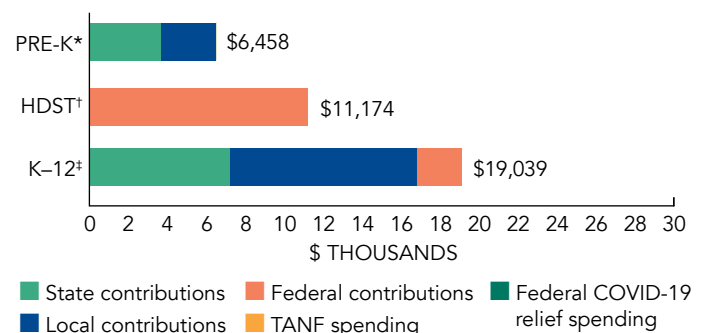
Total state pre-K spending .....	\$76,799,772
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,599
All reported spending per child enrolled* .....	\$6,458

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

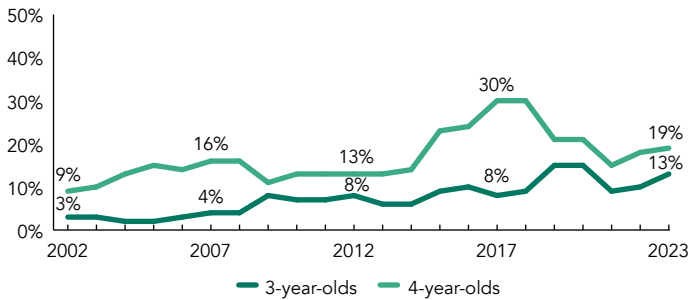
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

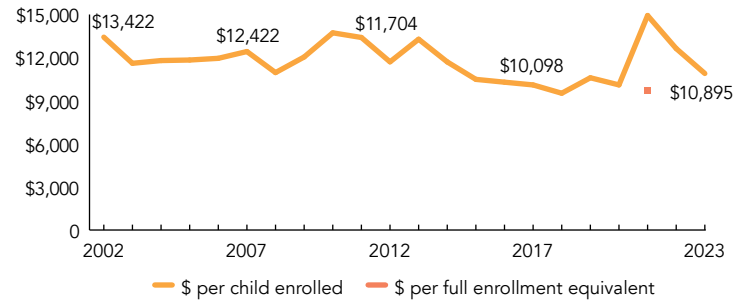


# Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Connecticut preschool enrolled 12,870 children, an increase of 1,827 from the prior year. State spending totaled \$130,866,797 and an additional \$9,356,630 in federal recovery funds supported the programs, up \$760,740 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$10,895 in 2022-2023, down \$1,734 from 2021-2022, adjusted for inflation. Connecticut met an average of 5.1 of 10 quality standards benchmarks.

## WHAT'S NEW

An Act Adjusting the State Budget for the Biennium Ending June 30, 2023, awarded funding to the Office of Early Childhood (OEC) to create 1,300 new Infant and Toddler spaces intended to provide low-income Connecticut families increased access to high-quality, affordable new full-day, full-year child care opportunities. These new infant and toddler spaces are being allocated in three phases with an intentionality toward supporting programs in high desert areas. Facility Funds were offered to facilities for renovation of space or classroom supplies. Spaces were awarded to family childcare homes for contract implementation in July 2023. The rate was increased for infant and toddler care to \$13,500. The state legislature allocated \$30 million in FY23 through FY24 in funding for an emergency stabilization grant program for School Readiness and Child Day Care.

In FY 25 the state funded preschool rate will increase by 17% to \$10,500. Governor Lamont initiated the Blue-Ribbon Panel on Child Care by Executive Order in 2023. The Panel's strategic plan will be actionable, and data driven, prioritize equitable access to early care and education, and support families, providers, and the state's economy. The goal is to develop an equitable, high-quality, and sustainable system that ensures that every child has a quality educational foundation that will prepare them to grow, learn, and succeed. Beginning with the 2024-2025 school year, children need to turn 5 years old on or before September 1 to be automatically eligible for kindergarten. This is a change from the current kindergarten cutoff date of January 1.

## BACKGROUND

Connecticut serves prekindergarten children in three state-funded programs: School Readiness Program (SR), Child Day Care Contracts (CDCC), and Smart Start, all supervised by the OEC. Non-Head Start SR, CDCC, and Smart Start programs have three years to become NAEYC accredited. Programs not NAEYC accredited or Head Start approved are required to have annual Early Childhood Environment Rating Scale (ECERS) ratings by state-approved raters to help prepare them for accreditation.

Connecticut has provided funding for CDCC for over 40 years through a purchase-of-service contracting system. The services provided through the CDCC are supported through state funds and must operate for at least 10 hours per day. Eligibility requirements target children with household incomes below 75% SMI for state funding CDCC programs, which must be licensed as a child care facility by the state, may operate under the contract held by an elementary or secondary school, nursery school, preschool, day care center, group child care home, family child care home, family resource center, Head Start program, or local or regional board of education.

School Readiness was founded in 1997 to expand access to early childhood programs for 3- and 4-year-olds. Financial support is available to 21 Priority School Readiness districts, as defined by legislation, and 46 Competitive School Readiness municipalities that have at least one school in which 40% or more of children are eligible for free or reduced-price lunch, or fall within the 50 lowest wealth-ranked towns in the state. Any family can apply for School Readiness spaces in designated Priority or Competitive municipalities; however, 60% of children enrolled in each municipality must meet the income guideline of at-or-below 75% of the SMI.

Smart Start was created during the 2014 legislative session to expand publicly funded preschool in public school settings. Funding is distributed to local or regional boards of education through a competitive grant process.

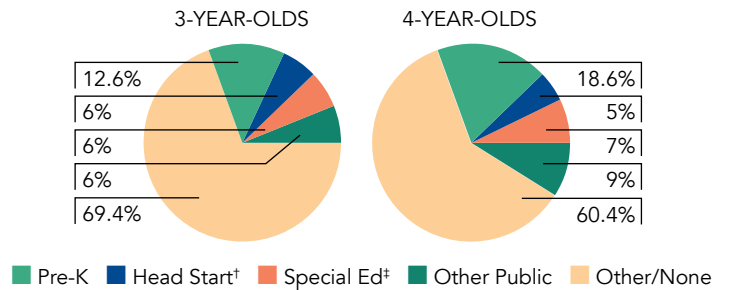
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start, is depicted in the first two pages of the state profile. The third page focuses solely on CDCC, the fourth on SR, and the fifth on Smart Start.

# CONNECTICUT STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	12,870
Special education enrollment, ages 3 and 4 .....	6,315
Federally funded Head Start enrollment, ages 3 and 4 .....	4,046
State-funded Head Start enrollment, ages 3 and 4.....	256

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

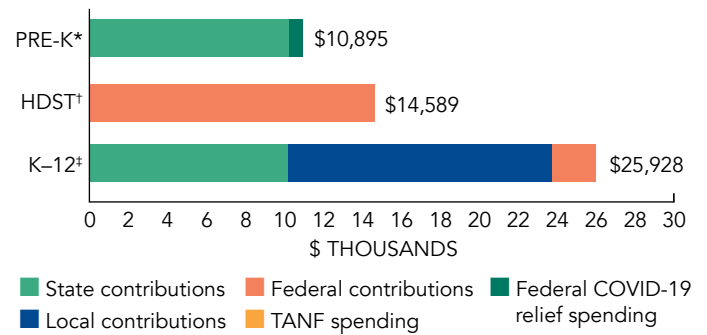


† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$140,223,426
State Head Start spending .....	\$5,083,238
State spending per child enrolled .....	\$10,895
All reported spending per child enrolled* .....	\$10,895

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	12

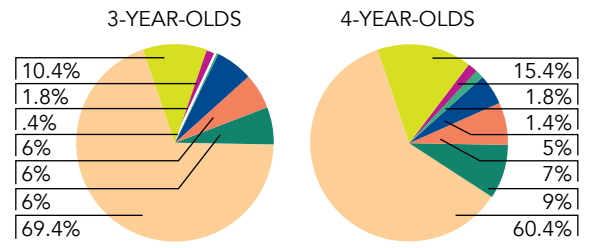
TOTAL BENCHMARKS MET
5.1

# CONNECTICUT CHILD DAY CARE CONTRACTS (CDCC)

## ACCESS

Total state pre-K enrollment ..... 1,597  
 School districts that offer state program ... 28% (towns/communities)  
 Income requirement ..... 75% SMI (60% families)  
 Minimum hours of operation ..... 10 hours/day; 5 days/week  
 Operating schedule ..... Full calendar year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ CT SR    ■ CT CDCC    ■ CT Smart Start  
■ Head Start<sup>†</sup>    ■ Special Ed<sup>‡</sup>    ■ Other Public    ■ Other/None  
<sup>†</sup> Estimates children in Head Start not also enrolled in state pre-K.  
<sup>‡</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	CT CDCC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	No minimum education degree	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD: 1% of total work hours; PD plans (some teachers & assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

## RESOURCES

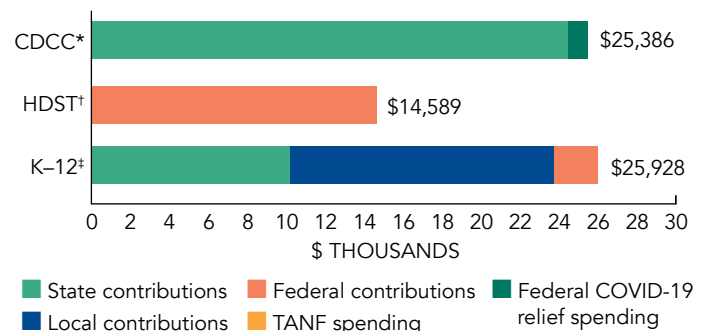
Total state pre-K spending ..... \$40,541,007  
 Local match required? ..... No  
 State spending per child enrolled ..... \$25,386  
 All reported spending per child enrolled\* ..... \$25,386

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

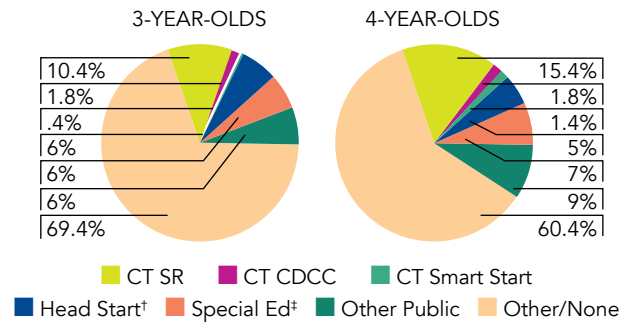


## CONNECTICUT SCHOOL READINESS (SR)

### ACCESS

Total state pre-K enrollment .....	10,605
School districts that offer state program ...	40% (towns/communities)
Income requirement .....	75% SMI (60% families)
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	Determined locally

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	CT SR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	AA in ECE (at least 50% of teachers); CDA + 12 ECE credits (other teachers)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	No minimum education degree	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD: 1% of total work hours; PD plans (some teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

### RESOURCES

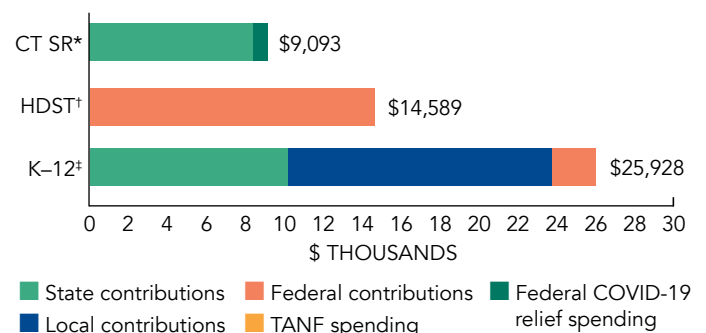
Total state pre-K spending .....	\$96,432,629
Local match required? .....	No
State spending per child enrolled .....	\$9,093
All reported spending per child enrolled* .....	\$9,093

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED

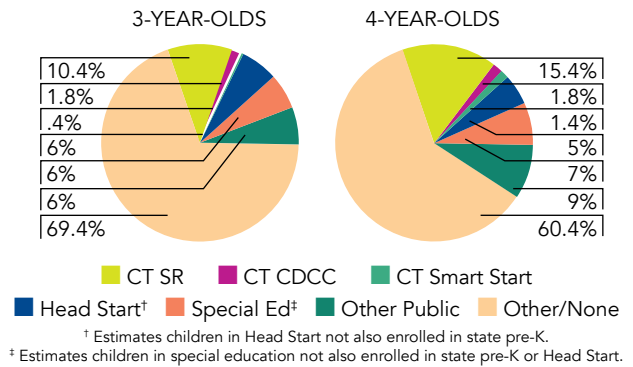


# CONNECTICUT SMART START

## ACCESS

Total state pre-K enrollment .....	668
School districts that offer state program ...	14% (towns/communities)
Income requirement .....	75% SMI (60% of families) or 185% FPL (50% of families)
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	CT SMART START REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD plans (teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 6

## RESOURCES

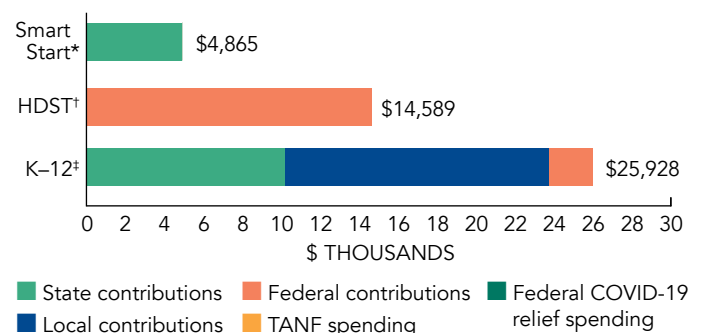
Total state pre-K spending .....	\$3,249,790
Local match required? .....	No
State spending per child enrolled .....	\$4,865
All reported spending per child enrolled* .....	\$4,865

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

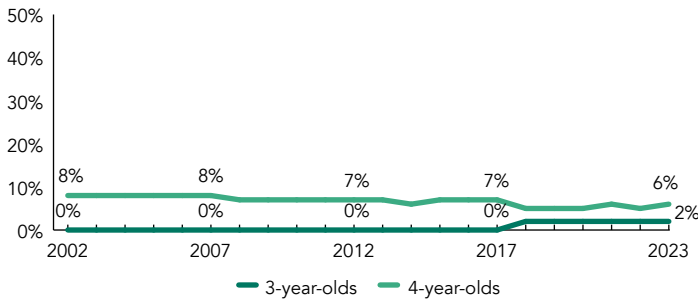
## SPENDING PER CHILD ENROLLED



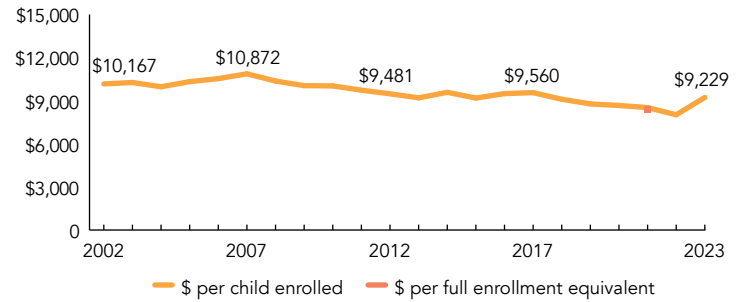


# Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Delaware preschool enrolled 954 children, an increase of 136 from the prior year. State spending totaled \$8,804,300, up \$2,242,819 (34%), adjusted for inflation, since last year. State spending per child equaled \$9,229 in 2022-2023, up \$1,207 from 2021-2022, adjusted for inflation. Delaware met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, the Delaware Department of Education was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$8 million. Funds are planned to be used for expanding state-funded preschool seats to include infant and toddlers, workforce supports for professionals, pilot changes to the Office for Child Care Licensing monitoring and the state's Quality Improvement System's verification processes and piloting of the Family Connects Home Visiting Model.

A revised Quality Improvement System was launched July of 2023 with state funded programs receiving targeted support in the form of training, coaching, and technical assistance. In winter 2023, the ECAP program went out to Request for Proposal (RFP). Programs needed to plan for potential changes to their state contract and programming during the 2022-2023 school year, in anticipation of program changes outlined in the RFP.

## BACKGROUND

The Delaware Early Childhood Assistance Program (ECAP) began in 1994, providing comprehensive early learning services for 4-year-olds eligible for the federal Head Start program. Eligibility expanded to 3-year-olds in 2017-2018.

Modeled after the federal Head Start program, ECAP requires participating programs to follow required federal Head Start Program Performance Standards. Per these standards, ten percent of enrollment slots are reserved for children with disabilities; the majority of participating children must live in families with incomes at or below 100% FPL. Since the reauthorization of the federal Head Start program in 2007, up to 35% of enrolled children may live in households up to 130% FPL.

ECAP awards are available to private and public child care programs, such as for-profit child care, Head Start agencies, public schools, community-based organizations, and faith-based centers through an RFP process. Contracts for funded ECAP seats are determined based on Community Needs Assessment Data.

In 2012, Delaware began requiring all ECAP programs to participate in Delaware Stars, the state quality rating and improvement system (QRIS) for early childhood programs. All ECAP programs are required to maintain at least a Star 4 out of 5 rating.

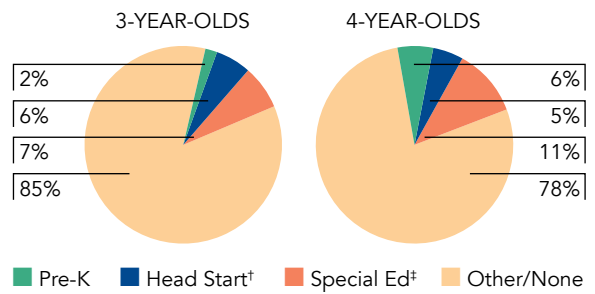
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
41	25	10	20	9*

# DELAWARE EARLY CARE AND EDUCATION PROGRAMS

## ACCESS

Total state pre-K enrollment .....	954
School districts that offer state program .....	100% (counties)
Income requirement .....	100% FPL
Minimum hours of operation .....	3.5 hours/day; 5 days/week
Operating schedule .....	160 days/year
Special education enrollment, ages 3 and 4 .....	2,266
Federally funded Head Start enrollment, ages 3 and 4 .....	1,142
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	DE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); At least AA with 50% BA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Working towards CDA or equivalent	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (nonpublic teachers & assistants); 15 hours/year (public assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/> *

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

9\*

## RESOURCES

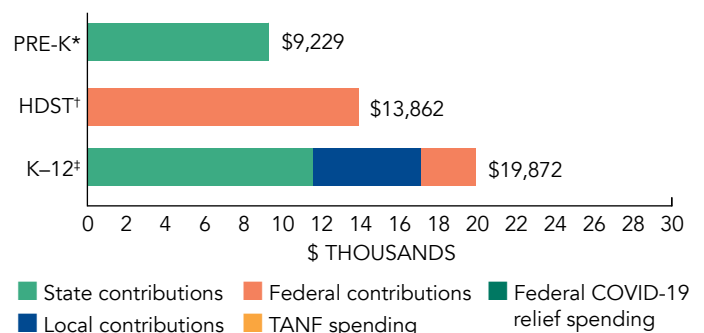
Total state pre-K spending .....	\$8,804,300
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$9,229
All reported spending per child enrolled* .....	\$9,229

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

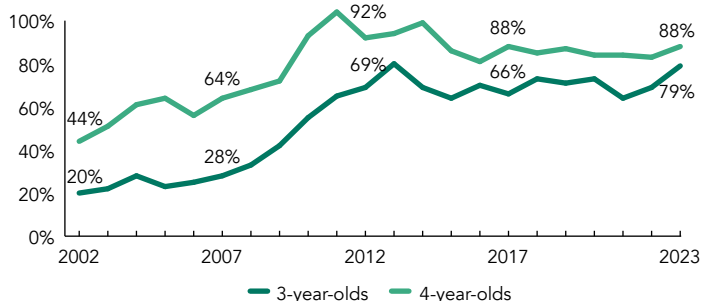
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

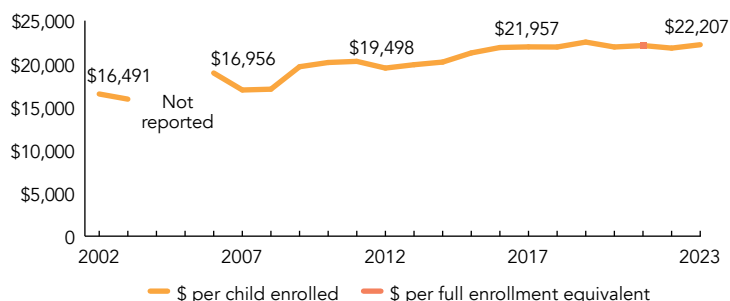


# District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, the District of Columbia preschool enrolled 12,789 children, an increase of 463 from the prior year. Spending totaled \$284,007,157, up \$15,143,727 (6%), adjusted for inflation, since last year. Spending per child equaled \$22,207 in 2022-2023, up \$394 from 2021-2022, adjusted for inflation. The District of Columbia met 4 of 10 quality standards benchmarks.

## BACKGROUND

Among the first in the nation to invest in early education, the District has offered pre-K since the 1960s. The District began to bolster its investment in pre-K significantly through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act provides public, quality, universally accessible pre-K via a mixed-delivery system in the District of Columbia Public Schools (DCPS), Public Charter Schools (PCS), and publicly-funded Community Based Organizations (CBOs) that participate in the Pre-K Enhancement and Expansion Program. The Office of the State Superintendent of Education (OSSE) oversees the District's Universal Pre-K Program, including programs in DCPS and CBOs. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB). Additionally, the District's Head Start and Early Head Start grantees serve thousands of children and their families through early learning and comprehensive services and supports; all District Head Start grantees also participate in the universal pre-K system, but may also serve children not eligible for public pre-K.

Pre-K programs operate five days a week for a minimum of 6.5 hours per day and a minimum of 180 instructional days per year. Given the high availability and participation, this program can be considered universal, as the District has a higher percentage of 3- and 4-year-olds enrolled than any U.S. state or territory. Funding for public pre-K programs is based on the Uniform Per Student Funding Formula, with spending per pupil adjusted through a series of weights for higher-cost grade levels and supplemental funding weights for students with additional needs.

Program quality is measured using the CLASS Pre-K, which informs a school rating that is included on each school's DC School Report Card. The PCSB also uses CLASS Pre-K in its Performance Management Framework, which provides all public charter schools with an annual score. For CBOs, CLASS Pre-K assessments are used for Capital Quality, the District's QRIS. In the 2022-2023 school year CLASS observations were conducted in 859 pre-K classrooms. CLASS scores, across all observed domains, increased since the 2021-2022 school year continuing a trend of improvement over time since the 2017-2018 school year. Performance across sectors was strong with variation in performance among classrooms within each sector (DCPS, PCS and CBOs) greater than variations between sectors.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
<b>1</b>	<b>1</b>

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
<b>1</b>	<b>1</b>

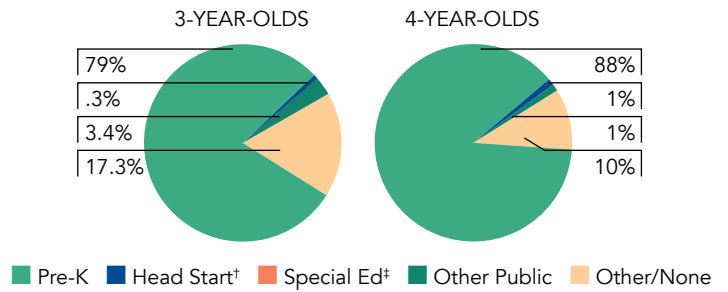
TOTAL BENCHMARKS MET
<b>4</b>

# DISTRICT OF COLUMBIA UNIVERSAL PRE-K

## ACCESS

Total state pre-K enrollment .....	12,789
School districts that offer state program .....	100% (wards)
Income requirement .....	No income requirement
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,374
Federally funded Head Start enrollment, ages 3 and 4 .....	429
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	DC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., (DCPS); ECE or related field (CBO); Determined locally (PCS)	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	AA or Paraprofessional Certification (DCPS); AA (CBO); Determined locally (PCS)	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	30 hours/year (DCPS teachers); 21 hours/year (CBO teachers & assistants); PD plans (Head Start teachers & CBO teachers & assistants); Coaching (DCPS)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	DCPS & CBO only: 16 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	DCPS & CBO only: 1:8 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

## RESOURCES

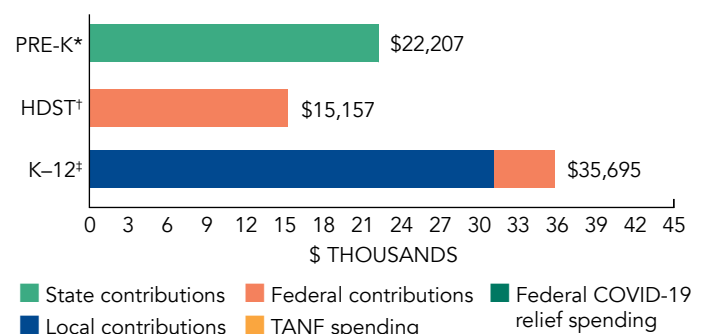
Total state pre-K spending .....	\$284,007,157
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$22,207
All reported spending per child enrolled* .....	\$22,207

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

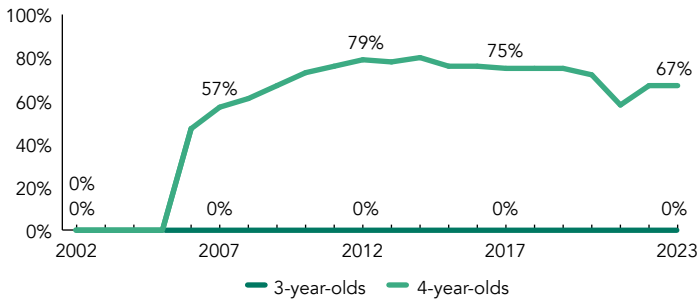
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

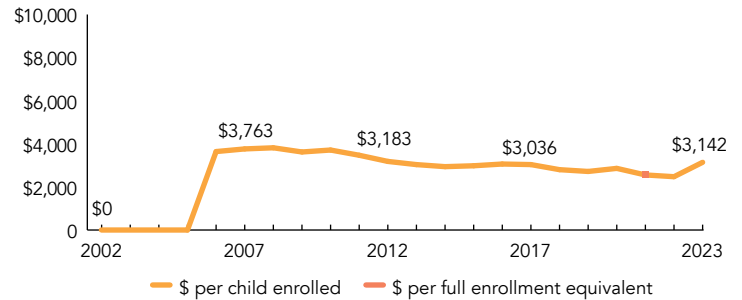


# Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Florida preschool enrolled 155,668 children, an increase of 2,574 from the prior year. State spending totaled \$440,315,538, and an additional \$48,867,817 in federal recovery funds supported the program, up \$110,490,459 (29%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,142 in 2022-2023, up \$669 from 2021-2022, adjusted for inflation. Florida met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

Beginning in the 2022-2023 program year, Voluntary Prekindergarten (VPK) providers participated in the coordinated screening and progress monitoring program and a program assessment designed to measure the quality of teacher-child interactions. Data gathered from the 2022-2023 program year will be used to develop a new accountability system for Florida's VPK program. Beginning with the 2023-2024 program year, the Florida Department of Education will adopt the methodology for calculating a VPK provider's performance metric using a combination of data points which will include: program assessment composite scores; student learning gains from the initial and final progress monitoring results; and student learning outcomes as determined by the final progress monitoring results. The VPK Provider Performance Metric and designations will be used to determine how well VPK programs prepare students to be kindergarten ready. Data gathered from both the coordinated screening and progress monitoring and program assessments is also used to increase knowledge and skills of early learning professionals through targeted professional learning and coaching supports. Additional VPK instructor training requirements were added in law requiring all lead VPK instructors complete an approved training on the performance standards, three 5-hour training courses in emergent literacy and an additional emergent literacy training course at least once every 5 years. Senate Bill 2500, passed during the 2023 legislative session, included increased investment in the VPK program providing an additional \$20 million to increase the Base Student Allocation (BSA). School Year BSA increased from \$2,803 to \$2,941 (increase of \$138). Summer BSA increased from \$2,393 to \$2,511 (increase of \$118).

## BACKGROUND

Florida's Voluntary Prekindergarten Education Program (VPK) was launched in 2005 after voters in 2002 approved a constitutional amendment providing prekindergarten access for all 4-year-olds. Parents may postpone enrollment of young 4-year-olds in the VPK program for a year, consequently making some 5-year-olds eligible. The program is managed by the Florida Department of Education, Division of Early Learning (DEL). Age-eligible children are enrolled in either a 300-hour summer program, which every school district is mandated to offer, or a school-year program totaling 540 instructional hours. Teachers in the school-year program are required to have at least a CDA credential or equivalent credential. Teachers in the summer program are required to have a bachelor's degree.

VPK is provided in a variety of settings such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. Most children attend VPK in nonpublic school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, distributing funding based on a fixed hourly rate. Programs are required to meet the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten, which were most recently revised in 2017. Florida's School Readiness Program is a separate initiative, funded by CCDF. The program offers financial assistance for childcare to qualified parents. This report focuses solely on the VPK program.

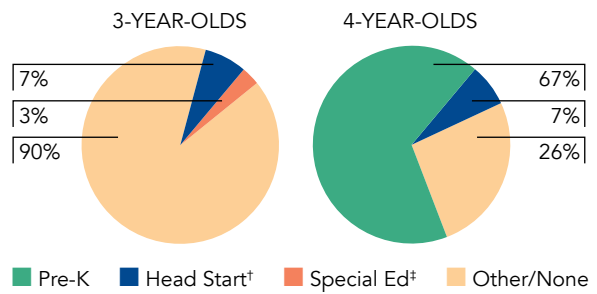
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
2	None Served	42	45	4

# FLORIDA VOLUNTARY PREKINDERGARTEN (VPK) EDUCATION PROGRAM

## ACCESS

Total state pre-K enrollment .....	155,668
School districts that offer state program .....	100% (counties)
Income requirement .....	No income requirement
Minimum hours of operation .....	3 hours/day
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	22,604
Federally funded Head Start enrollment, ages 3 and 4 .....	31,437
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	FL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent + training (school year)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., Other (summer); CDA (school year)	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours in first year, 5 hours/5 years after first year (teachers only); PD plans (teachers & assistants on probation)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	12 (summer); 20 (school year)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing & health; Referrals (public schools only)	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

4

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

## RESOURCES

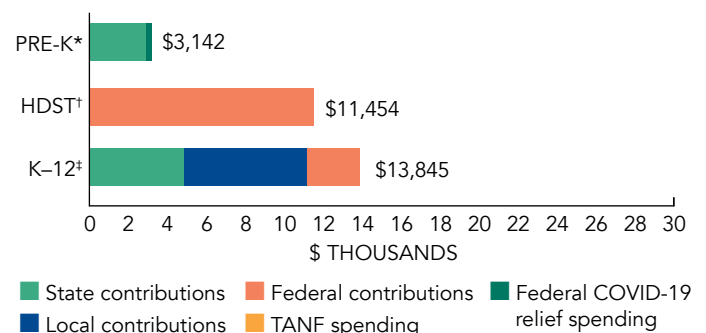
Total state pre-K spending .....	\$489,183,355
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,142
All reported spending per child enrolled* .....	\$3,142

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

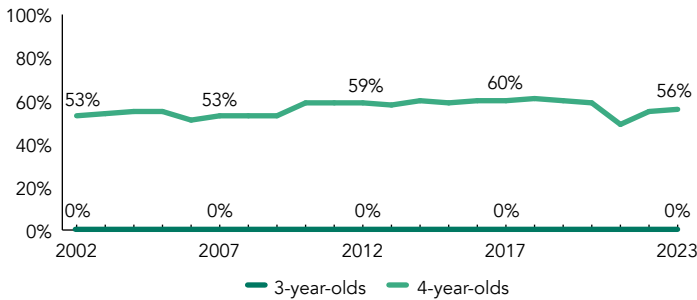
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

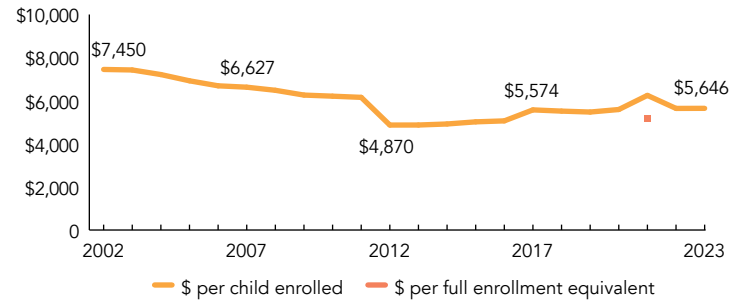


# Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Georgia preschool enrolled 73,462 children, an increase of 285 from the prior year. State spending totaled \$388,314,860, and an additional \$26,471,608 in federal recovery funds supported the program, up \$1,902,930 (0.5%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$5,646 in 2022-2023, up \$4 from 2021-2022, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

The final report from the Georgia Pre-K Longitudinal Study was released in spring 2023 and followed a statewide sample of 1,169 children from pre-K through fourth grade. Fourth grade results reveal that while students continued to gain skills and perform at or above the national average, most skills were not acquired as quickly as in pre-K and kindergarten. Children who had attended Georgia pre-K had better language, literacy, and executive function in fourth grade compared to children who did not attend any pre-K. Overall, results suggest that a key strength of Georgia's Pre-K Program is building foundational literacy skills for reading.

## BACKGROUND

Georgia's Pre-K Program launched in 1992 as a small pilot program and expanded in 1995 to become the nation's first state-funded universal preschool program for 4-year-olds. State lottery revenues generate funding for the program, which is provided in a variety of settings, including public schools, private child-care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities.

In 2011, the Georgia General Assembly authorized an evaluation of Georgia's Pre-K Program. In response to the General Assembly, DECAL commissioned national experts at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to conduct a series of studies to measure the impact of the state's nationally renowned pre-K program. Reports and summaries from the studies are available [here](#).

Reports include recent results from the Pre-K Longitudinal Study designed to examine the short- and long-term learning outcomes for children who attended Georgia's Pre-K as well as the quality of their preschool and early elementary school experiences. The report from the fifth year of the study was issued in January 2021. The final report with findings through the fourth grade was issued in spring 2023.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	33

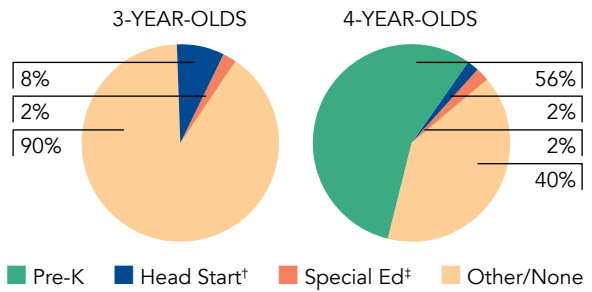
TOTAL BENCHMARKS MET
8*

# GEORGIA'S PRE-K PROGRAM

## ACCESS

Total state pre-K enrollment .....	73,462
School districts that offer state program .....	100% (counties)
Income requirement .....	No income requirement
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,557
Federally funded Head Start enrollment, ages 3 and 4 .....	16,875
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	GA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	22 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:11 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

8\*

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

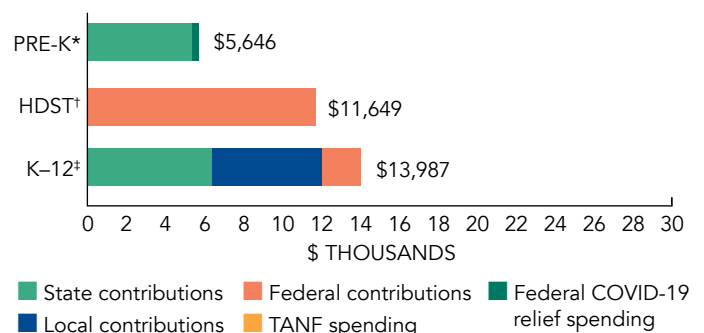
Total state pre-K spending .....	\$414,786,468
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,646
All reported spending per child enrolled* .....	\$5,646

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

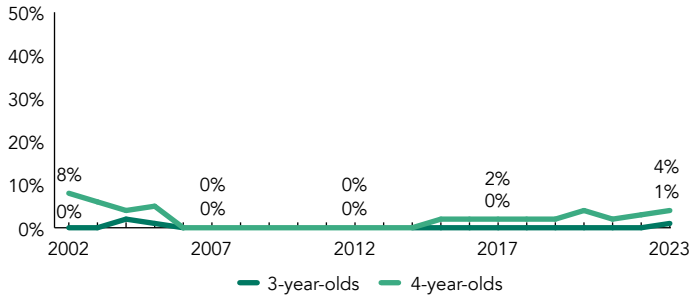
## SPENDING PER CHILD ENROLLED



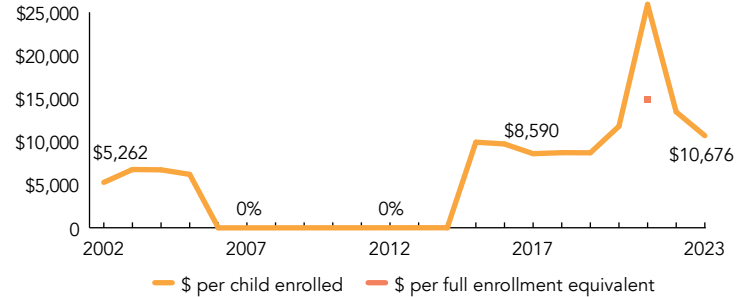


# Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Hawaii preschool enrolled 704 children, an increase of 155 from the prior year. State spending totaled \$7,516,239, up \$140,914 (2%), adjusted for inflation, since last year. State spending per child equaled \$10,676 in 2022-2023, down \$2,758 from 2021-2022, adjusted for inflation. Hawaii met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

The State of Hawaii is planning to add up to 44 new Executive Office on Early Learning EOEL Public Prekindergarten Program classrooms, which will allow up to 880 additional students to enroll in the EOEL Public Prekindergarten Program during the 2024-2025 school year. Additionally, 30 new State Public Charter School Early Learning classrooms (SPCSC) are planned for charter schools, adding up to 600 new pre-K seats. Combined, Hawaii is looking to add 1,480 more public pre-K slots in the 2024-2025 school year.

Through HB961, the legislature added \$38.8 million to the Preschool Open Doors (POD) childcare tuition subsidy program for community-based childcare providers. The funding will allow POD to expand their subsidy eligibility to include three-year-olds beginning August 2024. This bill also allows more families to be eligible by expanding the income criteria up to 300% FPL.

Taking a multi-faceted approach, the State of Hawaii, through the legislature, recognized the need to grow the early childhood educator workforce simultaneously. The Early Childhood Educator Stipend Program was established by the legislature through Act 210 Sessions Law Hawaii 2021. A generous donation from the Samuel N. and Mary Castle Foundation funded it. In 2023, the legislature approved \$600,000 in additional funding to support our Early Childhood Educator Stipend program, which now becomes the first publicly funded tuition stipend program available to current and future practitioners in the early childhood field for Hawaiian and English medium teacher preparation pathways. This tuition stipend program aims to help increase the qualifications of our ECE workforce. It seeks individuals who will commit to work in early care and education services directly to children from birth through five years of age for at least two consecutive years in one of the early learning systems described in HRS § 302L-2. This program includes Hawaiian language medium and immersion settings and early learning settings at charter schools. Stipend awardees who keep this commitment will pay nothing back.

The Hawaii State Legislature, through Act 257, Sessions Laws of Hawaii 2022, appropriated \$200 million for the School Facilities Authority to add or expand access to prekindergarten for eligible children across the state for the fiscal year 2022-2023. In January 2023, Hawaii was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$6.6 million. The University of Hawaii Systems is the lead in this grant.

## BACKGROUND

In Hawaii, the Executive Office on Early Learning (EOEL) Public Prekindergarten Program serves 3- and 4-year-old children, with priority given to students considered "at-risk," including those from low-income families, now defined as 300% FPL. The EOEL Public Prekindergarten Program is required to operate on the same schedule as public elementary schools, providing services for 1,080 hours a year. EOEL expanded its eligibility to include three- and four-year-olds in the 2022-2023 school year.

Beginning in SY 2020-2021, through Act 46, SLH 2020, the legislature gave statutory authority to the State Public Charter School Commission to administer the early learning program in charter schools. Act 46, SLH 2020 also changed the eligibility criteria to include three- and four-year-old children.

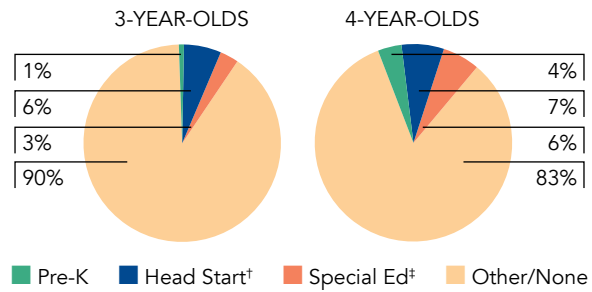
(continued)

## HAWAII STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	704
Special education enrollment, ages 3 and 4 .....	1,827
Federally funded Head Start enrollment, ages 3 and 4 .....	2,136
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

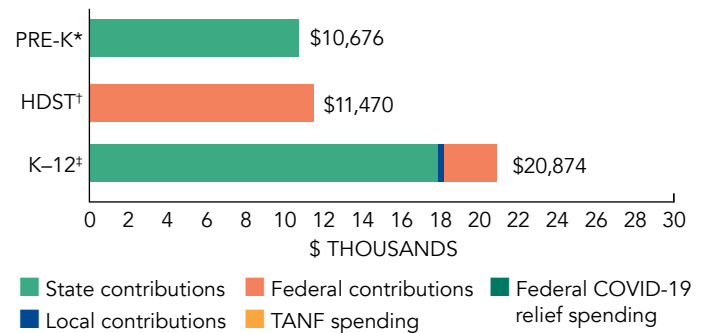


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$7,516,239
State Head Start spending .....	\$0
State spending per child enrolled .....	\$10,676
All reported spending per child enrolled* .....	\$10,676

### SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
44	31	8	14	10*

Teachers in the EOEL Public Prekindergarten Program and the Hawaii State Public Charter School (SPCSC) Early Learning Program are part of the Hawaii State Teachers Association and, as such, receive salary and benefit parity with teachers in K-12 classrooms. Lead teachers in both programs are required to have a bachelor's degree with licensure in ECE, while assistant teachers are required to have a CDA credential or coursework for a certificate that meets the requirements for child development associate credential preparation. The EOEL Public Prekindergarten Program and the SPCSC Early Learning Program classrooms receive CLASS observations twice a year, and formative child assessments using Teaching Strategies GOLD are conducted throughout the year with three checkpoints. In addition, all programs undergo fiscal monitoring annually, and program records are reviewed more than once per year.

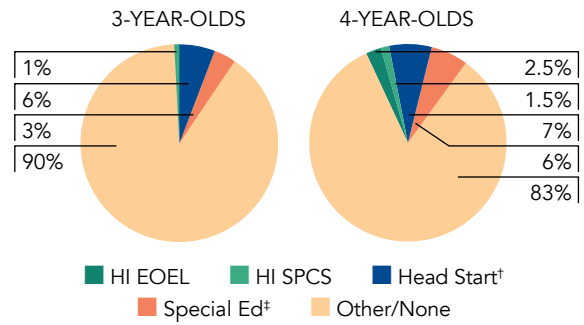
Hawaii's overall support for state-funded preschool, including enrollment and funding for EOEL and SPCSC, is depicted in the first two pages of the state profile. The third page focuses solely on EOEL, and the fourth on the SPCSC.

# HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment.....	380
School districts that offer state program.....	93% complex areas
Income requirement.....	300% FPL
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	HI EOEL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	10 PD sessions/year (teachers & assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

10

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

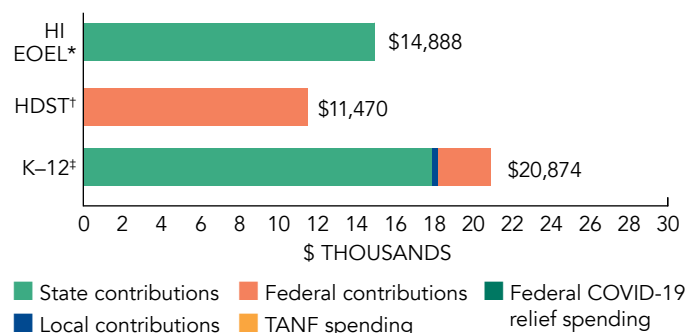
Total state pre-K spending .....	\$5,657,492
Local match required?.....	No
State spending per child enrolled .....	\$14,888
All reported spending per child enrolled* .....	\$14,888

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

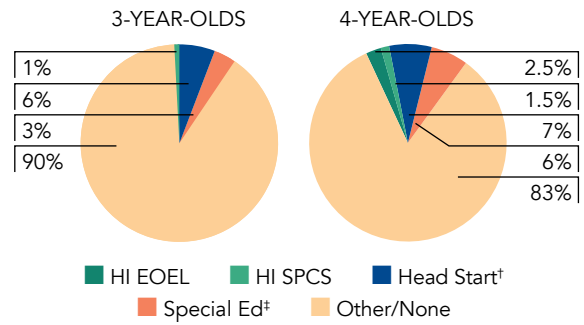


# HAWAII STATE PUBLIC CHARTER SCHOOL EARLY LEARNING PROGRAM

## ACCESS

Total state pre-K enrollment .....	324
School districts that offer state program .....	60% (complex areas)
Income requirement .....	No income requirement
Minimum hours of operation .....	30.5 hours/week; 5 days/week
Operating schedule .....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	HI SPCS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	60 hours/year (teachers & assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

10\*

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

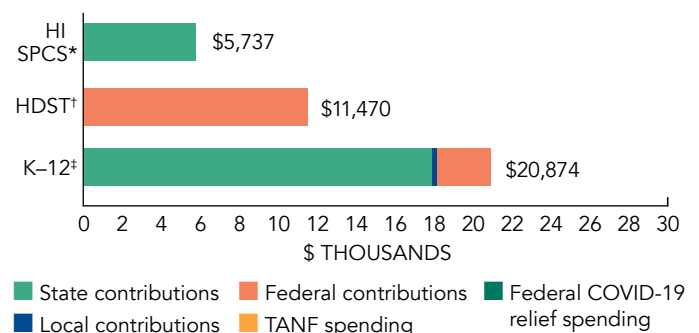
Total state pre-K spending .....	\$1,858,747
Local match required? .....	No
State spending per child enrolled .....	\$5,737
All reported spending per child enrolled* .....	\$5,737

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



## NO PROGRAM

Idaho does not have a state funded preschool program as defined by this report. The Idaho Statehouse continues to shy away from state investments in state-funded preschool and early childhood education, but the state does dedicate TANF money to early education. In 2020, Idaho received a Preschool Development Grant Birth through Five (PDG B-5) initial grant to conduct a statewide needs assessment on early childhood education. In addition, the state was able to conduct several activities to support early childhood educators, families, and communities which included outreach activities around the importance of quality child care, training on early learning screenings and referral resources, early literacy, trauma informed care, and school readiness. The state was also awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$10 million in December 2022. The renewal grant will continue to set the stage for investments in early childhood education while providing much needed supports to families and those who work with and care for young children throughout Idaho.

Idaho's Early Learning eGuidelines cover a broad range of early learning domains, including: motor development, physical wellbeing, and health; approaches to learning and cognitive development; general knowledge; social-emotional development; and communication, language, and literacy. Approaches to learning, social and emotional development, and cognition domains include guidance through third grade while the other domains cover birth through kindergarten. The eGuidelines are aligned with the Idaho Core Standards, the Head Start Child Outcome Framework, and the National Association for the Education of Young Children (NAEYC) standards. The Idaho State Head Start Collaboration Office, with the Idaho Department of Education, revised the Early Learning eGuidelines in 2019.

The Idaho STARS project is a multi-agency collaboration and operates in all seven regions of the state. Idaho STARS encompasses four core function areas: Continuous Quality Improvement, Professional Development System (PDS), Operations and Policy, and Outreach. These core function areas include Idaho's QRIS-Steps to Quality (STQ), Professional Development System Registry, Training Development, Program Assessment, Child Care Health Consultants, Child Care Resource and Referral Agencies, State Licensing and Subsidy support, and Training and Academic Scholarships. Participation in Idaho STARS is voluntary.

A coalition of early childhood advocates continues to advance efforts for state investments in high-quality preschool options, and several polls have shown that close to 80% of respondents are supportive of state investments in early learning options for Idaho families. Idaho's early learning supporters continue outreach and education for early learning and have formed Preschool the Idaho Way as an effort to galvanize and organize support. Optimistically, program work is currently underway to offer planning and implementation grants in key Idaho areas that will allow local communities to create and sustain preschools that are centered by a collaborative community effort to increase high-quality preschool seats in their area.

The Idaho Head Start Association (IHSA) received a Voices for Healthy Kids advocacy grant from the American Heart Association in 2018, which provided resources to begin a campaign to pursue state funding for Head Start. Since then, IHSA has organized Head Start parents and staff to be ambassadors for Head Start with their local legislators and leaders. IHSA continues to be very active at the Capitol and with the Governor's Office to find an avenue for investment in these most vulnerable young children and their families. There are a number of legislative champions from both parties who are partners in finding a path forward.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

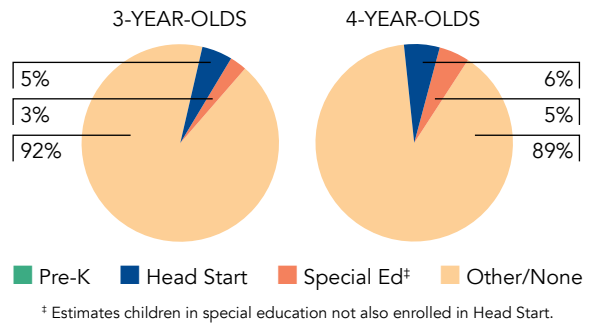
TOTAL BENCHMARKS MET
No Program

# IDAHO

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	2,056
Federally funded Head Start enrollment, ages 3 and 4 .....	2,568
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

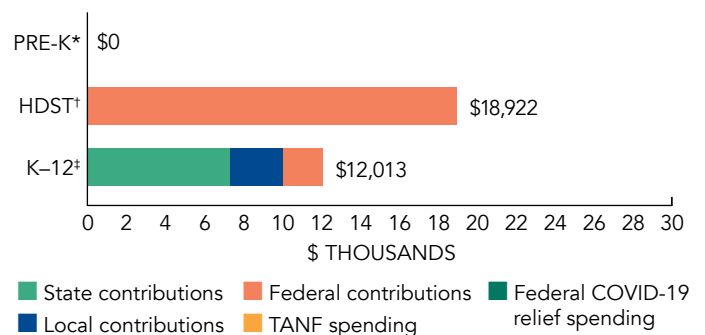
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

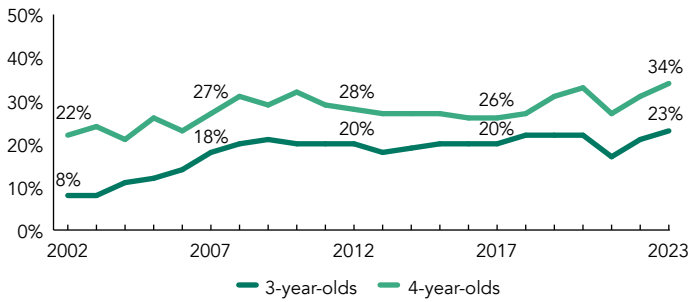
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

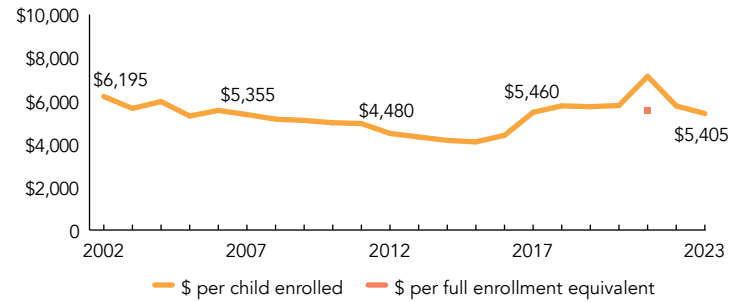


# Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Illinois preschool enrolled 81,181 children, an increase of 4,938 from the prior year. State spending totaled \$438,746,040, down \$365,078 (0.1%), adjusted for inflation, since last year. State spending per child equaled \$5,405 in 2022-2023, down \$355 from 2021-2022, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

For FY23, Governor Pritzker signed the state budget with a 10% increase (\$54.4 million) to the Early Childhood Block Grant (ECBG). The funds allowed the Illinois State Board of Education (ISBE) to increase the slots for Preschool for All (PFA), Preschool for All Expansion, and the Prevention Initiative.

In 2022-2023, Illinois implemented a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant. Funds were used for an initiative to improve the capacity of community-based early learning providers to identify and serve English learners. The project provides training for community-based early learning providers to interview families and administer language screeners, as appropriate, and deploy a team of consultants to conduct screening services on site when needed.

In FY24, Governor Pritzker invested in a multi-year Smart Start Illinois plan to expand access to preschool for Illinois' youngest learners. This expansion will ensure there are enough seats to serve all children whose parents wish to enroll them in a high-quality early childhood program. Additionally, Smart Start Illinois increases funding for childcare providers to raise wages and quality, invest in new early childhood facilities, and reach more vulnerable families with early support. The \$250 million investment in FY24 includes \$75 million in additional funding for the Early Childhood Block Grant to put Illinois on a path to create more than 20,000 new pre-K seats.

## BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois PFA initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. Starting in 2017, the PFA Expansion Program began when the State was awarded a federal Preschool Development Grant. The Illinois PFA and PFA Expansion programs are now combined to operate in almost all counties. Funding for Preschool for All is awarded on a competitive basis to public schools, private childcare, Head Start, faith-based centers, higher education institutions, and regional offices of education.

Preschool for All programs are required to provide instruction in children's home language if there are 20 or more English Language Learners (ELLs) with the same home language enrolled in a program. All pre-K teachers are required to meet bilingual education certification requirements. Language of instruction is determined locally if there are fewer than 20 ELLs with the same home language, however English as a Second Language and other home language supports may be provided.

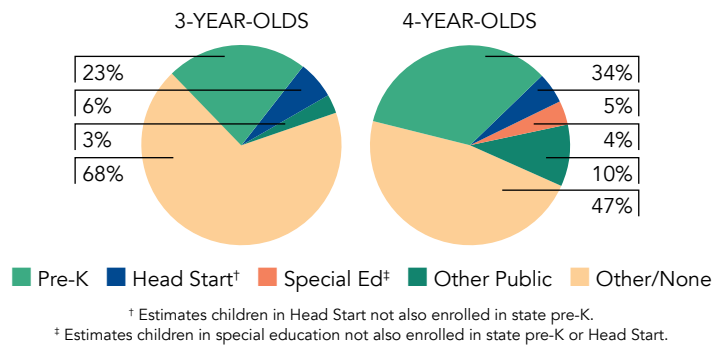
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
19	3	27	26	8

# ILLINOIS PRESCHOOL FOR ALL AND PRESCHOOL EXPANSION

## ACCESS

Total state pre-K enrollment.....	81,181
School districts that offer state program.....	98% (counties)
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	23,539
Federally funded Head Start enrollment, ages 3 and 4.....	16,390
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	IL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator License	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	120 hours/5 years (teachers); PD plans; Coaching (PFA Expansion)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

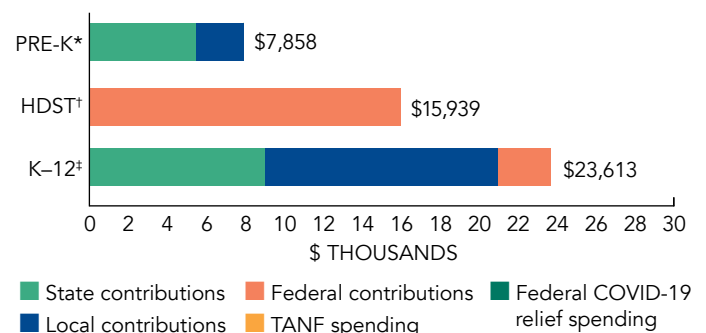
Total state pre-K spending.....	\$438,746,040
Local match required?.....	No
State Head Start spending.....	\$0
State spending per child enrolled.....	\$5,405
All reported spending per child enrolled*.....	\$7,858

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED





## NO PROGRAM

Indiana is dedicated to expanding enrollment of low-income four-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide vouchers to eligible, low-income four-year-old children for qualified early education services statewide. Services may be delivered via public schools, licensed, or registered child care programs that have achieved Level Three or Level Four in Paths to QUALITY™, or via accredited private schools. The On My Way Pre-K program does not meet the definitions of a state-funded preschool program used in this report.

To serve more children and pay programs at current county cost of care rates, On My Way Pre-K co-funds some vouchers with Child Care Development Fund money for families that also meet CCDF eligibility requirements, with a percentage of total state allocated funds reserved for non-eligible CCDF families up to 185% of the federal poverty level.

In 2022-2023, On My Way Pre-K supported 6,231 children with over \$37million in combined state and federal funding. This enrollment was a 30% increase in total enrollment, with over half of the 91 counties in Indiana showing higher enrollment numbers than last year.

According to the Purdue University longitudinal study, children who attended the On My Way Pre-K program had stronger school readiness, language and literacy skills than their peers with similar family incomes who attended lower quality childcare or prekindergarten programs. Additional research by Purdue University is studying the use of curricula in Indiana and identifying the key ingredients of high-quality preschool programs in Indiana. A second longitudinal study will begin in the fall of 2024.

Additionally, for a third year, On My Way Pre-K children from the 2022-2023 school year matched up positively compared to national norms established for all pre-kindergarten children in the annual Kindergarten Readiness Indicators assessment, conducted by the National Opinion Research Center (NORC) at the University of Chicago.

On My Way Pre-K has stimulated the expansion of the number of high-quality programs in Indiana, affecting not only the 4-year-old children enrolled with state funding, but all other children enrolled in those programs. There has been a stable 92% increase in high quality early care and education programs for all children statewide since the inception of On My Way Pre-K.

In December 2022, Indiana was awarded a federal preschool development grant renewal for \$14 million. Indiana seeks to create a vibrant and sustainable Early Child Care and Education system that is committed to ensuring children, especially those most underserved, arrive ready to thrive in kindergarten and beyond. While the Family and Social Services Administration's Office of Early Childhood and Out-of-School Learning serves as grant administrator, the office collaborates closely with the Indiana Department of Education to plan and execute efforts along with partnership between many early childhood contracted agencies.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

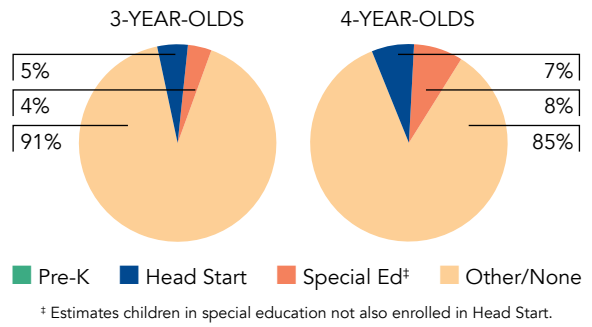
TOTAL BENCHMARKS MET
No Program

# INDIANA

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	11,754
Federally funded Head Start enrollment, ages 3 and 4 .....	10,261
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

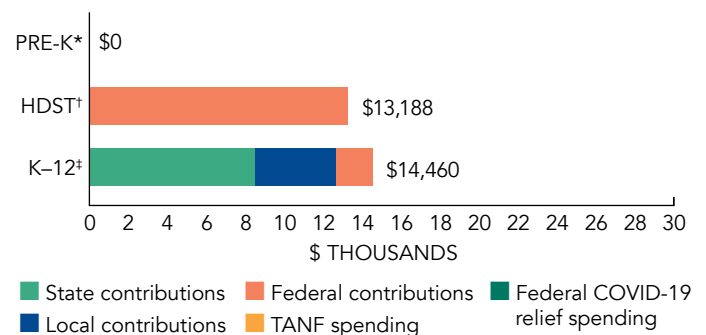
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

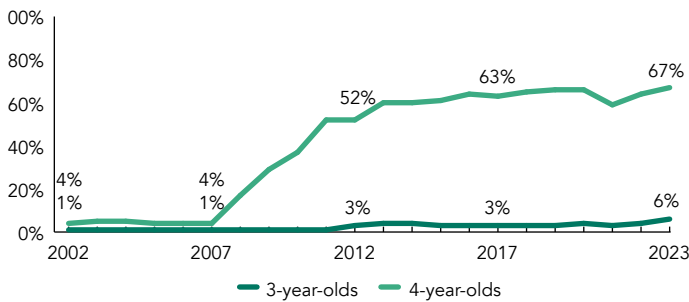
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

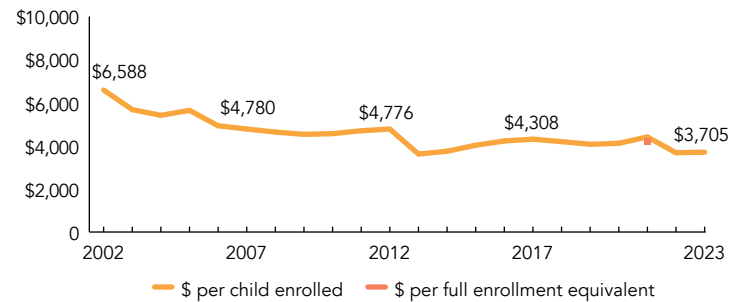


# Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Iowa preschool enrolled 28,194 children, an increase of 1,116 from the prior year. State spending totaled \$94,650,334 and an additional \$1,687,987 in federal recovery funds supported the program, down \$3,246,970 (3%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,705 in 2022-2023, up \$27 from 2021-2022, adjusted for inflation. Iowa met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

A new state commitment provides Shared Visions (SV) grantees with access to an online program, which supports early language development and family engagement, starting in the 2022-2023 program year. Eligibility guidelines for SV have been adjusted for more children to be eligible beginning in the 2023-2024 grant year.

## BACKGROUND

Iowa has two state-funded preschool programs: Shared Visions (SV) and the Statewide Voluntary Preschool Program (SWVPP). The SV program has provided services to 3-, 4-, and 5-year-olds since 1989 through competitive grants to public schools, licensed non-profit childcare centers, other public non-profit agencies, and Head Start. SV serves children in part-, school-, or extended-day programs.

Iowa began the SWVPP in 2007 to increase 4-year-olds' access to preschool. All 4-year-olds in the state are eligible to attend SWVPP. Funding for the SWVPP is based on the state funding formula in which 4-year-olds are funded at 50% of the K-12 state aid amount. SWVPP classrooms operate at least 10 hours per week and programs may collaborate with Head Start, other preschool programs, or childcare programs to provide the SWVPP. Some collaborations offer full-day services.

Both SWVPP and SV have undergone formal evaluations. As part of the state longitudinal data system, all children enrolled in either program receive a unique state identification number.

An important difference between the two state-funded preschool programs pertains to child eligibility. SV is a targeted program where at least 80% of children are required to meet income eligibility guidelines (family income at or below 130% FPL). Children can also qualify for the program based on other risk factors but may be required to pay a fee based on a sliding scale. Services within this program are provided in 29 of Iowa's 99 counties through 49 awarded grants. Programming is offered in 23 school district locations (through 16 school districts), representing less than 5% of school districts. In addition, services are provided in 26 other community-based locations, representing 11 organizations. In contrast, SWVPP, is available in 99% of school districts and all resident children who turn four by September 15 are eligible to attend.

SV lead teachers are required to meet the educational qualifications as outlined in the program standards selected within the awarded application. While requirements within selected program standards vary, 73% of lead teachers hold a BA degree or higher in early childhood, child development, or a related field, while another 19% hold an AA degree in early childhood or a related field. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

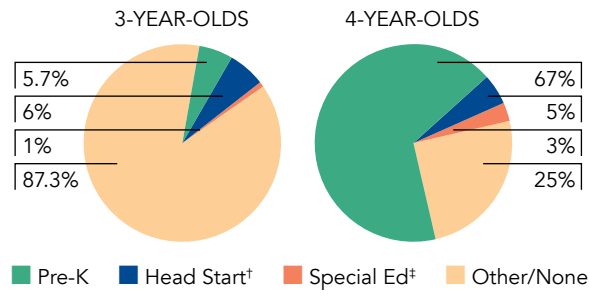
Iowa's overall support for state-funded preschool, including enrollment and funding for SV and SWVPP, is depicted in the first two pages of this state profile. The third page focuses on SV and the fourth page provides information on SWVPP.

## IOWA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	28,194
Special education enrollment, ages 3 and 4 .....	4,348
Federally funded Head Start enrollment, ages 3 and 4 .....	5,293
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

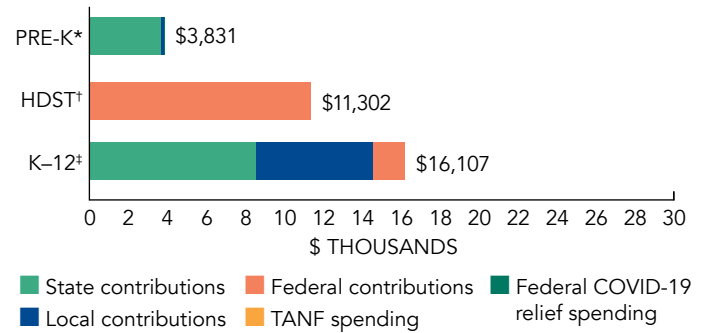


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$96,338,321
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,705
All reported spending per child enrolled*	\$3,831

### SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	22

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	44

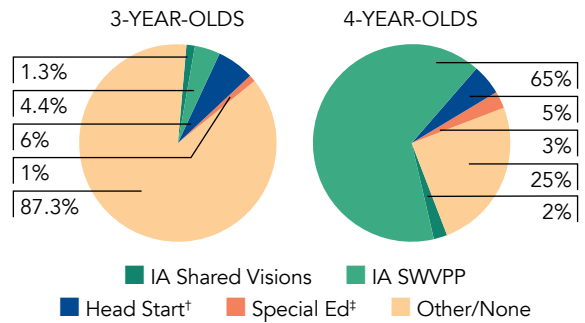
TOTAL BENCHMARKS MET
8

# IOWA SHARED VISIONS

## ACCESS

Total state pre-K enrollment .....	1,106
School districts that offer state program .....	29% (counties)
Income requirement .....	130% FPL
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	IA SHARED VISIONS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or equivalent	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	PD hours based on program standards; PD plans; Coaching (teachers with an active teaching license only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (every 5 years and determined locally); Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

## RESOURCES

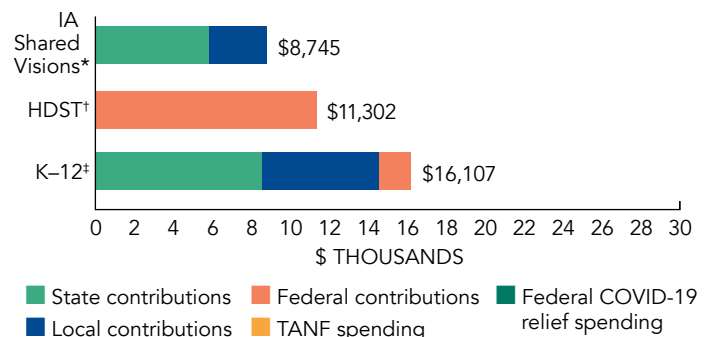
Total state pre-K spending .....	\$6,391,823
Local match required? .....	Yes
State spending per child enrolled .....	\$5,779
All reported spending per child enrolled* .....	\$8,745

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

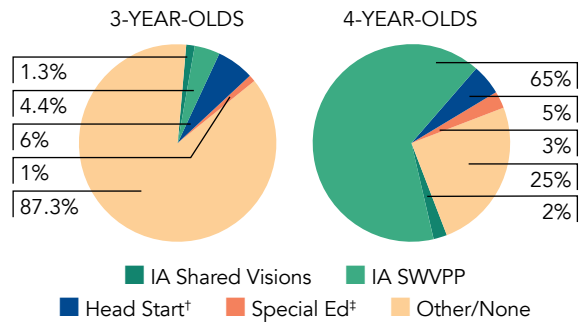


# IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment.....	27,088
School districts that offer state program.....	99%
Income requirement.....	No income requirement
Minimum hours of operation.....	10 hours/week
Operating schedule.....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	IA SWVPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem Ed (with ECE endorsement)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or equivalent	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

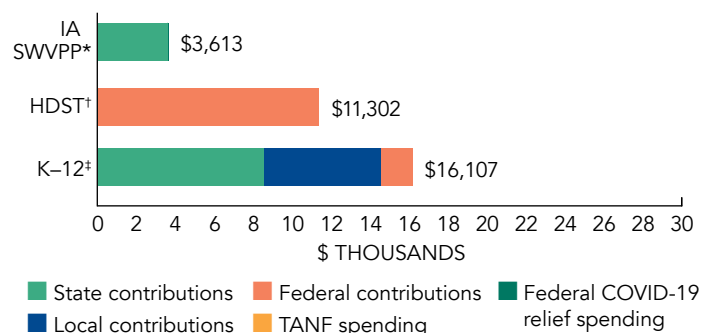
Total state pre-K spending .....	\$89,946,498
Local match required? .....	No
State spending per child enrolled .....	\$3,613
All reported spending per child enrolled* .....	\$3,613

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

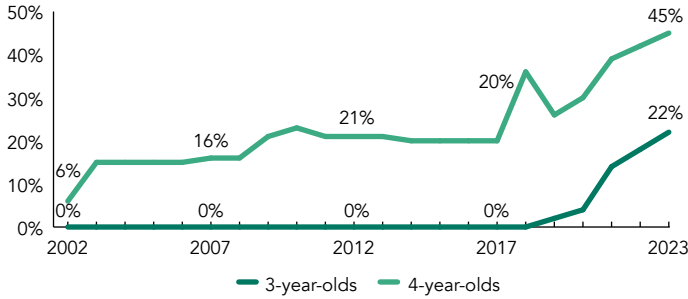
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

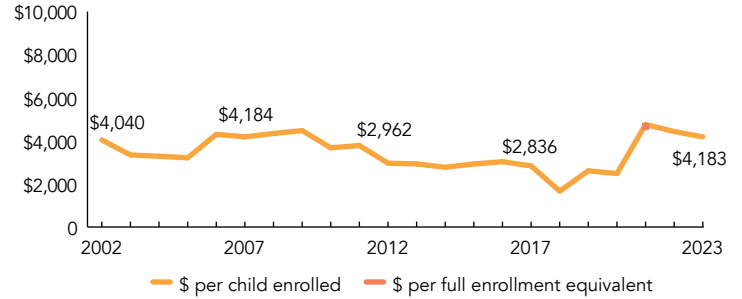


# Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Kansas preschool enrolled 24,312 children, an increase of 1,733 from the prior year. State spending totaled \$94,988,706, and an additional \$4,132,317 in TANF funds and \$2,585,540 in federal recovery funds supported the program, up \$1,674,295 (2%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$4,183 in 2022-2023, down \$247 from 2021-2022, adjusted for inflation. Kansas met 6 of 10 quality standards benchmarks.

## WHAT'S NEW

In January 2023, Governor Kelly established an Early Childhood Transition Task Force. Final recommendations were released in December but did not include major changes for preschool.

The state is also working to update its All In For Kansas Kids Needs Assessment and Strategic Plan, which is work supported under the federal Preschool Development Grant Birth through Five (PDG B-5). Release of the updated Strategic Plan is anticipated in 2024.

In January 2024, the Kansas State Board of Education (KSBE) approved updates to the Kansas Early Learning Standards and the Standards were officially released in March 2024.

## BACKGROUND

Kansas supports two funding streams for state prekindergarten. The first, established in 1998, is the State Pre-K 4 Year Old At-Risk Program (more recently renamed the Preschool-Aged At-Risk Program). The second is the Kansas Preschool Pilot (KPP), first offered in the 2006-2007 school year. Both funding streams are administered through the Kansas State Department of Education (KSDE) and are reported together due to their similar standards and overlapping enrollment.

Between the two funding streams, funding was available in all 286 school districts in Kansas, and 2022-2023 marks the second year that 3-year-olds are included in this report.

In 2015, KSBE announced a new vision for education in the state: Kansas leads the world in the success of each student. Kindergarten Readiness is one identified metric to track progress toward this goal. In 2018, the KSDE was internally restructured to increase emphasis and capacity around early childhood. Beginning in 2020, the Kansans Can Star Recognition Program gives districts the opportunity to apply for recognition in the qualitative Board Outcome areas, including Kindergarten Readiness. This will provide an opportunity to measure and drive quality improvements at the community level.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	5

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	40

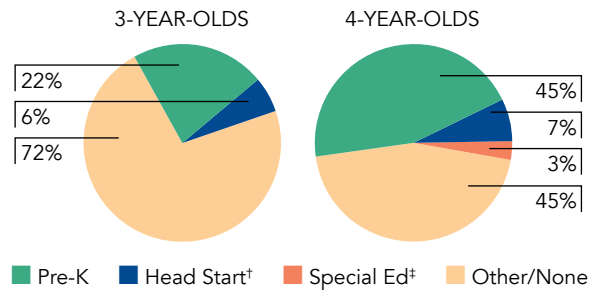
TOTAL BENCHMARKS MET
6

## PRESCHOOL OFFERED BY PUBLIC SCHOOL DISTRICTS

### ACCESS

Total state pre-K enrollment .....	24,312
School districts that offer state program .....	100%
Income requirement .....	130% FPL
Minimum hours of operation .....	465 hours/year
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	8,312
Federally funded Head Start enrollment, ages 3 and 4 .....	4,740
State-funded Head Start enrollment, ages 3 and 4 .....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	KS PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans (teachers only); Coaching (some teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

### RESOURCES

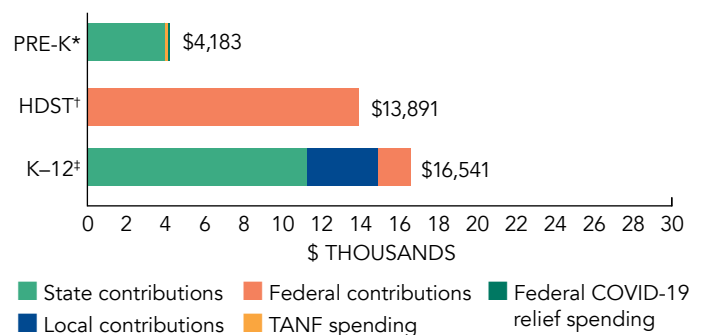
Total state pre-K spending .....	\$101,706,563
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,183
All reported spending per child enrolled* .....	\$4,183

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

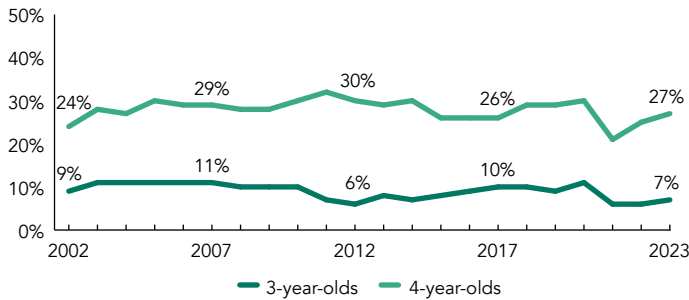
### SPENDING PER CHILD ENROLLED



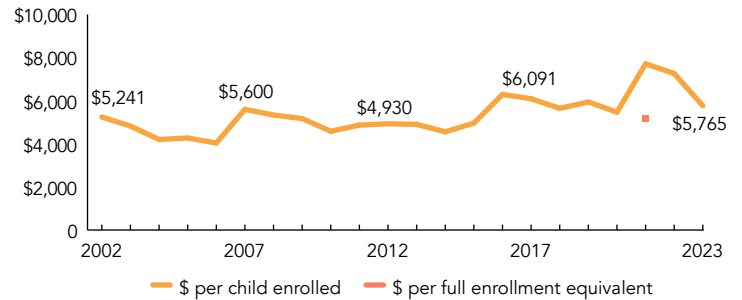


# Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Kentucky preschool enrolled 19,523 children, an increase of 1,912 from the prior year. State spending totaled \$87,194,951, and an additional \$25,358,944 in federal recovery funds supported the program, down \$15,298,045 (12%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$5,765 in 2022-2023, down \$1,495 from 2021-2022, adjusted for inflation. Kentucky met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, Kentucky was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$11,990,400. Funds are being used to refresh Kentucky's needs assessment and strategic plan; support family engagement; document exemplar practices, opportunities, and gaps; and effectively transition children across the continuum of educational milestones, prioritizing highly vulnerable and un- or under-served children.

In June 2022, the state's revised Early Childhood Standards and Family Guides were officially launched and are aligned with the Kentucky Academic Standards and include supports for dual language learners and additional resources.

During the pandemic, including the 2021-2022 school year, participation in All STARS (QRIS) was not monitored and ECERS data were not collected. In 2022-2023, program quality data were collected again for planning purposes.

Using federal recovery funds, the Office of Special Education and Early Learning (OSEEL) is implementing a project for delivering high-quality training and coaching to preschool through third grade (P-3) staff and administrators designed to improve learning outcomes of young children that were disproportionately impacted by the ongoing pandemic. The project includes hiring statewide trainers and coaches with backgrounds in early literacy, early mathematics, positive approaches to behavior and discipline, and/or high-quality preschool.

## BACKGROUND

The Kentucky Preschool Program (KPP), launched in 1990, is available to 4-year-olds from low-income families, and 3- and 4-year-olds with disabilities. KPP programs operate half- or full-day, for at least 2.5 hours per day, four or five days per week. Income eligibility increased from 150% to 160% FPL beginning with the 2015-2016 school year. Children who do not meet state eligibility requirements may still participate if there is space, but they are funded either by the school district or tuition rather than state dollars.

KPP is administered by the Kentucky Department of Education (KDE), Office of Special Education and Early Learning, School Readiness Branch. Funds are distributed to school districts through a funding formula. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

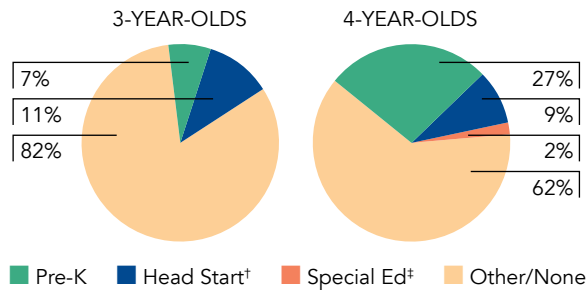
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
25	18	24	10	8*

# KENTUCKY PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment .....	19,523
School districts that offer state program .....	100%
Income requirement .....	160% FPL
Minimum hours of operation .....	2.5 hours/day
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	11,486
Federally funded Head Start enrollment, ages 3 and 4 .....	11,563
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	KY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); Coaching (certified teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/> *

8\*

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

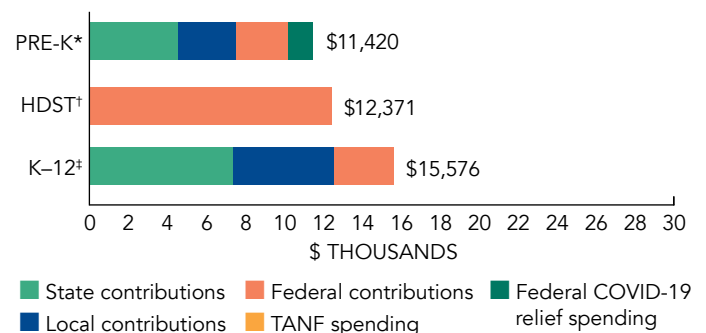
Total state pre-K spending .....	\$112,553,895
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,765
All reported spending per child enrolled* .....	\$11,420

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

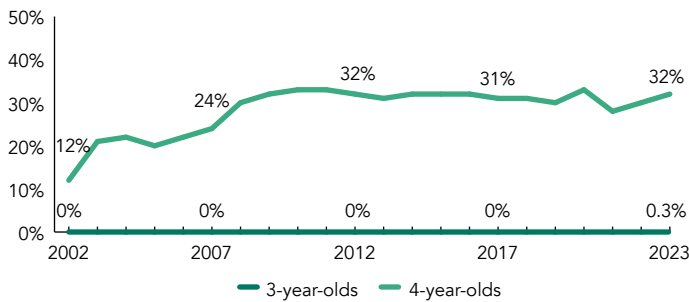
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

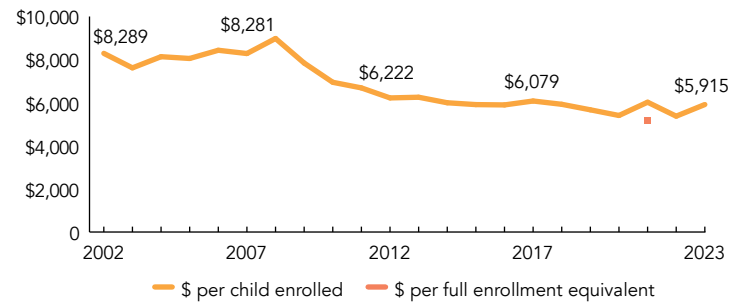


# Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Louisiana preschool enrolled 18,457 children, an increase of 462 from the prior year. State spending totaled \$58,547,582 and an additional \$50,631,900 in TANF funds supported preschool, up \$12,451,353 (13%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$5,915 in 2022-2023, up \$540 from 2021-2022, adjusted for inflation. Louisiana met an average of 7.9 of 10 quality standards benchmarks.

## WHAT'S NEW

In June 2022, the State Legislature approved an increase of \$17,076,000 for the Cecil J. Picard LA 4 Early Childhood Program (LA 4) and \$1,404,000 for the Nonpublic Schools Early Childhood Development Program (NSECD). These funds were used to increase the reimbursement rate per student in LA 4 and NSECD during the 2022-2023 academic year. The increased reimbursement rate will be maintained for the 2023-2024 academic year.

## BACKGROUND

Louisiana has three distinct state funded preschool programs: the 8(g) Student Enhancement Block Grant Program (8(g)), the Cecil J. Picard LA 4 Early Childhood Program (LA 4), and the Nonpublic Schools Early Childhood Development Program (NSECD). Many school districts also use federal Title I funding to provide high-quality pre-K to 4-year-olds in public schools, typically adopting the same standards as LA 4.

The first of Louisiana's state-funded pre-K programs, initially established in 1988, is the 8(g) program. It was created to compensate for the loss of the Model Early Childhood Program when matching annual appropriations for that program ended. The 8(g) program serves 4-year-old children and priority is given to students living at or below 200% FPL. However, if all income-eligible children are served, additional students may be served if they are deemed "developmentally unprepared."

The largest of the three state-funded pre-K programs, the LA 4 program (formerly LA 4 and Starting Points), was established in 2001 and serves 4-year-old children in public schools, independent LEA charter schools, and tribal schools. Programs can subcontract with Head Start, Type III licensed child care centers, and non-independent LEA charter schools to deliver the LA 4 program. Teachers in LA 4 are required to have a minimum of a bachelor's degree and meet all the qualifications required for public school teachers, regardless of where the program is located. Eligibility for this program is based on income: all children must be at or below 200% FPL to enroll.

Also established in 2001, the NSECD program supports high-quality pre-K for 3- and 4-year-olds in nonpublic settings. Teachers in the NSECD program are required to have a bachelor's degree and assistant teachers are required to have at least a CDA. NSECD has the same eligibility requirements as the LA 4 program and funding is available for this program on a competitive basis.

During the 2012 session, the Louisiana Legislature passed Act 3, unifying multiple early childhood initiatives under the DOE and in collaboration with other state agencies. This system contains aligned program standards, a quality rating and improvement accountability system in which all programs receiving state and/or federal funds are required to participate, a unified professional development system, birth-through-five early learning and development standards, and a cross-agency integrated data system.

During the 2016-2017 school year, Louisiana completed its first full year of the unified quality rating and improvement system for all publicly funded childcare, Head Start and pre-K sites. The state shared information for all programs serving children birth to age five via a family friendly website, [www.louisianaschools.com](http://www.louisianaschools.com), which provides comparable information about program quality.

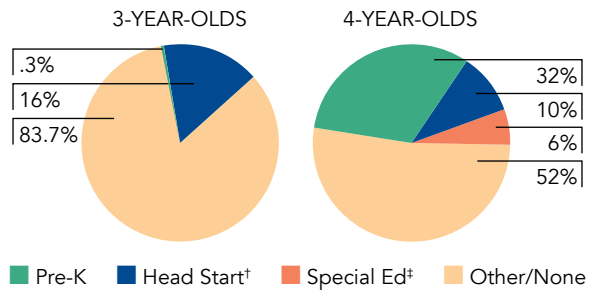
Louisiana's overall support for state-funded preschool, including enrollment and funding for 8(g), LA 4, and NSECD, is depicted in the first two pages of this state profile. The third page focuses on 8(g), the fourth page on LA 4, and the fifth page on NSECD.

# LOUISIANA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	18,457
Special education enrollment, ages 3 and 4 .....	6,112
Federally funded Head Start enrollment, ages 3 and 4 .....	14,722
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

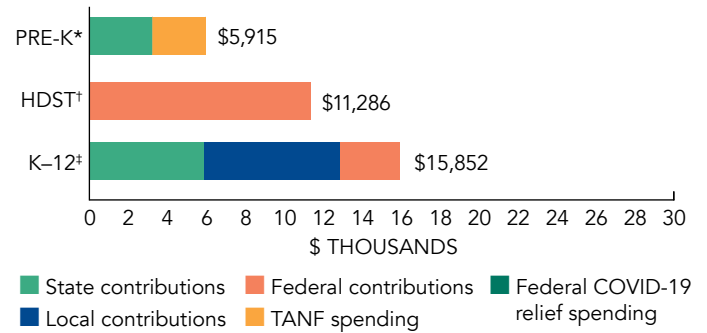


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$109,179,482
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,915
All reported spending per child enrolled* .....	\$5,915

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	34

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	32

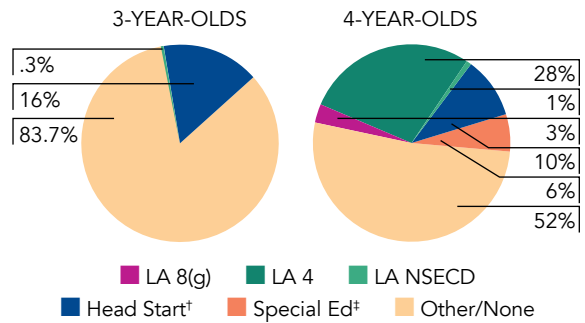
TOTAL BENCHMARKS MET
79

# LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

## ACCESS

Total state pre-K enrollment ..... 1,725  
 School districts that offer state program ..... 91% (LEAs)  
 Income requirement ..... 200% FPL  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	LA 8(G) REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	18 hours/year; PD plans (teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Referrals	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

## RESOURCES

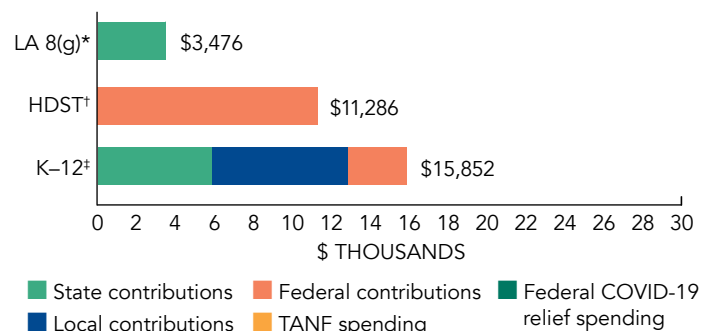
Total state pre-K spending ..... \$5,996,354  
 Local match required? ..... No  
 State spending per child enrolled ..... \$3,476  
 All reported spending per child enrolled\* ..... \$3,476

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K–12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

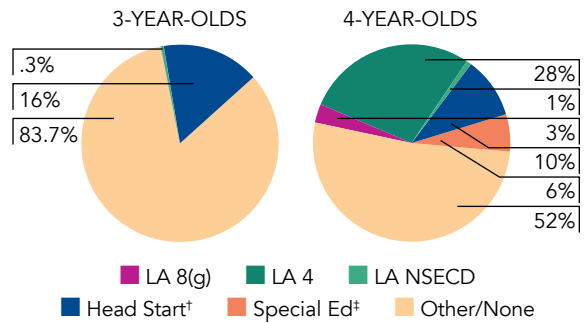


# CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

## ACCESS

Total state pre-K enrollment ..... 15,731  
 School districts that offer state program ..... 97% (parishes)  
 Income requirement ..... 200% FPL  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	LA 4 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	18 hours/year; PD plans	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

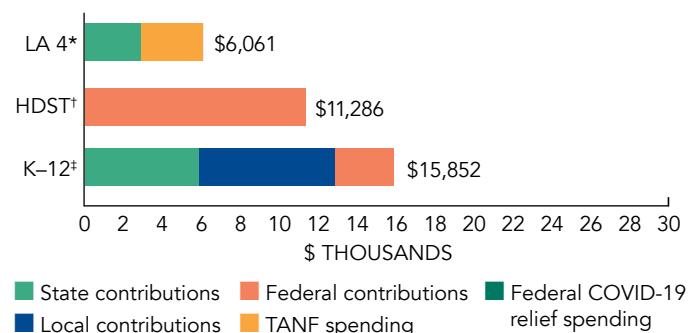
Total state pre-K spending ..... \$95,342,670  
 Local match required? ..... No  
 State spending per child enrolled ..... \$6,061  
 All reported spending per child enrolled\* ..... \$6,061

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K–12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

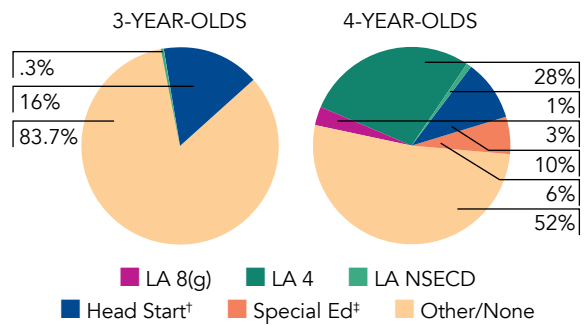


# LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

## ACCESS

Total state pre-K enrollment.....	1,001
School districts that offer state program.....	23% (parishes)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	LA NSECD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (4-year-old classes); CDA (3-year-old classes)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	Pre-K-3, ECE SpEd (4-year-old classes); CDA (3-year-old classes)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA (4-year-old classes); HSD (3-year-old classes)	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	18 hours/year; PD plans	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

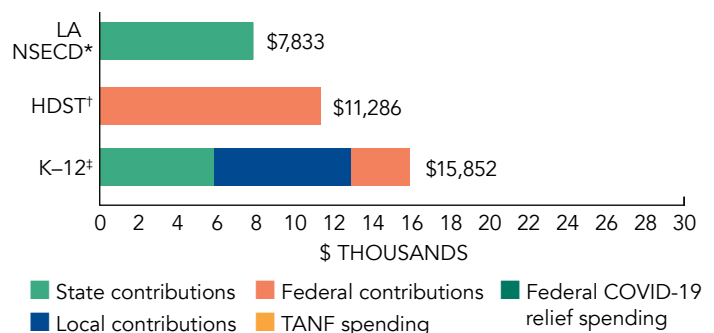
Total state pre-K spending .....	\$7,840,458
Local match required? .....	No
State spending per child enrolled .....	\$7,833
All reported spending per child enrolled* .....	\$7,833

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

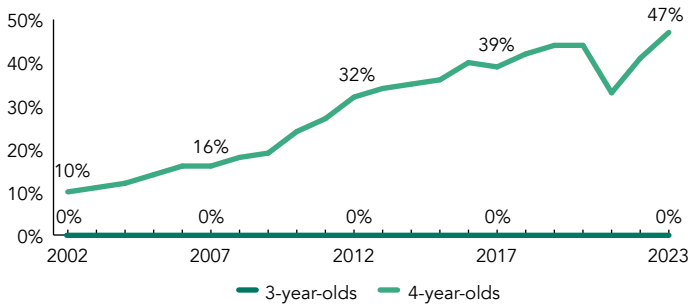
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

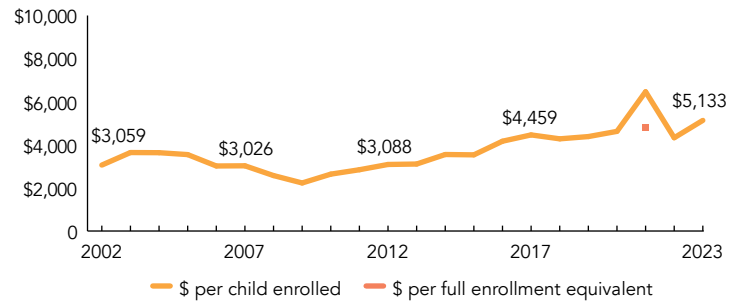


# Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Maine preschool enrolled 6,237 children, an increase of 646 from the prior year. State spending totaled \$30,121,111, with an additional \$1,894,744 in federal recovery funds to support the program, up \$7,820,830 (32%), adjusted for inflation, since last year. State spending per child equaled \$5,133 in 2022-2023, up \$806 from 2021-2022, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

In 2022, ARP funding was committed by Maine's governor and legislature to support public Pre-K expansion. This allowed ten school administrative units to open or expand current offerings as well as support new team members at the state level. This funding will continue to support new and expanded programming in 2023-24 and will start or expand current offerings and add another team member at the state level. Legislation passed in 2023 directs the formation of a state level commission to study funding public preschool as well as the Maine Department of Education (DOE) to study credentialing pathways and to annually report back to the legislature on public preschool.

Maine's Department of Health and Human Services, in partnership with Maine's Department of Education, received an \$8 million Preschool Development Grant Birth through Five (PDG B-5) renewal grant in December 2022 to build needed infrastructure and capacity to create a more coordinated, efficient, and high-quality mixed delivery system to ensure children enter Kindergarten prepared to succeed in the early elementary years. Intended outcomes of the expansion effort include engaging a diverse group of stakeholders to advise the development of policy and programming for more fully utilizing Maine's mixed-delivery system to reach the goal of universal public pre-K. Additionally, PDG B-5 funding will support the addition of a Pre-K Partnership Specialist position to help cultivate partnerships between school systems and community providers to provide public pre-K. Attention will also be paid to professional learning related to high-quality programming and transitions between pre-K and the early elementary years.

## BACKGROUND

Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. Since 2007, state-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP), still funded through Maine's school funding formula, with a distribution of funds to 152 of the 197 (77%) school administrative units (SAUs) that operate kindergarten.

PPP classrooms function as either stand-alone programs located in public schools or SAUs partner with licensed community-based child care programs or Head Start agencies. Schools are required to provide a local match to draw down a per-pupil state subsidy. The required local match is part of the school funding formula based on property value.

Maine's Public Preschool Program Standards, promulgated as a regulation in December 2014, outlined programmatic changes including reduced child-staff ratio and group size, the use of evidence-based curricula, and child screening and assessments.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
11	None Served	28	21	9

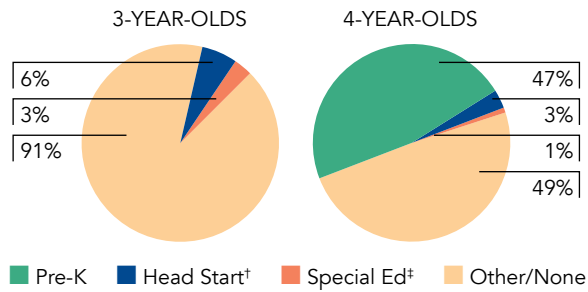


# MAINE PUBLIC PRESCHOOL PROGRAM

## ACCESS

Total state pre-K enrollment .....	6,237
School districts that offer state program .....	85% (eligible school administrative units)
Income requirement .....	No income requirement
Minimum hours of operation .....	2 hours/day
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,871
Federally funded Head Start enrollment, ages 3 and 4 .....	1,830
State-funded Head Start enrollment, ages 3 and 4 .....	Not reported

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	ME PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Educational Technician II (at least 9 ECE credits)	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 3 credit hours/5 years (assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	16 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

## RESOURCES

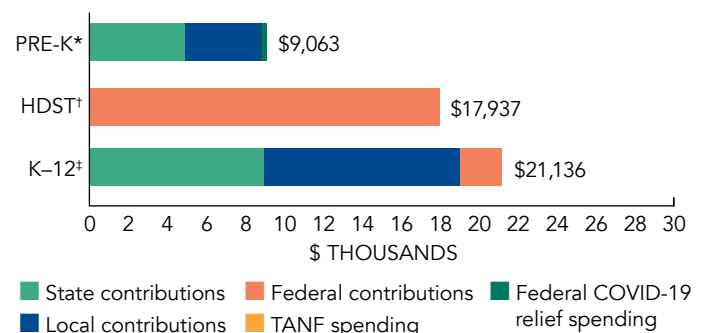
Total state pre-K spending .....	\$32,015,855
Local match required? .....	Yes
State Head Start spending .....	\$1,190,007
State spending per child enrolled .....	\$5,133
All reported spending per child enrolled* .....	\$9,063

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

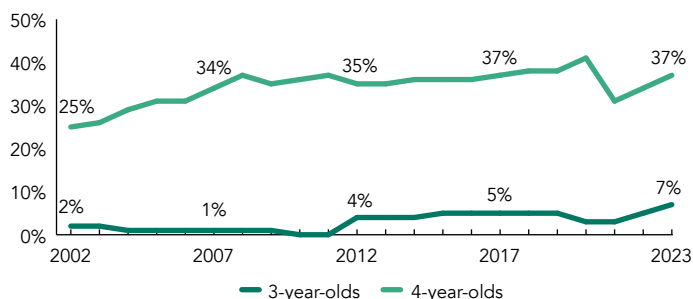
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

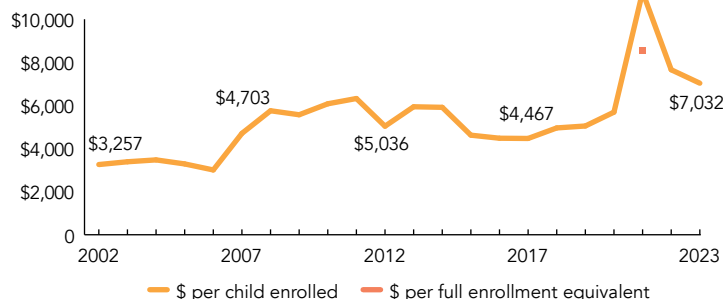


# Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Maryland preschool enrolled 31,907 children, an increase of 2,589 from the prior year. State spending totaled \$224,382,022, down \$44,138, adjusted for inflation, since last year. State spending per child equaled \$7,032 in 2022-2023, down \$623 from 2021-2022, adjusted for inflation. Maryland met 8 of 10 quality standards benchmarks.

## WHAT'S NEW

Maryland Code, Education, § 5-401 "Blueprint for Maryland's Future" put in place an increase in preschool funding over the next 10 years to support prekindergarten expansion in the state. As a result, along with multiple education reforms, the Maryland State Department of Education (MSDE) is charged with establishing and implementing high-quality prekindergarten programming by expanding voluntary prekindergarten in a mixed-delivery system for 3- and 4-year-old children from families earning incomes at or below 300% FPL beginning in FY 2023.

## BACKGROUND

Maryland created the Extended Elementary Education Program (EEEP) in 1980 as a pilot preschool program in Baltimore City and Prince George's County. The Maryland Prekindergarten Program was started in 2002, giving local boards of education until 2007 to provide pre-K in public schools to all 4-year-olds from families with incomes at or below 185% FPL. Maryland enacted the Prekindergarten Expansion Act in 2014, adding \$4.3 million per year to increase access to full-day public pre-K for 4-year-olds from families with household incomes up to 300% FPL.

The Division of Early Childhood (DEC) in the MSDE is responsible for early care and education. Funding for the Maryland Prekindergarten Program is provided through a school funding formula and is based on the K-12 per pupil amount, to support eligible children attending half-day programs. DEC staff monitor pre-K programs funded through the Prekindergarten Expansion Grants annually, using a self-developed checklist. Prekindergarten Expansion Grantees are required to participate in Maryland EXCELS, the state's QRIS, and are able to access targeted technical assistance.

Maryland also has 82 "Judy Centers" located in Title 1 schools that work collaboratively with elementary schools and community based providers to offer comprehensive, year-round early learning services for children birth to age five.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	19

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	8

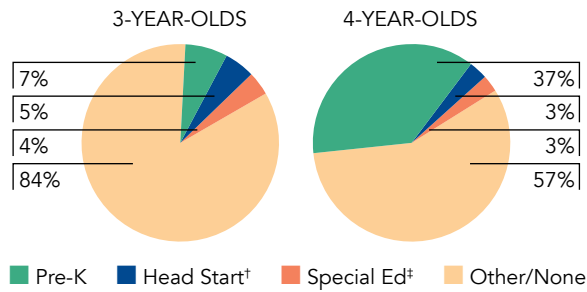
TOTAL BENCHMARKS MET
8

# MARYLAND PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	31,907
School districts that offer state program .....	100%
Income requirement .....	185% FPL (part-day); 300% FPL (full-day)
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	9,715
Federally funded Head Start enrollment, ages 3 and 4 .....	5,813
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MD PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

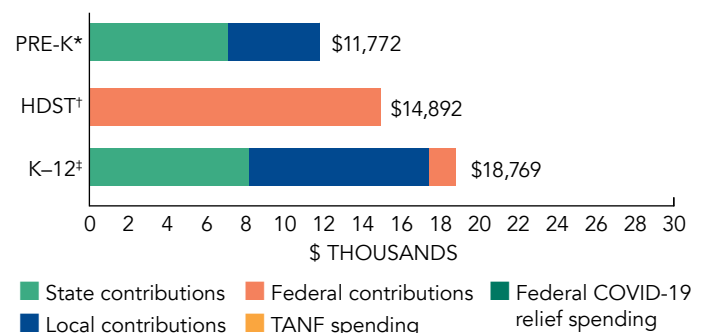
Total state pre-K spending .....	\$224,382,022
Local match required? .....	No
State Head Start spending .....	\$2,440,960
State spending per child enrolled .....	\$7,032
All reported spending per child enrolled* .....	\$11,772

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

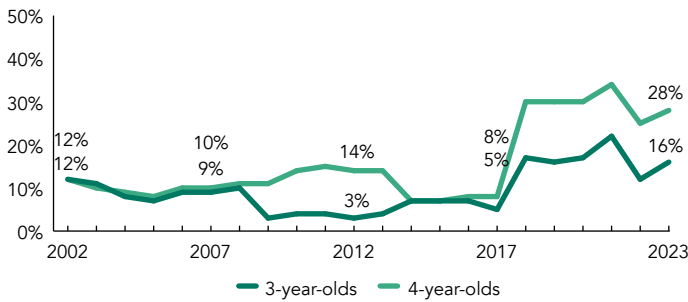
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

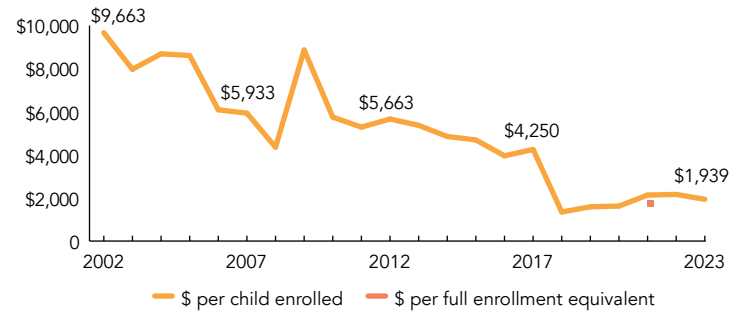


# Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

Massachusetts preschool programs enrolled 33,064 children in 2022-2023, an increase of 4,509 children from the prior year. State spending totaled \$64,121,030, up \$2,347,793 (4%), adjusted for inflation, since last year. State spending per child equaled \$1,939 in 2022-2023, down \$224 from 2021-2022, adjusted for inflation. Massachusetts met an average of 6 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, Massachusetts was awarded a 3-year, \$36 million (\$12 million per year) federal Preschool Development Grant Birth through Five (PDG B-5). In addition to the federal funding, the Commonwealth will provide \$3 million each year in matching funds. The additional funding will support new and ongoing work to improve families' ability to access high-quality programs and services, establish clear career growth pathways for the workforce serving young children, and support high-quality programming. One key focus of the grant will be increasing supports for early education and care programs to deliver to high-quality programming and implement evidence-based curricula appropriate for young children.

The Healey-Driscoll administration and state legislature made a commitment to continue providing stabilization grants to providers using state funds when federal ARPA funds sunset, allocating \$475 million for the state's Commonwealth Cares for Children (C3) Operational Grants for early education and care providers in FY24. Additional funds were also included in the budget to support increased access to mental health supports with a focus on trauma informed care for both children and families.

## BACKGROUND

In 2005, Massachusetts established the Department of Early Education and Care (EEC) and since then has supported access to high-quality preschool through multiple grant programs. These include a Universal Pre-Kindergarten (UPK) grant to support quality, affordability, and accessibility available to licensed programs serving 3- and 4-year-olds until 2019. The Inclusive Preschool Learning Environments (IPLE) Grant was also available to programs until 2019 and was designed to support access for preschool-age children with and without disabilities to high quality, inclusive early education and care settings. These programs are no longer included in the report.

In 2019, EEC launched its Commonwealth Preschool Partnerships Initiative (CPPI), which supports high quality preschool access for children from age 2 years and 9 months until they reach the locally determined kindergarten eligibility age. State funding is awarded directly to public school districts that serve as the fiscal and programmatic managers of the grant. Funded school districts are required to subcontract with community-based early education and care programs from their communities to implement the grant requirements, providing preschool access across public and private classrooms.

Massachusetts also supports preschool enrollment through the Chapter 70 funding stream, which is the state's funding formula for K-12 public schools. For the 2022-2023 school year, \$105.6 million in combined state and local funding supported preschool-age children. All children in the state are eligible for the program and are served in public school settings, but local districts can set their own eligibility priorities. Lead teachers are required to have at least a bachelor's degree and a Preschool through Grade 2 license.

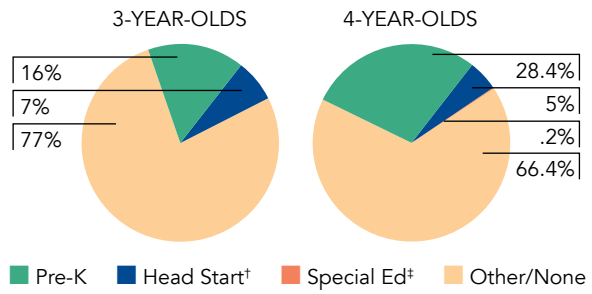
Massachusetts' overall support for state-funded preschool, including enrollment and funding for both CPPI and Chapter 70, is depicted in the first two pages of this state profile. The third page focuses solely on CPPI, and the fourth page provides information on Chapter 70.

# MASSACHUSETTS STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	33,064
Special education enrollment, ages 3 and 4 .....	10,809
Federally funded Head Start enrollment, ages 3 and 4 .....	8,500
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

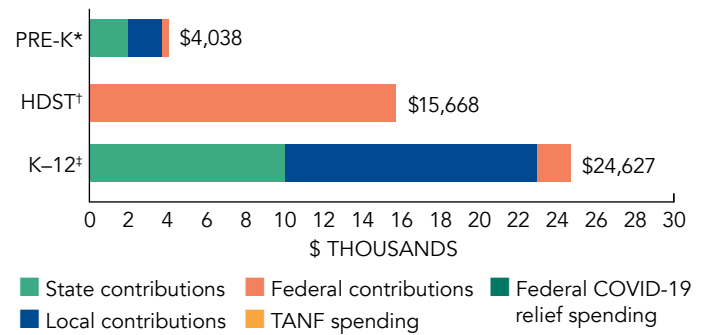


† Some Head Start children may also be counted in state pre-K (Chapter 70).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$64,121,030
State Head Start spending .....	\$16,500,000
State spending per child enrolled .....	\$1,939
All reported spending per child enrolled*	\$4,038

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
45	42

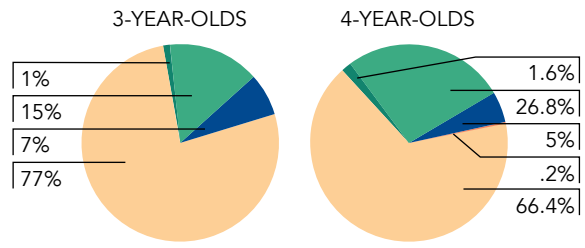
TOTAL BENCHMARKS MET
6

# COMMONWEALTH PRESCHOOL PARTNERSHIPS INITIATIVE

## ACCESS

Total state pre-K enrollment ..... 2,140  
 School districts that offer state program ..... 6% (towns/communities)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 6 hours/day; 5 days/week  
 Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



MA CPPI MA Chapter 70  
 Head Start† Special Ed‡ Other/None  
 † Some Head Start children may also be counted in state pre-K (Chapter 70).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MA CPPI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Other (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	Pre-K–2 (public); Other (nonpublic)	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Developmental; Referrals	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

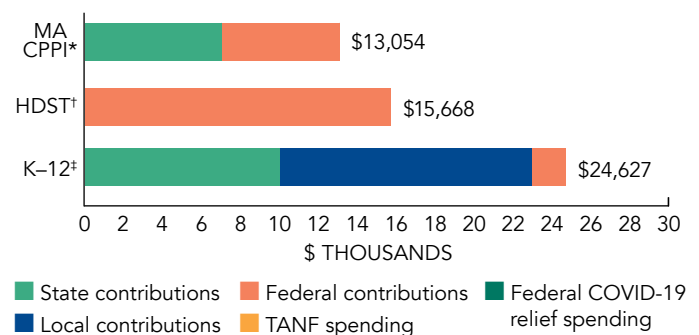
Total state pre-K spending ..... \$15,000,000  
 Local match required? ..... No  
 State spending per child enrolled ..... \$7,009  
 All reported spending per child enrolled\* ..... \$13,054

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

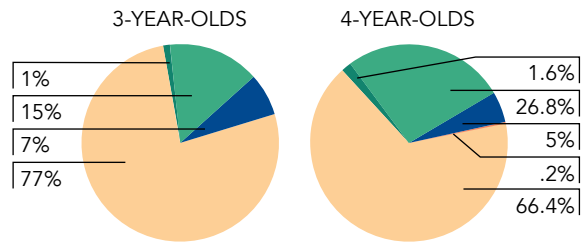


# MASSACHUSETTS CHAPTER 70

## ACCESS

Total state pre-K enrollment .....	30,924
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MA CPPI    ■ MA Chapter 70  
■ Head Start†    ■ Special Ed‡    ■ Other/None  
 † Some Head Start children may also be counted in state pre-K (Chapter 70).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MA CHAPTER 70 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–2	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	150 Professional Development Points/ 5 years (teachers only); PD plans (teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

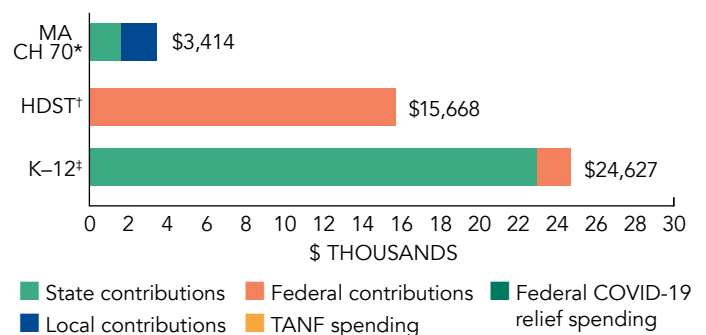
Total state pre-K spending .....	\$49,121,030
Local match required? .....	Yes
State spending per child enrolled .....	\$1,588
All reported spending per child enrolled* .....	\$3,414

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

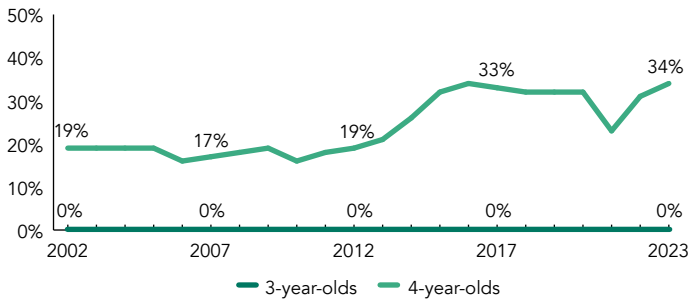
‡ K–12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

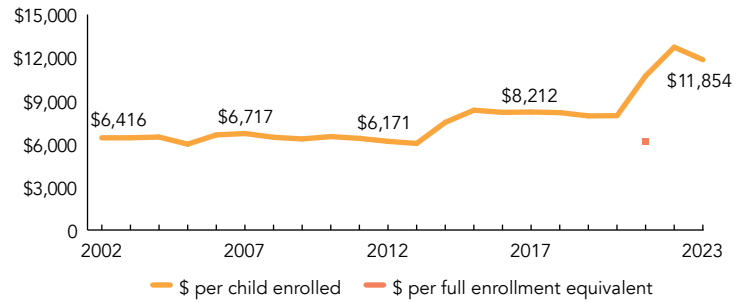


# Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Michigan Great Start School Readiness (GSRP) enrolled 38,140 children, an increase of 2,245 from the prior year. State spending totaled \$369,120,000, with an additional \$83,000,000 in federal recovery funds to support the program, down \$4,696,417 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$11,854 in 2022-2023, down \$872 from 2021-2022, adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

The \$83 million in federal recovery funding to expand GSRP in 2022-2023 helped move Michigan toward the goal of enrolling 90% of 4-year-olds in families at or below 250% FPL. This was the last year using federal recovery funding for GSRP. The state legislature approved an increase in GSRP per child funding from \$8,700 to \$9,150 for a full-day slot, matching the base foundation allowance of K-12. As of December 1, 2023, GSRP moved to the newly created Michigan Department of Lifelong Education, Advancement, and Potential created by the Governor under Executive Order 2023-6.

The Michigan Department of Education (MDE) received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million in December 2022 to create workforce and family engagement needs assessments that will be incorporated into [Michigan's Collective Early Childhood Action Plan](#).

## BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. In 2021-2022, up to 15% of children could be over the income threshold, up from 10%. Any family over-income must pay a fee on a locally determined sliding scale unless they are homeless, in foster care, or have an IEP recommending placement in an inclusive preschool setting. GSRP serves the majority of children in school-day programs. Intermediate School Districts (ISDs) serve as program grantees, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality (GSQ) tiered rating and improvement system. In Winter 2023, Michigan's GSQ system was updated to be more provider friendly and moved away from star ratings. GSRP providers must now be an equivalent to enhanced quality within the new naming convention.

Overall ISD funding is determined by the level of poverty in each ISD and a funding formula, with final grantee awards based on a community needs assessment and a formula component. State funding includes a transportation fund, a curriculum/training fund, and funding to recruit families and increase public awareness of GSRP; as well as \$500,000 for ongoing statewide evaluation activities.

Michigan's Developmental Kindergarten (DK, not included in this report) is the first year of a planned two-year kindergarten program sequence for children who turn 5 between September 2 and December 1 or whose parents and/or schools feel they are "not ready," usually those with birthdays between July and September 1. It is funded in the same way as kindergarten using the school funding formula and follows kindergarten requirements, which are based on local district control. DK enrolled 8,498 four-year-olds with \$77,756,700 in total spending in 2022-2023.

Michigan's Strong Beginnings is a pilot state-funded center-based preschool program for three-year-olds. In 2022-2023, 178 three-year-olds participated in the program with \$2.2 million in state school aid funding.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
18	None Served	6	7	10*

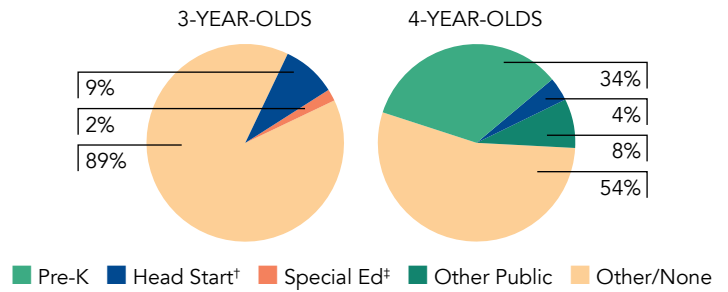


# MICHIGAN GREAT START READINESS PROGRAM

## ACCESS

Total state pre-K enrollment .....	38,140
School districts that offer state program .....	99% (counties)
Income requirement .....	250% FPL
Minimum hours of operation .....	3 hours/day; 4 days/week
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	9,434
Federally funded Head Start enrollment, ages 3 and 4 .....	19,804
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or AA in ECE/CD	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	16 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	18 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.  
 \* Indicates that while policy meets the benchmark, it is not being implemented fully.

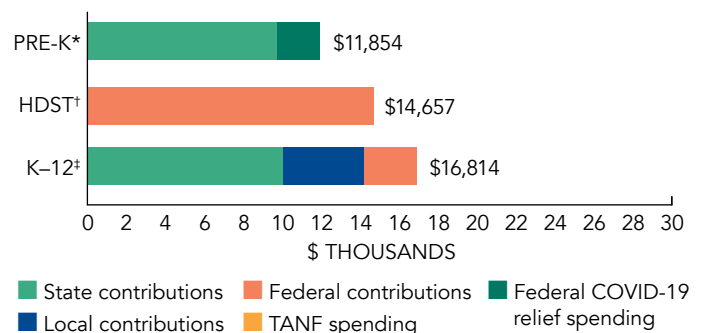
10\*

## RESOURCES

Total state pre-K spending .....	\$452,120,000
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$11,854
All reported spending per child enrolled* .....	\$11,854

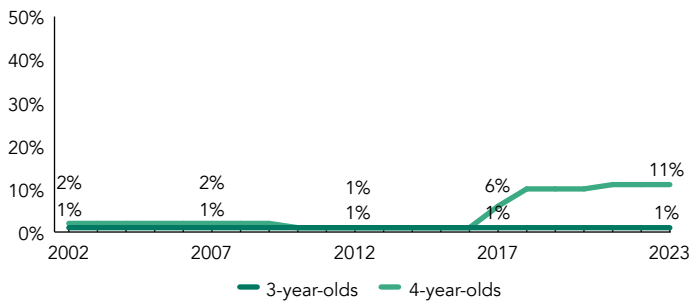
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

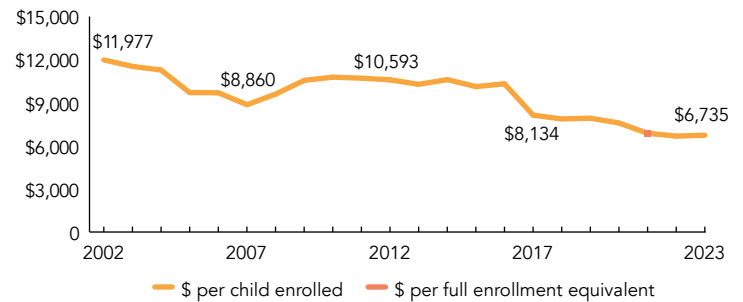


# Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Minnesota preschool enrolled 7,799 children, a decrease of 245 children from the prior year. State spending totaled \$52,523,670 down \$1,168,499 (2%), adjusted for inflation, since last year. State spending per child equaled \$6,735 in 2022-2023, up \$60 from 2021-2022, adjusted for inflation. Minnesota met an average of 5.4 of 10 quality standards benchmarks.

## WHAT'S NEW

The legislature made the current Voluntary Preschool (VPK)/School Readiness Plus (SRP) funding for 7,160 seats permanent and added an additional 5,200 seats by FY 2026. The legislature also appropriated an additional \$10 million for a total of \$35.1 million for Head Start and Early Head Start. A new state agency, Children, Youth, and Families, will be formed and operating by July 2026. Federal relief funding remained available to programs during the 2021-2022 school year, including for summer programs. Additional legislative changes for VPK/SRP include new teacher licensure requirements by 2028 and a focus on Grow Your Own programs to create on the job professional development and institute of higher education opportunities.

State funding and Preschool Development Grant funds were used to increase professional learning opportunities. The state is committed to supporting mixed-delivery partnerships between public schools, Head Start, and community-based providers. Finding qualified staff was a challenge for many preschool programs. In December 2022, the Minnesota Department of Education received a Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$4 million to focus on improved systems supports, accelerating local mixed-delivery work, and workforce compensation parity activities.

## BACKGROUND

Minnesota financially supplements federally designated Head Start and Early Head Start programs to increase access to early childhood education for children birth to age five. All state-supported Head Start programs are required to follow the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards birth to kindergarten entrance as well as the federal Head Start Performance Standards. Total state funding for Head Start was \$25.1 million and programs decide at the local level if funds are used for Head Start or Early Head Start. Recently there has been a shift towards more funding being used for Early Head Start.

A second state-funded preschool program, Voluntary Prekindergarten (VPK), was established in 2016-2017 and funded through general education funds as a new grade level with children funded at 0.6 ADM. In 2017-2018, the state legislature created the School Readiness Plus (SRP) program, a variation of VPK. Districts could apply to be a VPK or SRP district; most chose to offer VPK.

Across VPK and SRP, more than 7,000 seats were allocated to 134 school districts (including charter schools) through an application and ranking process based on free and reduced-price lunch percentages of each elementary school in the state. The program operates a minimum of 350 hours per year and serves children who are 4 years old by September 1.

Voluntary Prekindergarten standards build on existing School Readiness standards by requiring the use of a defined list of curriculum and assessment tools aligned with the early learning standards and Kindergarten Entrance Assessment, paying knowledgeable teaching staff wages comparable to local K-12 teachers, observing teacher-child interactions to guide professional development using an approved instrument, involving parents in transition planning, and measuring the impact of the program through either a self- or state-designed tool.

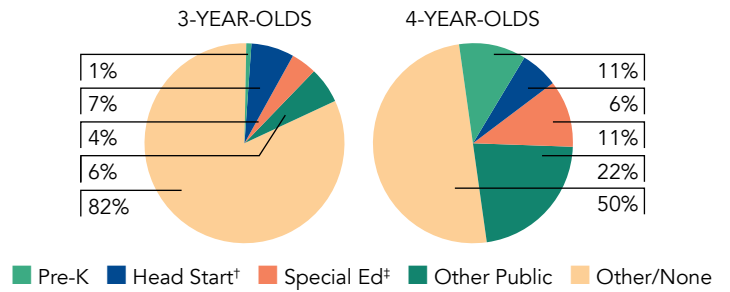
(continued)

# MINNESOTA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	7,799
Special education enrollment, ages 3 and 4 .....	12,101
Federally funded Head Start enrollment, ages 3 and 4 .....	8,756
State-funded Head Start enrollment, ages 3 and 4.....	789

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

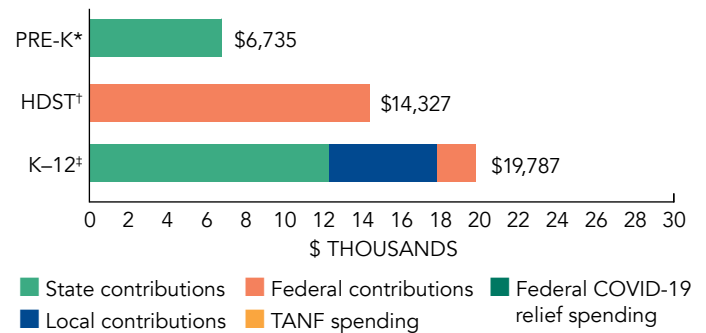


† Some Head Start children may also be counted in state pre-K (VPK/SRP).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$52,523,670
State Head Start spending .....	\$9,171,263
State spending per child enrolled .....	\$6,735
All reported spending per child enrolled* .....	\$6,735

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
37	32	19	28	5.4

Minnesota invests state-funding in several early childhood initiatives for children ages 3- and 4-years-old as of September 1 that are not included in this report: Early Learning Scholarship funding provides \$77 million in scholarships to eligible families to offset the cost of enrollment in early childhood programs earning a Three- or Four-Star Parent Aware Rating. Additionally, the state invests \$33 million in district-controlled School Readiness programs with widespread access and instructional standards similar to VPK/SRP for preschool aged children. The state also spends \$32 million on district-based Early Childhood Family Education programs providing family education and home visits with a focus on health and developmental screening, parent engagement, and community services.

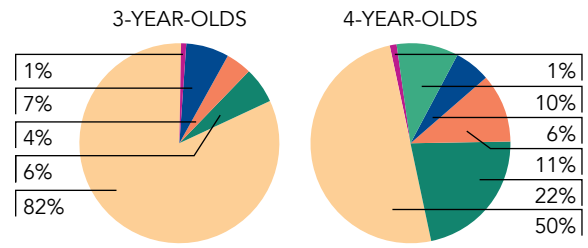
Minnesota’s overall support for state-funded preschool, including enrollment and funding for both Minnesota Head Start and VPK/SRP, is depicted in the first two pages of this state profile. The third page focuses solely on Minnesota Head Start and the fourth page provides information on VPK/SRP.

# MINNESOTA HEAD START

## ACCESS

Total state pre-K enrollment .....	789
School districts that offer state program .....	100% (counties/parishes)
Income requirement .....	Per Federal Head Start: 100% FPL
Minimum hours of operation .....	Per Federal Head Start Program Performance Standards
Operating schedule .....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MN HdSt    ■ MN VPK/SRP    ■ Head Start†  
■ Special Ed‡    ■ Other Public    ■ Other/None

† Some Head Start children may also be counted in state pre-K (VPK/SRP).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MN HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

## RESOURCES

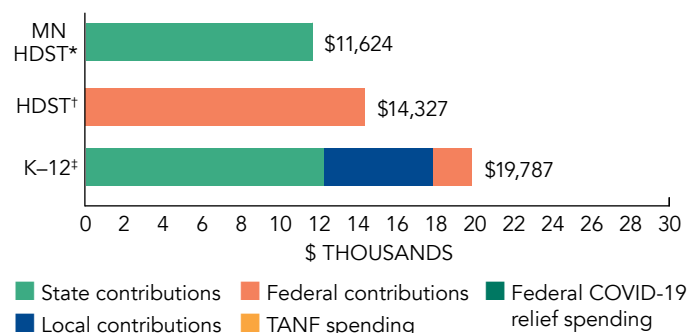
Total state pre-K spending .....	\$9,171,263
Local match required? .....	No
State spending per child enrolled .....	\$11,624
All reported spending per child enrolled* .....	\$11,624

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

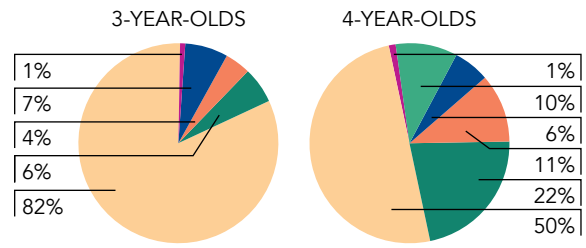


# MINNESOTA VOLUNTARY PREKINDERGARTEN (VPK) AND SCHOOL READINESS PLUS (SRP)

## ACCESS

Total state pre-K enrollment ..... 7,010  
 School districts that offer state program ... 35%; 11% (charter schools)  
 Income requirement ..... No income requirement  
 Minimum hours of operation ..... 350 instructional hours/year  
 Operating schedule ..... School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MN HdSt ■ MN VPK/SRP ■ Head Start†  
 ■ Special Ed† ■ Other Public ■ Other/None

† Some Head Start children may also be counted in state pre-K (VPK/SRP).  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MN VPK/SRP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	Other	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	Other	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	Determined locally	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	10 hours/year (all teachers & assistants); 125 hours/5 years (licensed teachers only); PD plans (teachers only); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

## RESOURCES

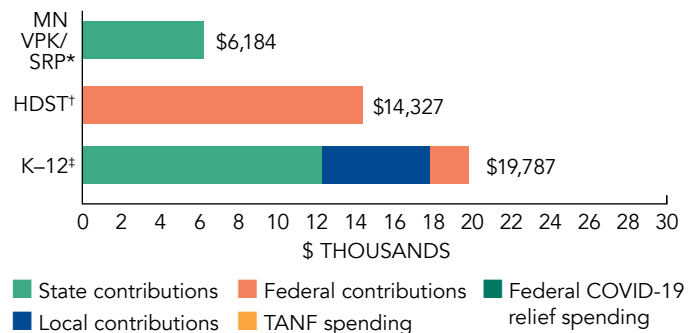
Total state pre-K spending ..... \$43,352,407  
 Local match required? ..... No  
 State spending per child enrolled ..... \$6,184  
 All reported spending per child enrolled\* ..... \$6,184

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

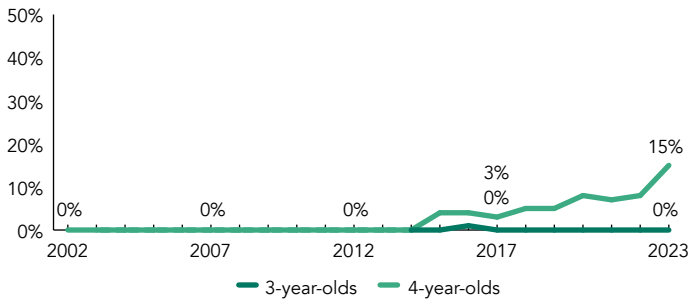
## SPENDING PER CHILD ENROLLED



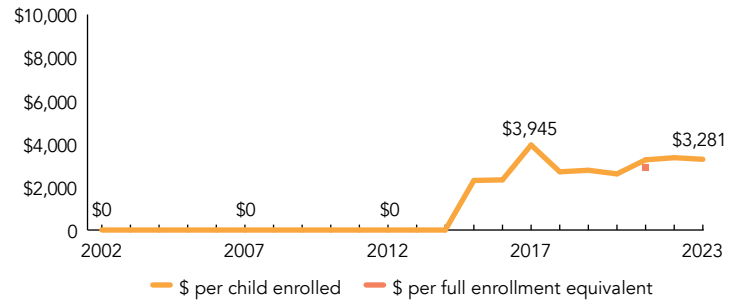
■ State contributions ■ Federal contributions ■ Federal COVID-19 relief spending  
 ■ Local contributions ■ TANF spending

# Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Mississippi preschool enrolled 5,329 children, an increase of 2,522 from the prior year. State spending totaled \$16,000,000, and an additional \$1,485,429 in federal recovery funds supported the program, up \$8,064,628 (86%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,281 in 2022-2023, down \$75 from 2021-2022, adjusted for inflation. Mississippi met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2022-2023 school year, the Mississippi state preschool expansion continued, with another \$8 million for additional planning grants to open 3,040 more seats during the 2023-2024 school year. With this expansion, the total state funding will equal \$24 million. Additionally, during the 2022 legislative session, \$20 million was appropriated to fund additional preschool programs in school settings, specifically in the State Invested Pre-K (SIP) Program. SIP classrooms are in public schools; however, these classrooms can include children who are dually enrolled in Head Start. Although this funding was received during the 2022-2023 program year, children are being served in classrooms beginning in August 2023. It is estimated that this \$20 million investment will yield approximately 190 additional classrooms to serve approximately 3,800 additional children.

In December 2022, Mississippi was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$8,095,090. Funds are used to offer coaching, family engagement activities, and professional learning opportunities for childcare, school district, and Head Start preschool providers. This funding will also provide grant opportunities to school districts to offer blended preschool classrooms for children with and without disabilities in the same classroom.

## BACKGROUND

The Early Learning Collaborative (ELC) Act of 2013 established Mississippi's first state-funded, voluntary pre-K program. The ELC Act provides funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services. Implementation began in January 2014, with the capacity to serve 1,774 children. The program was initially funded at \$3 million per year and has expended with additional funding to serve more children. As long as the ELC Act of 2013 is funded, current Collaboratives that meet program requirements will continue to be funded.

Pre-K programs in Head Start centers, licensed child-care facilities, and public, parochial, or private schools formed and maintained stakeholder councils called ELCs, involving at least two program auspices.

The voluntary pre-K program intends to improve quality, increase access to high-quality pre-K programs for 4-year-olds, and prepare more children to enter kindergarten ready to succeed in school. This program also supports local programs in their efforts to improve pre-K quality and access. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, which includes the utilization of evidence-based curricula aligned with the Mississippi Department of Education's Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children.

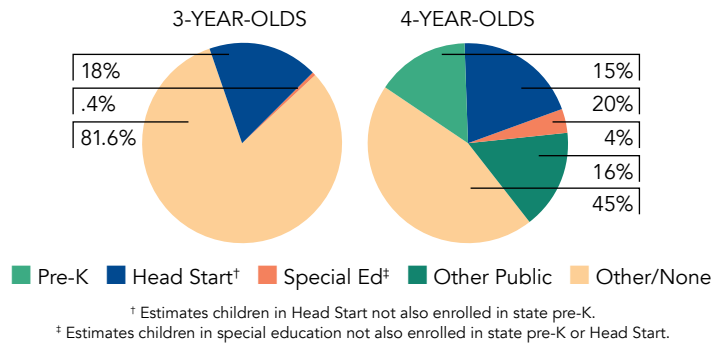
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
35	None Served	41	22	10

# MISSISSIPPI EARLY LEARNING COLLABORATIVE

## ACCESS

Total state pre-K enrollment .....	5,329
School districts that offer state program .....	26%
Income requirement .....	No income requirement
Minimum hours of operation .....	4 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	3,446
Federally funded Head Start enrollment, ages 3 and 4 .....	13,833
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	MS PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE or CD	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

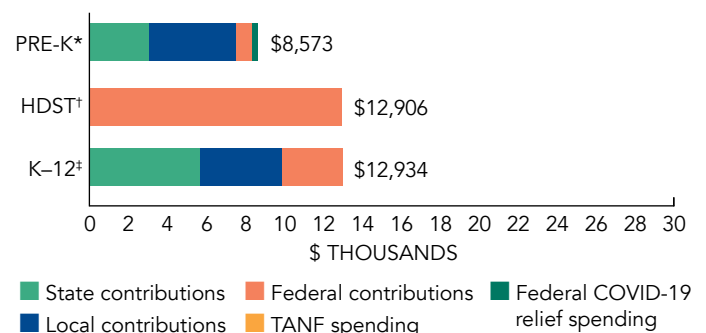


## RESOURCES

Total state pre-K spending .....	\$17,485,429
Local match required? .....	Yes
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,281
All reported spending per child enrolled* .....	\$8,573

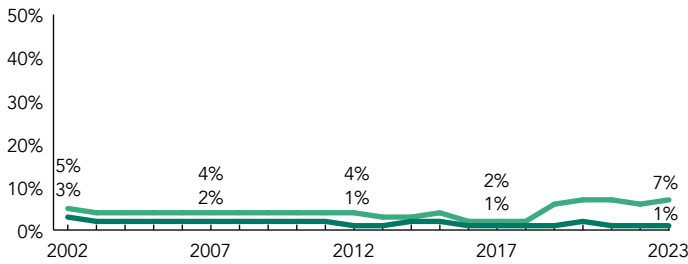
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

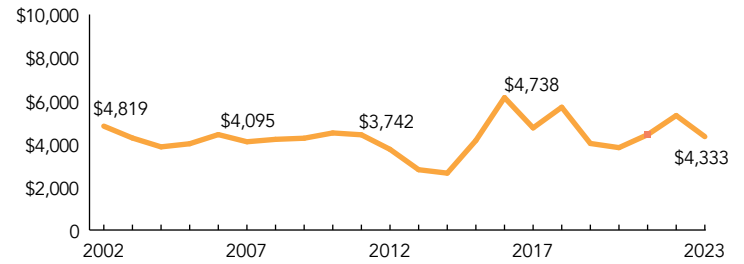


# Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Missouri preschool enrolled 6,375 children, an increase of 1,135 from the prior year. State spending totaled \$27,625,495, down \$207,515 (1%), adjusted for inflation, since last year. State spending per child equaled \$4,333 in 2022-2023, down \$978 from 2021-2022, adjusted for inflation. Missouri met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

The Missouri Legislature appropriated funds for quality pre-kindergarten education. House bill 2.017 appropriated \$26,084,588 to fund pre-kindergarten education in child care facilities and House bill 20.233 appropriated \$55,830,843 for pre-kindergarten education in Local Education Agencies. If all funds are expended, it will provide pre-kindergarten education to approximately half of the children in the grade level.

Missouri Department of Elementary and Secondary Education (DESE) received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December 2022 to achieve the following objectives: disseminate innovative family engagement and early childhood workforce best practices at the state and local levels; expand the state's Quality Assurance report that will define, measure, and support quality improvement; provide recruitment and retention opportunities for early childhood professionals; strengthen Missouri's state-local partnership model through the state's community leader model and related initiatives; and enhance systems of data collection and reporting.

Missouri is developing a unified strategic plan for the state's childhood system focused on the following big goals: (1) Expand access to high-quality programs and services; (2) Improve the quality of programs and services; (3) Strengthen community leadership; (4) Modernize systems and improve operations. The activities funded by this PDG B-5 opportunity will expand upon previous PDG B-5 activities and ultimately support the Office of Childhood in achieving these four goals and more.

## BACKGROUND

Beginning in the 2018-2019 school year, Missouri's Local Education Agencies (LEAs) were encouraged to use the Missouri Pre-K Foundation Formula fund for preschool. Most policy decisions are made by the LEAs but programs must meet requirements around teacher to child ratios, teacher degrees and certification, and fiscal spending and reporting.

Previously, the Missouri Preschool Program (MPP), launched in 1998, served 3- and 4-year-olds in public schools, private child-care centers, and nonprofit agencies. Programs were required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, health and development screenings, and services referrals. MPP was funded through the state's Tobacco Settlement Fund. Priority for funding was given to programs serving children with special needs or from low-income families. The 2020-2021 school year was the last year of operation for MPP.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
39	30	33	38	4*

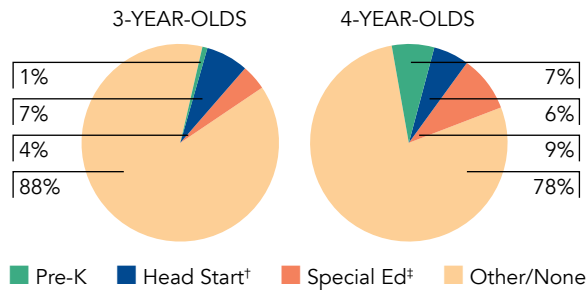


# MISSOURI PRE-K FOUNDATION FORMULA

## ACCESS

Total state pre-K enrollment .....	6,375
School districts that offer state program..	36%; 54% (charter schools)
Income requirement .....	185% FPL
Minimum hours of operation .....	Determined locally
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	10,890
Federally funded Head Start enrollment, ages 3 and 4 .....	9,601
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	MO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers years 1-4); 15 hours/year (teachers year 5 until exempt); PD plans and Coaching (some teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			<b>4*</b>

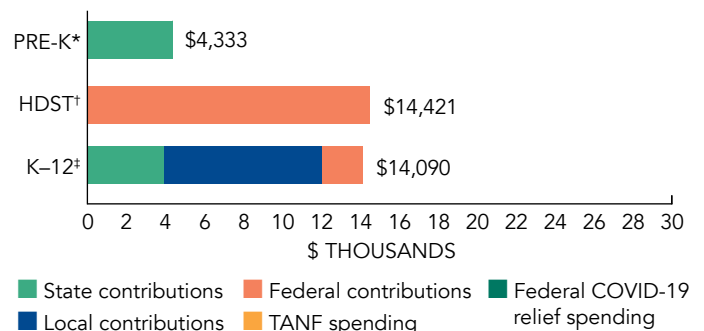
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.  
 \* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

Total state pre-K spending .....	\$27,625,495
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,333
All reported spending per child enrolled* .....	\$4,333

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# Montana

## NO PROGRAM

Montana does not currently operate a public preschool program that meets the definitions used in this report. The 2018-2019 program year marked the final year for implementation of the \$6 million STARS Preschool Pilot, which was Montana's first state-funded preschool effort.

In the past, Montana has taken advantage of federal grant opportunities to support preschool programs. In 2018-2019, over 1,300 children were provided with new or enhanced preschool slots under the state's federal Preschool Development Grant (PDG). Also, in 2017, Montana received another competitive federal grant through the Striving Readers Comprehensive Literacy Program to support literacy skills among disadvantaged children and earmarked 15% of grant funding for preschool programs.

Additionally, in December 2022, Montana was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) three-year renewal grant for \$8 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

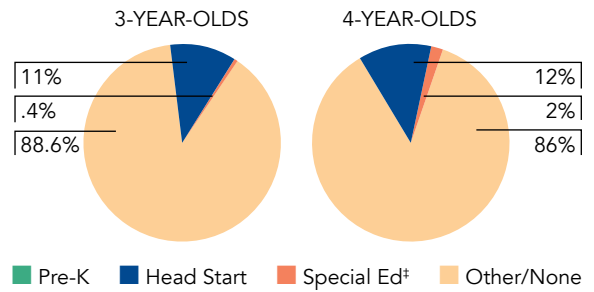
TOTAL BENCHMARKS MET
No Program

# MONTANA

## ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	678
Federally funded Head Start enrollment, ages 3 and 4 .....	2,764
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



\* Estimates children in special education not also enrolled in Head Start.

## QUALITY STANDARDS CHECKLIST

# NO PROGRAM

## RESOURCES

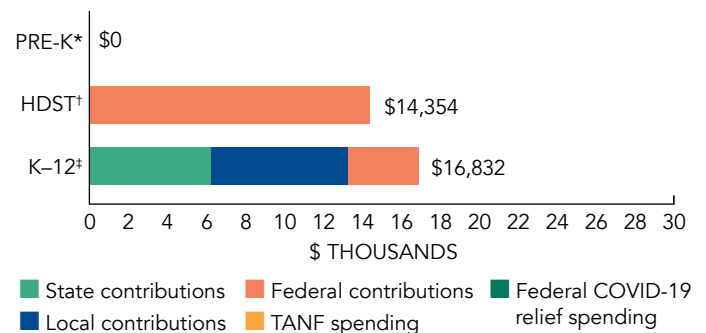
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

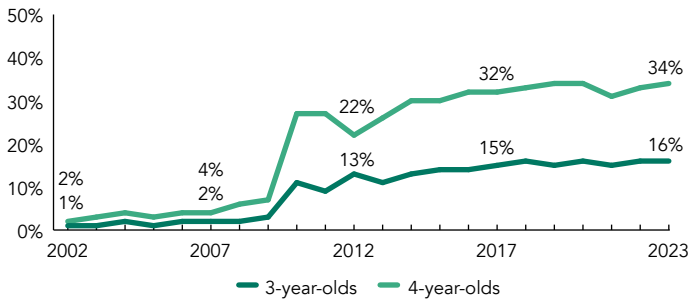
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

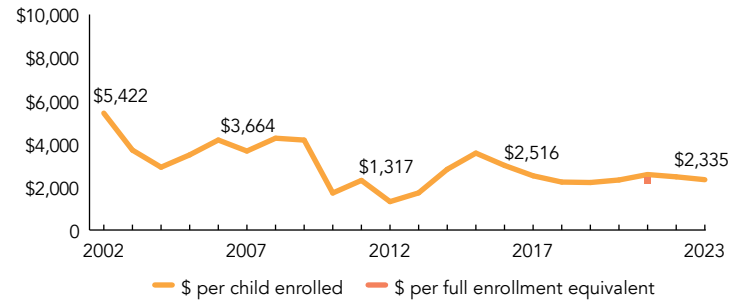


# Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Nebraska preschool enrolled 13,197 children, a decrease of 163 from the prior year. State spending totaled \$30,819,968, down \$2,154,827 (6.5%), adjusted for inflation, since last year. State spending per child equaled \$2,335 in 2022-2023, down \$133 from 2021-2022, adjusted for inflation. Nebraska met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2022-2023 school year, the state implemented District Support Plans to provide support across the state more equitably based on the needs of the district. Supports include access to Nebraska Department of Education (NDE) resources and technical assistance.

In May 2022, NDE authorized the use of ESSER funds to be utilized within up to six Educational Service Units to support PreK–2nd grade teachers with dedicated Professional Development Specialists for two years. The intent of these specialists is to provide educators with someone at a regional level with PreK–2nd grade dedicated support in the areas of appropriate teaching practice, curricular support, formative/observational assessment, Pyramid/PBIS implementation, and/or transitions, based on the needs of the specific regions.

Additionally, in December 2022, Nebraska was awarded a federal Preschool Development Grant Birth through Five (PDG B–5) one year planning grant for \$4 million. For more information about Nebraska’s grant, see [the FAQ](#).

## BACKGROUND

The Nebraska Early Childhood Education Program began as a pilot program in 1992 and expanded in 2001, providing preschool education for children ages three to five. Direct financial support is available on a competitive basis for public schools and education service units that partner with child care centers, Head Start agencies and/or human services agencies. Grantees are required to match 100% of the funding with local and/or federal sources.

At least 70% of the children in the program must have at least one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free or reduced-price lunch (185% FPL), having teen parents or parents who have not completed high school, or having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

Most programs operate 3.5 to 4 hours per day, four or five days per week and must operate for a minimum of 12 hours per week during the school year. All teachers in the Nebraska Early Childhood Education Program are required to have at least a bachelor’s degree and training in early childhood education. The program monitors child, program, and family outcomes annually.

While the Early Childhood Education Grant Program has expanded, many districts and education service units fund their early childhood programs without the use of grants yet follow the same regulations as the grant program. Those programs are also included in this report.

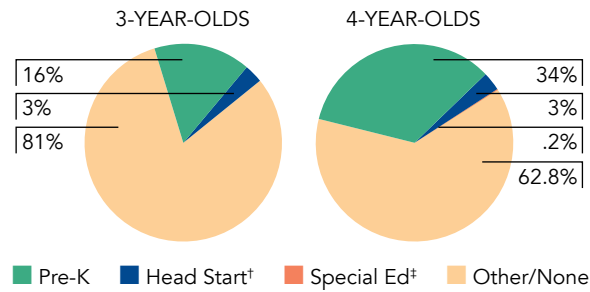
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
20	7	44	9	7

# NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

## ACCESS

Total state pre-K enrollment.....	13,197
School districts that offer state program.....	92%
Income requirement.....	185% FPL
Minimum hours of operation.....	12 hours/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	4,026
Federally funded Head Start enrollment, ages 3 and 4.....	3,294
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	K–6 Endorsement, 6 credits in CD or ECE, or previous experience	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching for teachers participating in the Pyramid model	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

## RESOURCES

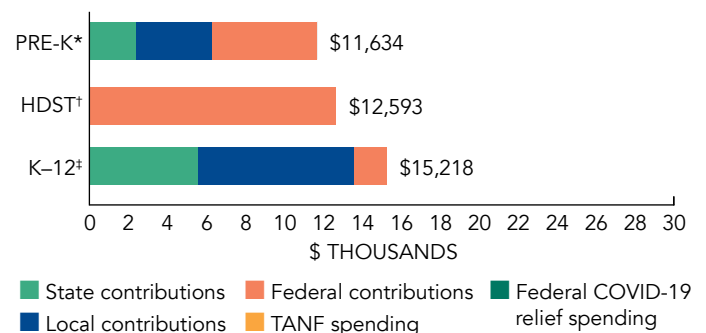
Total state pre-K spending.....	\$30,819,968
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$2,335
All reported spending per child enrolled*.....	\$11,634

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

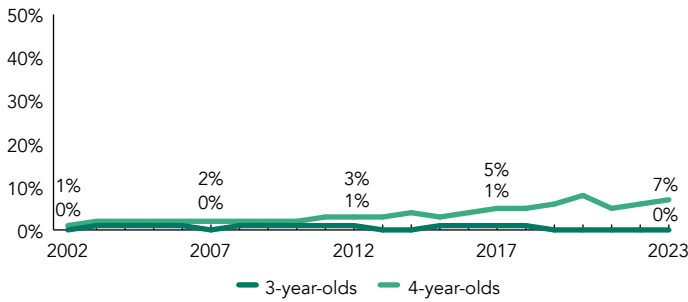
‡ K–12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

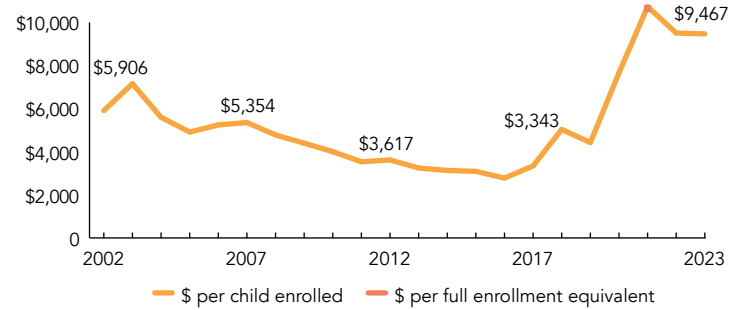


# Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Nevada preschool enrolled 2,481 children, an increase of 96 from the prior year. State spending totaled \$19,754,875 with an additional \$3,733,874 in federal recovery funds to support the program, up \$815,128 (4%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$9,467 in 2022-2023, down \$39 from 2021-2022, adjusted for inflation. The State Legislature allotted \$8,410 per child. Nevada met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

The 2023 Legislative session passed the Early Childhood Innovation Literacy Program (AB400) to expand and enhance a literacy program for children under the age of six. The \$70 million allocated will be used to expand State Pre-K eligibility such as expanding income eligibility and including 3-year-olds as well as developing other evidence-based literacy programs for FY24 and FY25 via competitive grants.

In December 2022, Nevada was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$10 million. Funds are being used to support three buckets of work: (1) Children and Families (i.e., kindergarten transition, parent leadership, and family engagement); (2) Workforce and Quality (i.e., professional development pathways, compensation model, QRIS coaching and specialized supports, and workforce and quality leadership); and (3) Comprehensive Systems (i.e., ECAC support, B-3 leadership and alignment, and cross-sector partnerships and collaboration).

## BACKGROUND

The Nevada Ready! State Pre-K (formerly known as the Nevada State Pre-Kindergarten Program) began in 2001. Programs operate in both community-based organizations and school districts. During the 2022-2023 school year, nearly 75% of enrolled children were served in programs operated by their local school districts, with 65% of school districts providing Nevada Ready! State Pre-K funded programs or classrooms. The Office of Early Learning and Development (OELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State Pre-K. Beginning in 2019-2020, pre-K funds were no longer awarded through competitive grants but were instead distributed to existing school districts or programs based on the previous year's final expenditures.

Districts and programs determine eligibility based on highest need, which can include children from low-income families, those who are homeless, English Language Learners, or children receiving special education services. Nevada Ready! State Pre-K program eligibility is set at 200% of FPL based on previous Preschool Development Grant (PDG) requirements. Programs can serve other children that do not meet the income requirement if there are no income eligible children on the waiting list and/or if they are braiding funds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
40	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	16

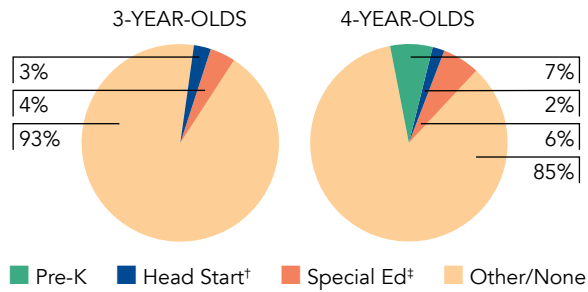
TOTAL BENCHMARKS MET
7

# NEVADA READY! STATE PRE-K

## ACCESS

Total state pre-K enrollment .....	2,481
School districts that offer state program .....	65% (LEAs); 3 Community-Based Organizations
Income requirement .....	200% FPL
Minimum hours of operation .....	5 hours/day or 25 hours/week
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	4,081
Federally funded Head Start enrollment, ages 3 and 4 .....	2,100
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
† Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); BA (waiver if enrolled in TEACH, nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public); 24 hours/year (nonpublic)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

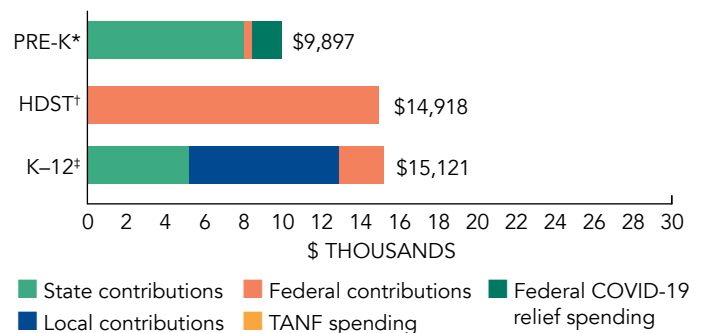
7

## RESOURCES

Total state pre-K spending .....	\$23,488,749
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$9,467
All reported spending per child enrolled* .....	\$9,897

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# New Hampshire

## NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides a mixed-delivery system to support early childhood education in local communities. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. New Hampshire school districts use Title I and local funds to implement voluntary preschool programs in public schools. Also, New Hampshire's Community Action Programs serve preschool-age children before school entry through Head Start and Early Head Start.

DOE issues both early childhood education and early childhood special education teacher licensure endorsements for nursery through grade three. DHHS issues voluntary endorsements and credentials for professionals serving young children and their families through the New Hampshire Early Childhood and After School Professional Development System.

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age five. The guidelines cover multiple domains including approaches to learning, communication and literacy development, social and emotional development, physical development, creative expression and aesthetic development, and health and safety. The guidelines are aligned with New Hampshire's academic standards, as well as the New Hampshire Kindergarten Readiness Indicators. The state's Early Learning Standards, released in 2015, align with the New Hampshire College and Career Ready Standards, by expanding to include emergent literacy, early numeracy, and science and social studies.

DHHS's Child Development Bureau administers New Hampshire's QRIS, which is currently under revision. Categories of standards in the proposed revision include: Curriculum, Environment, and Assessment; Engaging Families and Communities as Partners; Early Childhood Administrator and Educator Qualifications; and Measured Standards of Environmental Quality and Teacher-Child Interactions using the ERS and CLASS, respectively.

New Hampshire received two Preschool Development Grants Birth through Five (PDG B-5): a \$3.8 million planning grant followed by a \$26.8 million renewal to lead a collaborative effort between the University of New Hampshire, DOE and DHHS, the Governor's Early Childhood Council, and New Hampshire's early childhood advocates and practitioners, to create a collective vision for quality early childhood care and education to ensure that all children and families of New Hampshire are healthy, learning and thriving.

Additionally, in December 2022, the University of New Hampshire was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$3,948,368.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

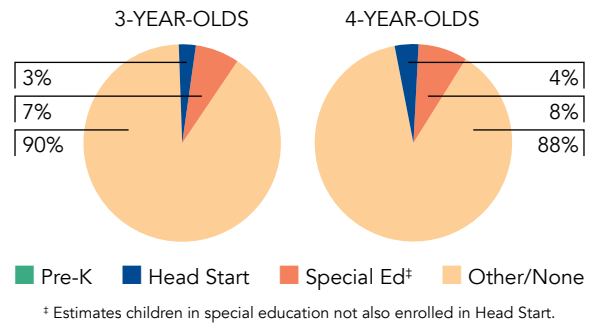


## NEW HAMPSHIRE

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	2,073
Federally funded Head Start enrollment, ages 3 and 4 .....	900
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

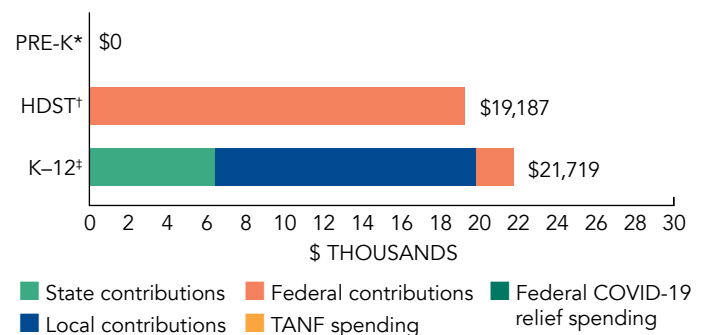
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

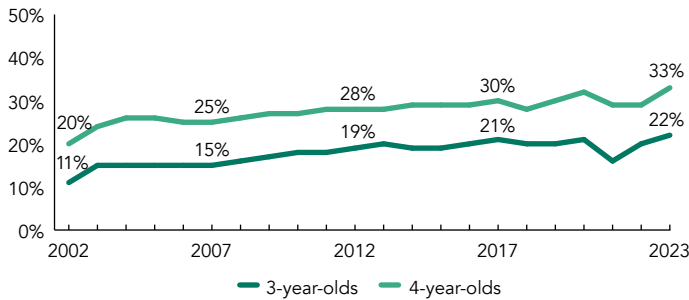
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

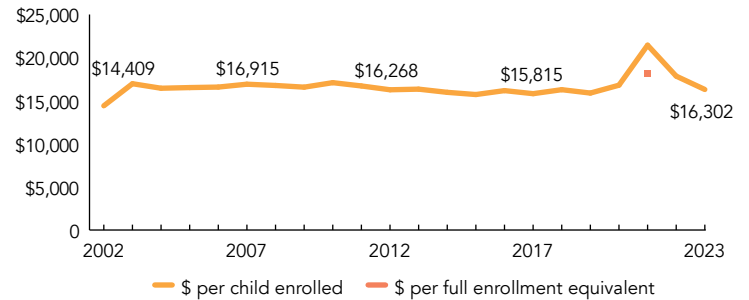


# New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, New Jersey preschool enrolled 58,387 children, an increase of 5,094 from the prior year. State spending totaled \$951,831,781, up \$600,409 (0.1%), adjusted for inflation, since last year. State spending per child equaled \$16,302 in 2022-2023, down \$1,547 from 2021-2022, adjusted for inflation. New Jersey met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

For the first time, New Jersey is reporting only one state-funded preschool program. In an effort to move towards a universal program with common standards, the state is actively phasing out two long-standing programs (the Early Launch to Learning Initiative (ELLI) and Early Childhood Program Aid (ECPA)) and converting those seats to the higher standards required under the state's largest program, which is now referred to as the Preschool Expansion Program.

For the 2022-2023 school year, Governor Murphy and the legislature approved a \$40 million increase (in nominal dollars) to expand preschool, marking the seventh year in a row of increased funding for state preschool. Most of the increased funding went to support new seats for preschoolers, but some was also earmarked to provide a cost of living increase for all other existing preschool seats. The state is working on an Implementation Plan to reach universal access to public preschool throughout the state.

New Jersey also met a 9th benchmark this year, after adding a policy to require written, annual, individualized professional development plans for teacher assistants as well as for teachers.

## BACKGROUND

New Jersey's largest and most intensive program, formerly known as the Abbott Preschool Program, was originally established under a 1998 New Jersey Supreme Court mandate to serve all 3- and 4-year-olds in 31 of the state's lowest income school districts. Since 2018, the state has expanded the program to include over 260 school districts that are approved to expand their preschool programs to meet Abbott standards. The NJ Department of Education funds eligible districts to provide a full-day program to all 3- and 4-year-olds who live in those districts and choose to enroll. The original 31 Abbott districts are required to contract with licensed private child care centers or Head Start programs that meet state standards. All other districts are required to contract with willing and able Head Start agencies, and encouraged to contract with private child care.

As noted above, the state is in the process of phasing out the ECPA and ELLI programs, which operate in just 14 school districts.

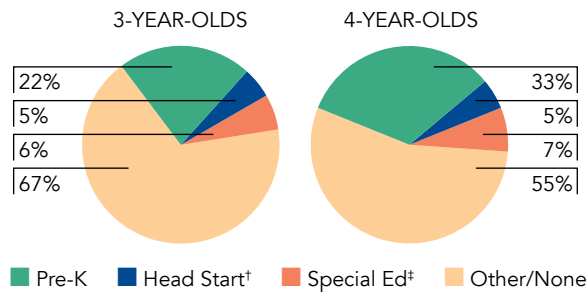
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
21	4	2	2	9

# NEW JERSEY PRESCHOOL EXPANSION PROGRAMS

## ACCESS

Total state pre-K enrollment .....	58,387
School districts that offer state program .....	40%
Income requirement .....	No income requirement
Minimum hours of operation .....	6 hours/day (Abbott/Expansion), 2.5 hours/day (ECPA & ELLI); 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	14,688
Federally funded Head Start enrollment, ages 3 and 4 .....	10,240
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



<sup>†</sup> Some Head Start children may also be counted in state pre-K.  
<sup>‡</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NJ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

## RESOURCES

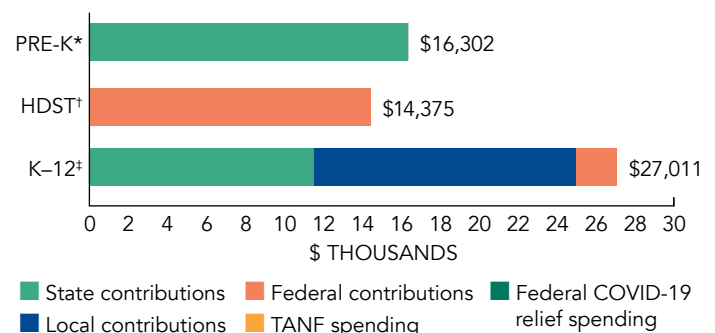
Total state pre-K spending .....	\$951,831,781
Local match required? .....	No
State Head Start spending .....	\$47,604,434
State spending per child enrolled .....	\$16,302
All reported spending per child enrolled* .....	\$16,302

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

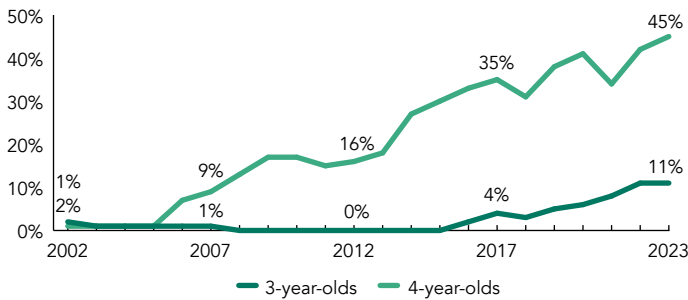
## SPENDING PER CHILD ENROLLED



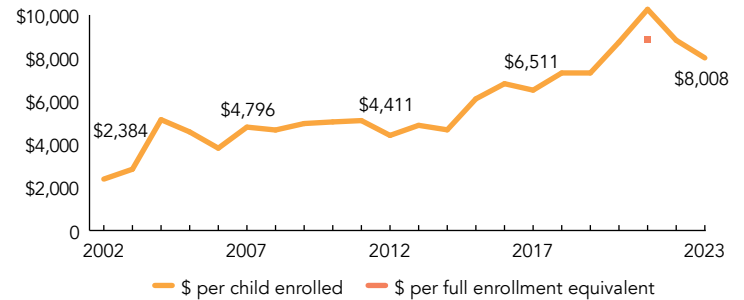
Legend: State contributions (green), Federal contributions (orange), Federal COVID-19 relief spending (dark green), Local contributions (blue), TANF spending (yellow)

# New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, New Mexico preschool enrolled 13,227 children, an increase of 660 from the prior year. State spending totaled \$88,324,736 and an additional \$17,600,000 in TANF funds supported the program, down \$4,974,315 (4%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$8,008 in 2022-2023, down \$816 from 2021-2022, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2023 state legislative session, nearly \$100 million from the Land Grant Permanent Fund was appropriated to the Early Childhood Education and Care Department (ECECD) to award a total of 279 PreK grants to 84 school district programs and 195 community-based programs, family child care providers, Tribal governments (funding 554 new Tribal PreK slots), and Head Start grantees. The funding will also be used to significantly expand instructional hours and increase pay for PreK teachers in the awarded programs.

In the 2023-2024 school year, NM PreK programs received a significant increase in the per child rate to reflect higher salaries for teachers and assistant teachers and an increase in instructional hours. In addition, there were increases for transportation costs and funding for research-based curricula. The state allowed enrollment of three-year olds in public schools.

In December 2022, New Mexico was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant for \$10 million. PDG B-5 is addressing ECECD's six focus areas: updating the comprehensive needs assessment, implementing local early childhood coalitions' strategic plans, maximizing family engagement, supporting the workforce to expand language immersion early child care and education programs in Tribal communities, redesigning the states QRIS, and enhancing quality through subgrants.

## BACKGROUND

NM PreK launched in the 2005-2006 school year with the enactment of the PreK Act. With the passage of the New Mexico Early Childhood Education and Care Act (2019), the program is now administered by ECECD which funds and monitors NM PreK programs provided through school districts, and those operated by community-based organizations and other eligible providers. ECECD partners with the New Mexico Public Education Department (PED) for the day-to-day operations and oversight of PreK programs in public schools. In the 2022-2023 school year, 94% of school districts offered NM PreK.

NM PreK funding is awarded through a competitive grant process, with priority given to programs in communities with public elementary schools designated as Title I. Two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school, though eligibility is not determined by family income.

The number of hours and days per week vary by program, with a minimum of 450 hours per year. In 2014-2015, the legislature provided limited funding for an extended-day PreK pilot to double the instructional hours to 900 per school year. In 2022-2023, almost 92% of all children enrolled were in school-day PreK. Some private or nonprofit facilities use child care subsidy dollars for wraparound care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

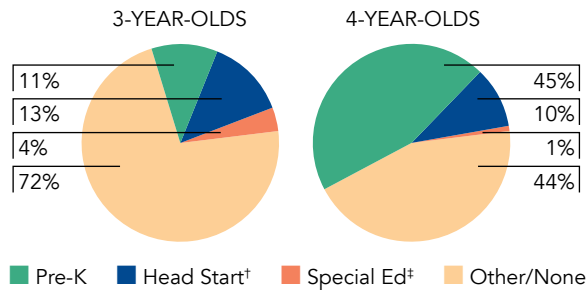
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
13	13	14	25	9

# NEW MEXICO PREK

## ACCESS

Total state pre-K enrollment .....	13,227
School districts that offer state program .....	94%
Income requirement .....	No income requirement
Minimum hours of operation .....	3 hours/day
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	3,109
Federally funded Head Start enrollment, ages 3 and 4 .....	5,382
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Working toward BA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	Minimum 24 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

## RESOURCES

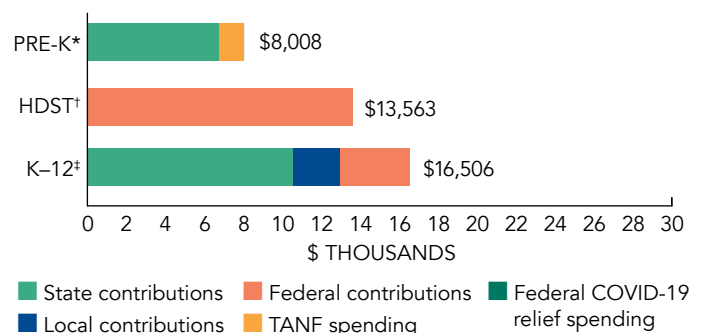
Total state pre-K spending .....	\$105,924,736
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$8,008
All reported spending per child enrolled* .....	\$8,008

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

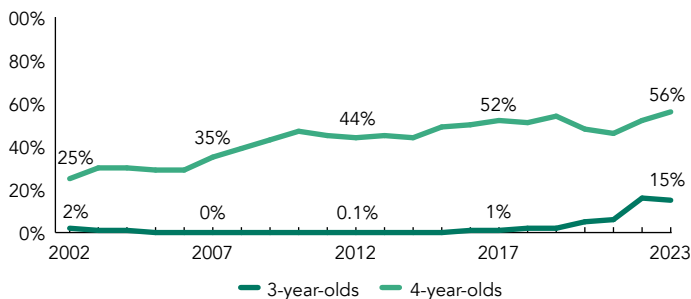
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

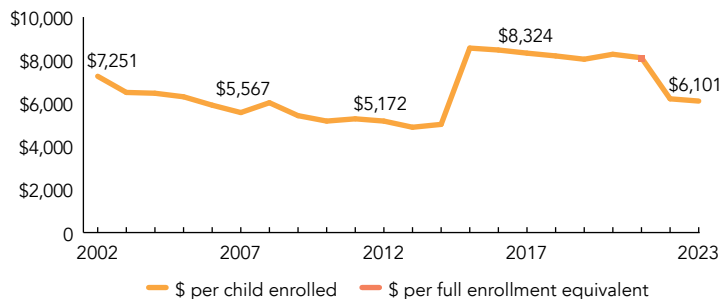


# New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year New York preschool enrolled 155,512 children, an increase of 3,524 from the prior year. State spending totaled \$884,375,996, with an additional \$64,396,595 in federal recovery funds to support the program, up \$5,745,842 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$6,101 in 2022-2023, down \$104 from 2021-2022, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

In 2022-2023, \$25 million in competitive Statewide Universal Full-Day Prekindergarten Program (SUFDPK) grants were awarded to 57 school districts for preschool expansion. Additionally, the Fiscal Year 2024 enacted state budget included an additional \$100 million for the Universal Prekindergarten Program (UPK) and \$50 million for a new competitive SUFDPK grant. The Office of Early Learning's capacity increased so more site visits and professional learning opportunities were provided. New York State is also updating preschool regulations to better support the needs of emergent multilingual learners. The New York Office of Children and Family Services received a Preschool Development Grant Birth through Five (PDG B-5) planning grant in December 2022 for \$4 million.

## BACKGROUND

In 1998, New York State began its Universal Prekindergarten Program (UPK) with the goal of making prekindergarten education available to all 4-year-olds in the state, regardless of family income or other risk factors. In 2007, the Targeted Prekindergarten Program merged with UPK. In the 2013-2014 school year, the state continued targeting its pre-K funding, launching the New York State Priority Prekindergarten Program (NYSPPK) offering competitive grants creating new full- and half-day slots for high-need children in low-income school districts and enabling districts to convert half-day slots to full-day. In 2014-2015, the Statewide Universal Full-Day Prekindergarten Program (SUFDPK) competitive grant for full-day pre-K was launched. Most of this funding (\$300 million) went to New York City, resulting in a dramatic boost in access to full-day pre-K slots for 4-year-olds; \$40 million was used to expand full-day programs in the rest of the state. Funding could be used to create additional full-day placements or to convert existing half-day slots to full-day.

In 2015-2016, the Expanded Prekindergarten for 3- and 4-Year-Old Students grant began, creating new slots for both 3- and 4-year-olds. New York also was awarded a 2014 federal Preschool Development Grant (PDG) supporting enrollment of additional low-income 4-year-olds in five school districts. Ninety percent of children were served in full-day programs in 2022-2023.

The New York Board of Regents adopted revised comprehensive, multi-domain early learning standards in 2011 which are aligned with state K-3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. In 2012, the state implemented a voluntary quality rating and improvement system (QRIS) called QUALITYstarsNY.

In 2017-2018, all districts receiving state funds for pre-K were required to adopt approved quality indicators within two years, including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions, and child outcomes. To document districts' progress in implementing the approved quality indicators, the State Education Department (SED) implemented the NYS Pre-K Self-Assessment. Districts rate themselves as Implemented, In Process, or Not Implemented. For each area marked In Process or Not Implemented, districts develop Quality Improvement Action Plans to assess strengths and weaknesses in seven areas of program quality. SED staff review the plans and provide feedback to inform technical assistance and monitoring.

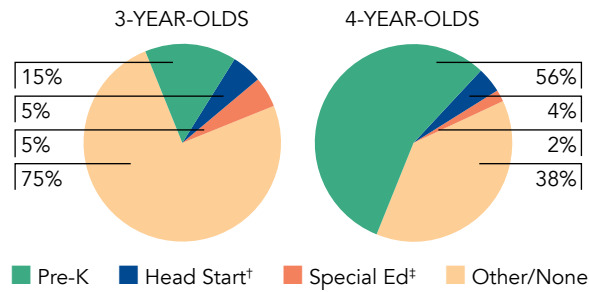
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
8	9	21	31	7*

# NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	155,512
School districts that offer state program .....	93%
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	40,979
Federally funded Head Start enrollment, ages 3 and 4 .....	28,588
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Level I Teaching Assistant Certificate (public); HSD (nonpublic)	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	175 hours/5 years (teachers only); Coaching (first year public school teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Annual structured classroom observations; Data used at the local level only (UPK); Determined locally (SUFDPK)	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

7\*

## RESOURCES

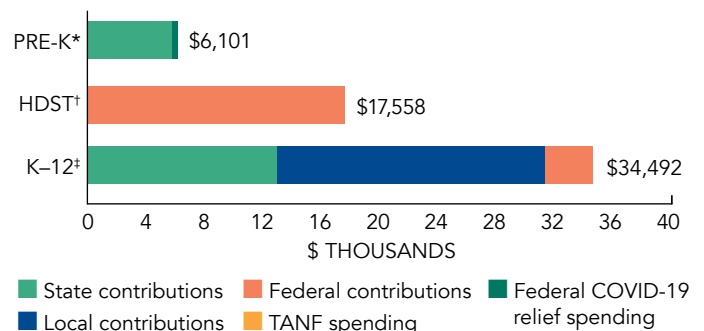
Total state pre-K spending .....	\$948,772,591
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,101
All reported spending per child enrolled* .....	\$6,101

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

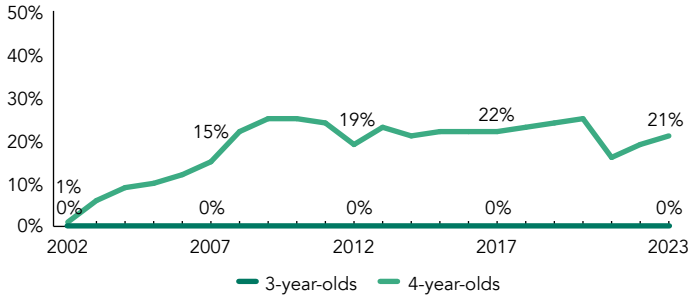
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

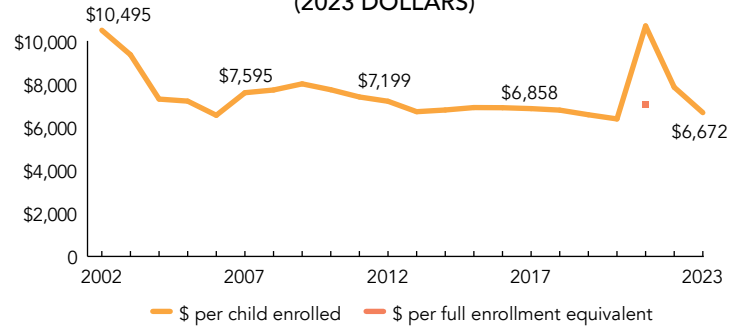


# North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, North Carolina preschool enrolled 25,684 children, an increase of 2,005 from the prior year. State spending totaled \$96,578,574 and an additional \$68,244,128 in TANF funds and \$6,537,337 in federal recovery funds supported the program, down \$14,517,388 (8%), adjusted for inflation, since last year. State spending per child equaled \$6,672 in 2022-2023, down \$1,178 from 2021-2022, adjusted for inflation. North Carolina met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

The 2023-2025 State Budget passed by the legislature and which the Governor allowed to become law without signing (Session Law 2023-134) included a provision to increase NC Pre-K staff-to-child ratios. Specifically, beginning in October 2023, staff-to-child ratios will increase from one to nine with a maximum class size of 18 to one to 10 with a maximum class size of 20 children, with at least one teacher and one teacher assistant per classroom. A classroom of 10 children or less shall have at least one teacher. The NC Division of Child Development and Early Education did not support this provision because: (1) NC Pre-K is specifically designed to serve the most at risk children, including those with developmental and/or educational challenges. Increasing staff-to-child ratios may have a negative impact on classroom quality due to increased demand on teaching staff, decreased ability to provide focused one-on-one support to all children, and increased likelihood for behavioral challenges in the classroom and (2) Without additional funding for the NC Pre-K program to increase funds and slots at the county level, increasing staff-to-child ratios will lead to local level disruptions/disparities (e.g., increasing capacity at one site could result in decreasing capacity at another site).

## BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program, and administrative control moved from the Department of Public Instruction to the Department of Health and Human Services. NC Pre-K enrolls at-risk 4-year-olds from low-income families who have not participated in other early childhood programs. NC Pre-K programs are required to operate 6.5 hours per day for 36 weeks each year and serve as many eligible children as funding levels permit. Eligibility generally requires children to be in a household with income at or below 75% SMI, but up to 20% of children may be in a household with a higher income if they have another designated risk factor. Risk factors include a developmental delay or identified disability, a chronic health condition, or limited English proficiency.

Funding for NC Pre-K includes state general appropriations and North Carolina Education Lottery receipts, federal funds, and a local contribution, with the majority of funding from the state. NC Pre-K classrooms operate statewide in settings such as privately licensed Head Start programs, childcare centers, and public schools. All programs, whether in public or private settings, must earn high-quality ratings under the state child-care licensing system to participate in NC Pre-K and the state's subsidy system. NC Pre-K sets a maximum class size of eighteen 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and hold or be working towards a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
29	None Served	20	23	9*

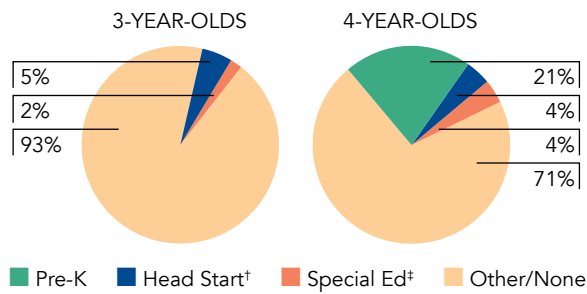


# NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	25,684
School districts that offer state program .....	99% (counties)
Income requirement .....	75% SMI
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	10,321
Federally funded Head Start enrollment, ages 3 and 4 .....	14,220
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/> *
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or AA in ECE or CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	5-20 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

9\*

## RESOURCES

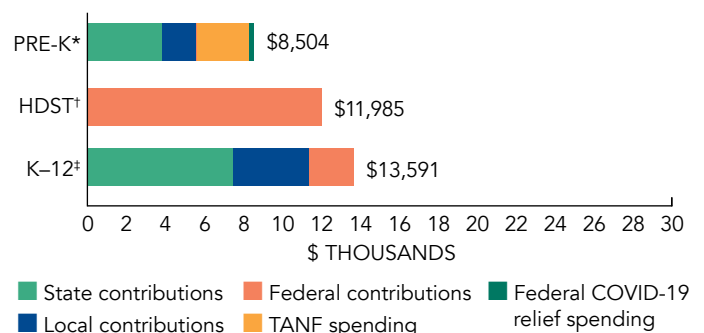
Total state pre-K spending .....	\$171,360,040
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$6,672
All reported spending per child enrolled* .....	\$8,504

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

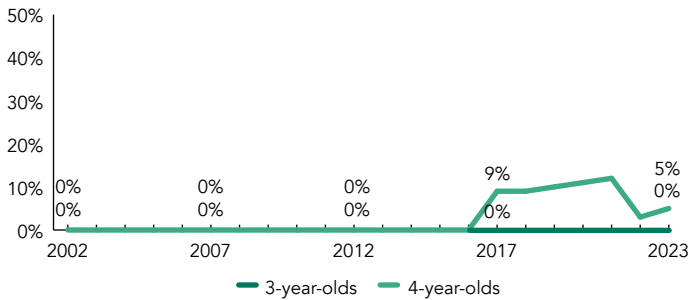
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

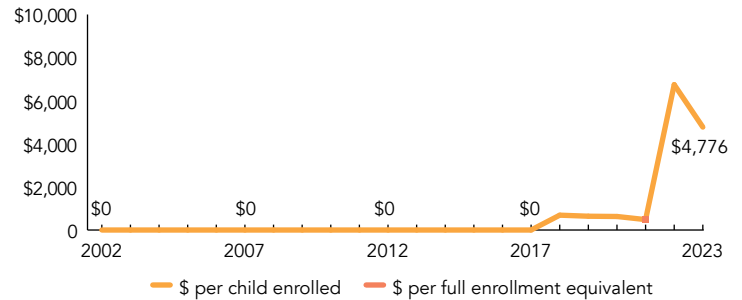


# North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, North Dakota Best in Class enrolled 539 children, an increase of 168 from the prior year. A total of \$2,574,427 in federal recovery funds supported the program, up \$72,059 (3%), adjusted for inflation, since last year. Spending per child equaled \$4,776 in 2022-2023, down \$1,969 from 2021-2022, adjusted for inflation. North Dakota met 5 of 10 quality standards benchmarks.

## WHAT'S NEW

The 2023 Legislative Assembly funded North Dakota Best In Class program with \$12 million beginning in July of 2023 until June 2025. In addition, a final round of ESSER funds were granted to Health and Human Services for the 2023-2024 cohort.

The North Dakota Department of Human Services received a \$6,756,103 Preschool Development Grant Birth through Five (PDG B-5) in December of 2022 to promote family engagement, expand infrastructure to support children’s behavioral health, embed a continuum of quality across all state initiatives and systems building around workforce preparation and professional development.

## BACKGROUND

Beginning in the 2017-2018 school year, North Dakota’s legislature provided Early Childhood Education Program Grants through a biennial appropriation to the state Department of Commerce. The program provided services in 55 districts for at least 400 hours over 32 weeks per year. All program providers were required to incorporate at least 10 hours of research-based parent involvement activities. Four-year-old children who were eligible for free or reduced-price lunch were eligible for the program. The program sunsetted after the 2020-2021 school year.

The 2021 Legislative Assembly authorized the ND Department of Health and Human Services to pilot Best in Class, North Dakota’s year before Kindergarten experience program, utilizing ESSER public emergency funding. The program is intended to serve at least 50% of children who qualify for free or reduced-price lunch, come from families with incomes less than 60% of North Dakota’s SMI, or have an identified developmental delay or disability. Funding is based on an annual competitive grant to public schools, Head Start, and licensed child care participating in the QRIS.

The North Dakota Department of Public Instruction (NDDPI) had other early childhood education initiatives as well, including grant opportunities for educators and school districts. Early Childhood Continuing Education Grants of up to \$3,000 every two years enable lead and assistant teachers in pre-kindergarten, Head Start, and child care to enhance their credentials at North Dakota state colleges and universities. Additionally, 1,000 pre-K students participated in Waterford Upstart, an at-home early learning program.

The North Dakota Early Learning Standards Birth–Kindergarten, revised in 2018, are voluntary and cover multiple domains including social-emotional development, language development, physical well-being and motor development, approaches toward learning, and cognitive and general knowledge. The standards were aligned with the state’s kindergarten standards and the Head Start Child Outcomes Framework.

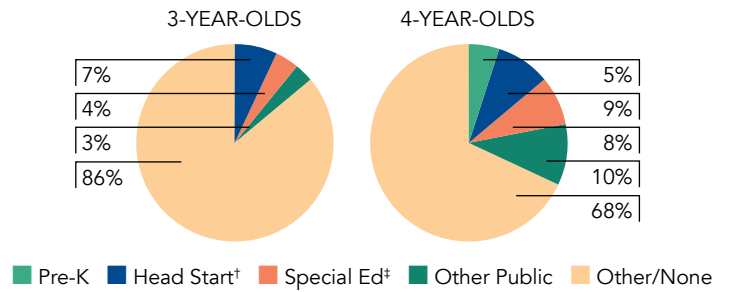
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
42	None Served	32	37	5

## NORTH DAKOTA BEST IN CLASS

### ACCESS

Total state pre-K enrollment.....	539
School districts that offer state program.....	55% (counties)
Income requirement.....	185% FPL or 60% SMI
Minimum hours of operation.....	400 hours/year
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4.....	1,585
Federally funded Head Start enrollment, ages 3 and 4.....	1,692
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	ND PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed. with K credential, ECE SpEd (public); ECE, Elem. Ed. with K credential, Other (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD varies by teaching license (teachers); PD varies by setting (assistants); PD plans (all public teachers & some nonpublic teachers); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

5

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

### RESOURCES

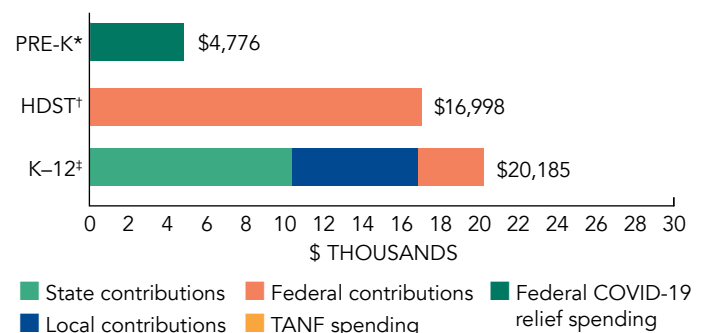
Total state pre-K spending.....	\$2,574,427
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$4,776
All reported spending per child enrolled*.....	\$4,776

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

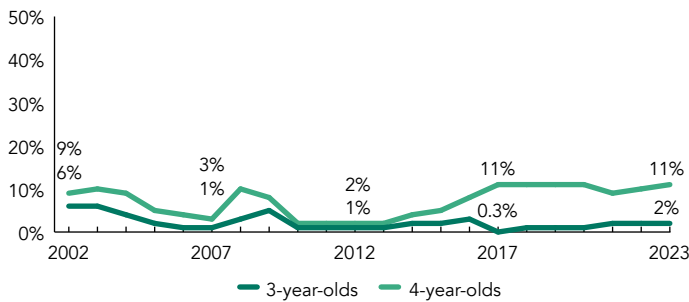
‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED

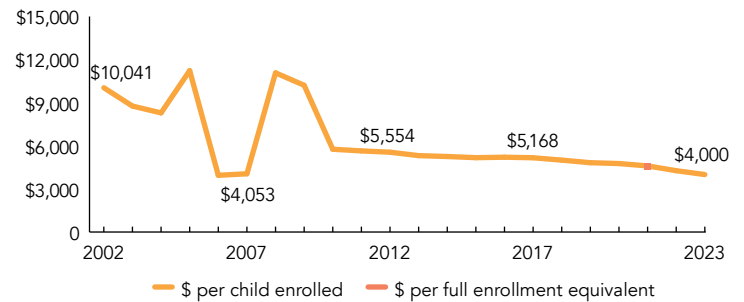


# Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Ohio preschool enrolled 18,000 children, an increase of 1,268 from the prior year. State spending totaled \$72,000,000, up \$585,889 (1%), adjusted for inflation, since last year. State spending per child equaled \$4,000 in 2022-2023, down \$268 from 2021-2022, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

## WHAT'S NEW

In August 2023, the State lifted the requirement to obtain pre-approval for 3-year-old children to enroll in the Ohio Early Childhood Education (ECE), making it the same as 4-year-old children. The State also increased the budget for the ECE program, effectively doubling the number of children who will be served in the 2023-2024 School Year. The Ohio ECE program is also running a pilot study in the 2023-2024 school year. The study examines the access and participation of children exiting early intervention without preschool special education eligibility to a publicly funded preschool slot.

The Ohio Department of Job and Family Services (ODJFS) received a three-year, \$16 million per year (\$48 million total) Preschool Development Grant Birth through Five (PDG B-5) renewal grant in December of 2022 to support and increase access to quality early childhood care and education. ODJFS is partnering with the Ohio Departments of Education; Health; Mental Health and Addiction Services; Medicaid; and Developmental Disabilities to administer the grant programs.

## BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded childcare. All types of programs have access to both public preschool and childcare funds. This report focuses on the Ohio Department of Education's publicly funded Early Childhood Education (ECE) program, excluding publicly funded childcare and Head Start programs.

Ohio is operating its publicly funded programs under common program and child standards. All Ohio ECE programs are required to be rated at 3 or more stars on the state's quality rating and improvement system (QRIS).

Program sites are monitored annually for quality via desk audits, internal monitoring materials, proposal of plans, and documentation, along with annual licensing visits, classroom observations, and child assessments. Ohio began using an expanded tiered QRIS in 2013-2014 for all state programs, including public preschool and childcare programs. Programs are required to submit annual documentation of meeting or exceeding standards, including annual classroom observations of quality and regular on-site visits.

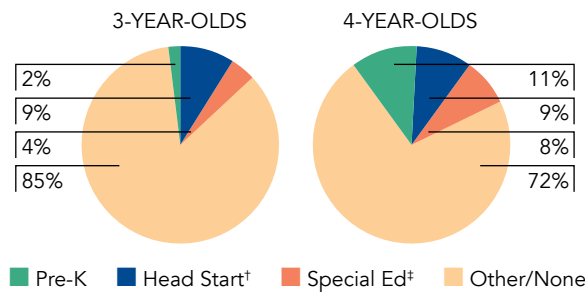
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
36	26	36	43	5

# OHIO EARLY CHILDHOOD EDUCATION

## ACCESS

Total state pre-K enrollment .....	18,000
School districts that offer state program .....	35%; 125 additional community providers
Income requirement .....	200% FPL
Minimum hours of operation .....	2.5 hours/day
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	20,670
Federally funded Head Start enrollment, ages 3 and 4 .....	24,649
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	OH PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	20 hours/2 years; PD plans	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	24 (3-year-olds); 28 (4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:12 (3-year-olds); 1:14 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

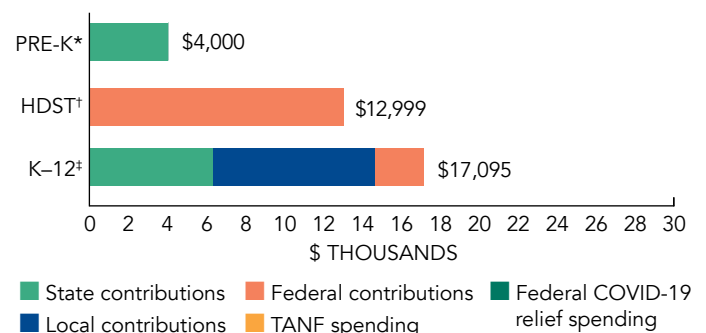
5

## RESOURCES

Total state pre-K spending .....	\$72,000,000
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,000
All reported spending per child enrolled* .....	\$4,000

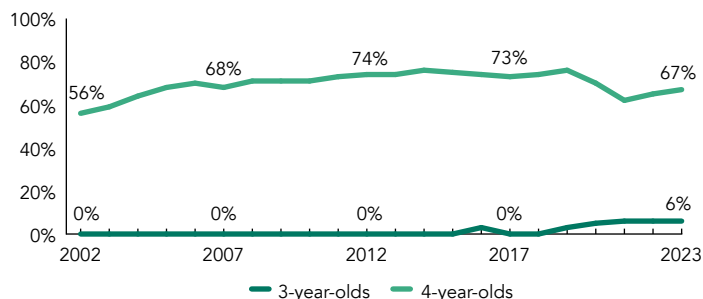
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

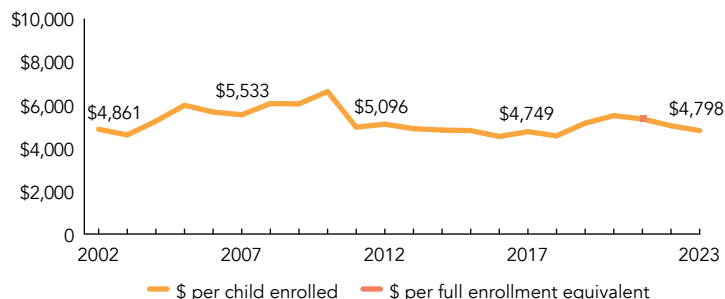


# Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Oklahoma preschool enrolled 38,982 children, a decrease of 258 from the prior year. State spending totaled \$187,024,576, down \$10,092,999 (5%), adjusted for inflation, since last year. State spending per child equaled \$4,798 in 2022-2023, down \$226 from 2021-2022, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2022-2023 school year, the Dolly Parton's Imagination Library of Oklahoma, a book gifting program, expanded to over 350 communities around the state, due in part to the investment of Preschool Development Grant Birth through Five (PDGB-5) funds. Also, the Oklahoma State Department of Education (OSDE) began working with the Regional Educational Laboratory Southwest on the Leading Early Childhood Achievement and Development (LEADS) project to support pre-K and kindergarten teachers and their administrators in understanding how to incorporate high-quality interactions, play-based learning, and academic standards in the early childhood classroom through in-person training, asynchronous courses, and professional learning communities.

The OSDE developed an observational assessment called the Early Learning Inventory for Pre-Kindergarten that includes all domains and aligns with the Oklahoma Academic Standards. The OSDE plans to pilot the new assessment in schools during the 2023-2024 school year. The assessment will be available but not required.

In the 2022-2023 school year, the OSDE conducted the first ever high-quality instructional materials (HQIM) cycle for comprehensive pre-K curriculum programs.

In the summer of 2024, OSDE will support the Oklahoma Head Start Collaboration Office in hosting two Early Childhood Transition Summits in each of the major metro areas of Oklahoma. These Summits will be a day of learning to ensure successful transitions for students and families.

## BACKGROUND

Oklahoma launched its Early Childhood Four-Year-Old Program in 1980, intending to serve all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds with local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 100% of school districts providing the program. In addition, funding for 3-year-olds is provided by the Oklahoma Early Childhood Program (OECF) through a pass-through from the state to public school districts.

In spring 2020, the Oklahoma State Legislature approved revisions to the Oklahoma Academic Standards for Science and Fine Arts, which both included pre-K standards and emphasized play-based learning. Also passed was legislation requiring an additional layer of support for a more detailed review of instructional materials for grades PK-12. Facilitated by the OSDE, a committee of expert educators are reviewing materials to establish Tier 1, 2 or 3 level instructional materials based on a robust, subject and grade level specific rubric.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
3	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	11

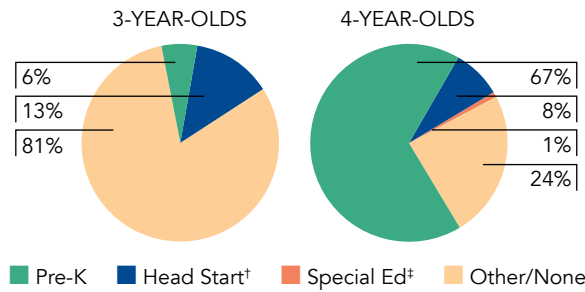
TOTAL BENCHMARKS MET
9

# OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

## ACCESS

Total state pre-K enrollment .....	38,982
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	2.5 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,565
Federally funded Head Start enrollment, ages 3 and 4 .....	10,219
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	OK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

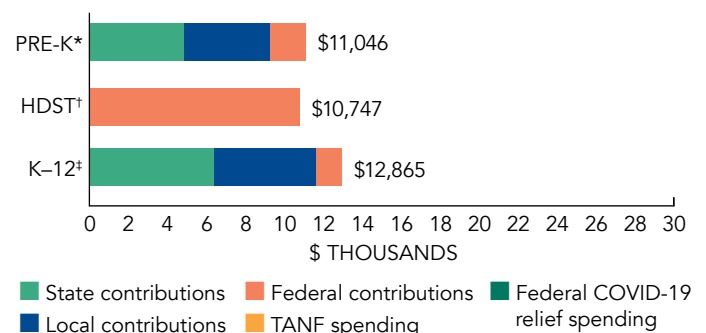
9

## RESOURCES

Total state pre-K spending .....	\$187,024,576
Local match required? .....	No
State Head Start spending .....	\$1,641,869
State spending per child enrolled .....	\$4,798
All reported spending per child enrolled* .....	\$11,046

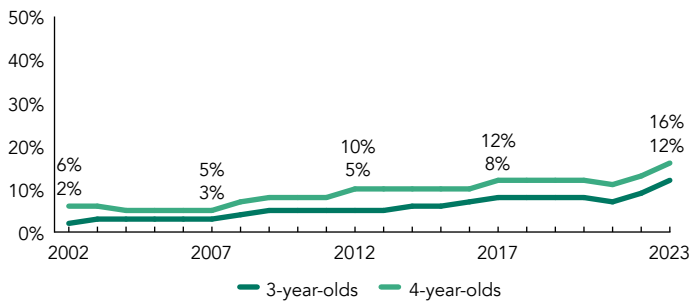
\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

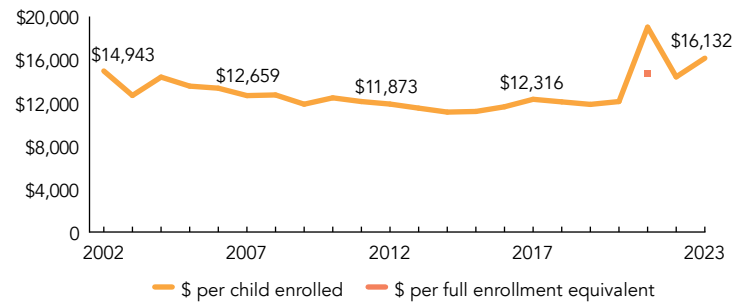


# Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Oregon preschool enrolled 11,720 children, an increase of 1,711 from the prior year. State spending totaled \$189,067,971, up \$45,008,829 (31%), adjusted for inflation, since last year. State spending per child equaled \$16,132 in 2022-2023, up \$1,739 from 2021-2022, adjusted for inflation. Oregon met an average of 7.7 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2022-23 school year, Oregon preschool programs reported a shortage of qualified teachers. To retain qualified staff for Oregon Pre-Kindergarten (OPK) classrooms, Preschool Promise and Healthy Families Oregon, the state is instructed to allocate up to \$25.6 million of its 2023-25 OPK budget, \$16.7 million of its 2023-25 Preschool Promise budget, and \$2.8 million of its 2023-25 Healthy Families Oregon budget to increase provider rates by at least 7% over previous funding levels for each of these programs.

Also, during the 2022-23 school year, the Early Learning Division launched a Request for Applications for Preschool Promise to increase the number of children served. This provided current grantees with the opportunity to increase the number of slots and allowed new Preschool Promise grantees to receive these grants. Through this expansion, the State added 57 new Preschool Promise grantees statewide.

On July 1, 2023, the Oregon Early Learning Division (ELD), which oversees OPK and Preschool Promise, transitioned out of the Department of Education and became its own department, the Department of Early Learning and Care (DELIC).

Additionally, during the 2023-24 school year, both OPK and Preschool Promise amended their grant terms to allow programs to enter into two-year grants. The two-year grants provide families across the state with more stability and reduced stress knowing that their children can have continuity of services at family preferred provider for two years. Moreover, it allows grantees to have funding for two years reducing staff stress and increasing provider stability.

## BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Pre-Kindergarten (OPK) program, established in 1987, and Preschool Promise, launched in 2016.

OPK provides comprehensive child and family development services for 3- and 4-year-old children from low-income families through a state-federal partnership between the Oregon Department of Education and Region X Office of Head Start. OPK is funded using the state general fund and Early Learning Account to serve additional Head Start-eligible children. Funding is awarded through a competitive process to all grantees. OPK includes Region X, Region XI, and Region XII Head Start grantees, and, even though most of the funding goes to Head Start grantees, there are six non-affiliated organizations that receive OPK funding. OPK programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes Framework. Eligibility for OPK also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% FPL. The mixed-delivery model includes public schools, child care centers, family child care homes, Head Start/OPK, Relief Nurseries, Education Service Districts, and other community-based organizations. While funding for Preschool Promise was initially administered through Early Learning Hubs, grantees received grants directly from the Early Learning Division. Preschool Promise programs are required to participate in Spark, Oregon's quality recognition and improvement system.

Oregon's overall support for state-funded preschool, including enrollment and funding for both OPK and Preschool Promise, is depicted in the first two pages of this state profile. The third page focuses solely on the OPK program, and the fourth page provides information on Preschool Promise.

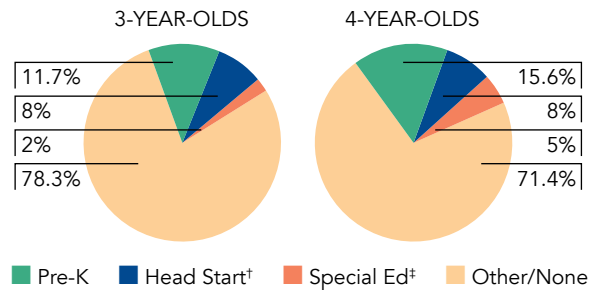


## OREGON STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	11,720
Special education enrollment, ages 3 and 4 .....	6,287
Federally funded Head Start enrollment, ages 3 and 4 .....	6,597
State-funded Head Start enrollment, ages 3 and 4.....	6,293

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

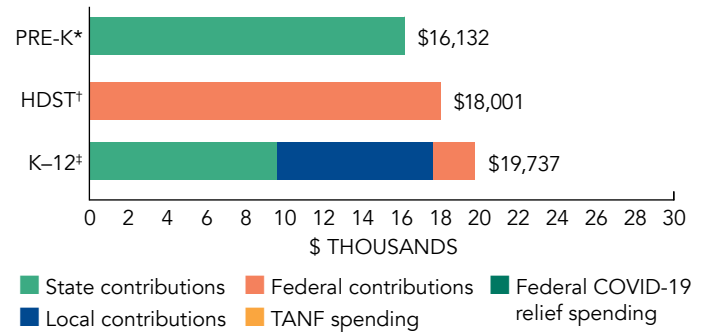


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$189,067,971
State Head Start spending .....	\$138,702,609
State spending per child enrolled .....	\$16,132
All reported spending per child enrolled* .....	\$16,132

### SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	3

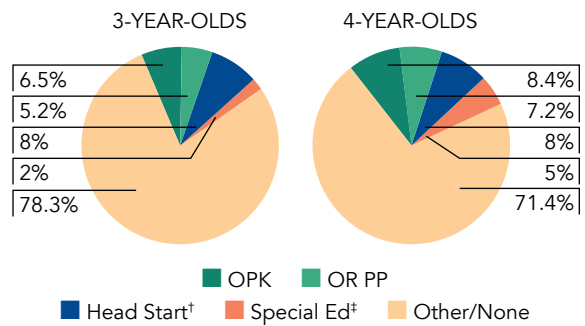
TOTAL BENCHMARKS MET
7.7

## OREGON PRE-KINDERGARTEN (OPK)

### ACCESS

Total state pre-K enrollment.....	6,478
School districts that offer state program.....	100% (counties)
Income requirement.....	100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	OPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

### RESOURCES

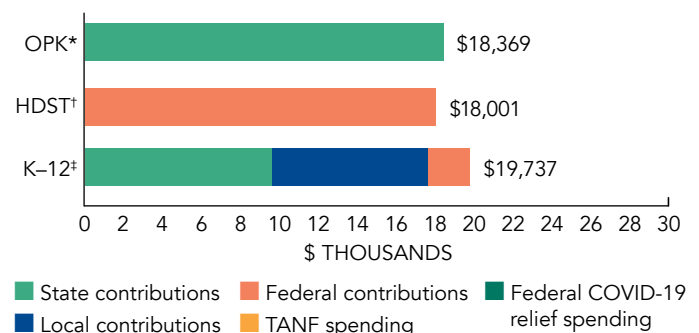
Total state pre-K spending .....	\$118,996,828
Local match required?.....	No
State spending per child enrolled .....	\$18,369
All reported spending per child enrolled* .....	\$18,369

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED

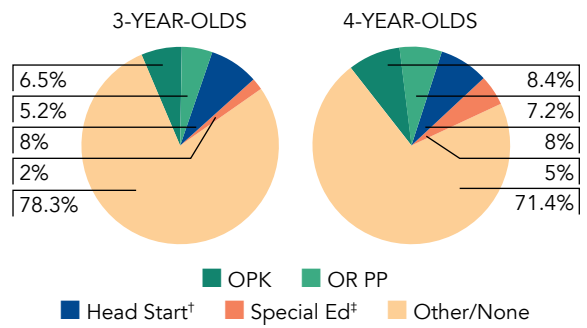


# OREGON PRESCHOOL PROMISE

## ACCESS

Total state pre-K enrollment.....	5,242
School districts that offer state program.....	100% (Early Learning Hub Regions & counties)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 4 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	OR PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	CDA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE or CDA	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans (teachers & assistants not meeting education requirements); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18, or 20 with a waiver (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 with 18, 1:9 with 20 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, Developmental; Referrals	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

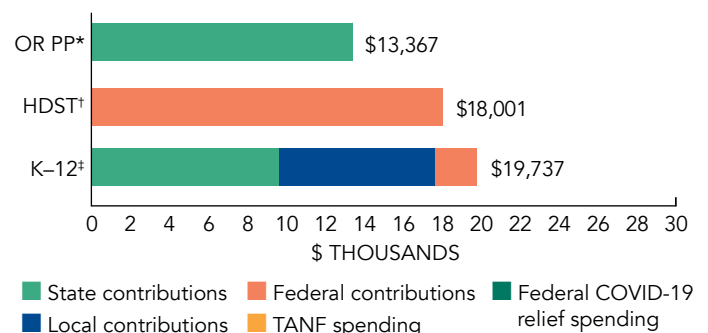
Total state pre-K spending .....	\$70,071,143
Local match required?.....	No
State spending per child enrolled .....	\$13,367
All reported spending per child enrolled* .....	\$13,367

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

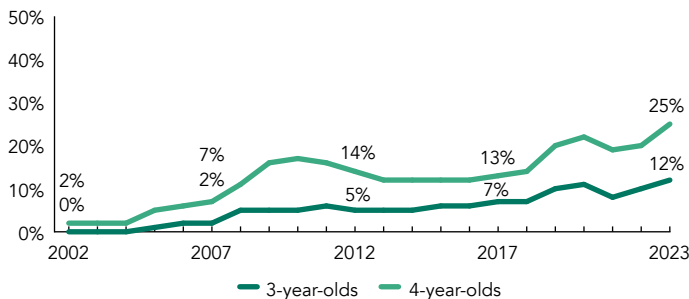
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

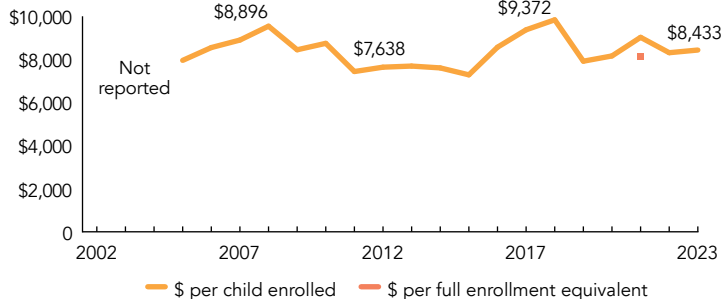


# Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Pennsylvania preschool enrolled 52,962 children, an increase of 7,798 from the prior year. State spending totaled \$446,622,741, up \$71,337,963 (19%), adjusted for inflation, since last year. State spending per child equaled \$8,433 in 2022-2023, up \$124 from 2021-2022, adjusted for inflation. Pennsylvania met 6.7 of 10 quality standards benchmarks.

## WHAT'S NEW

For the Head Start Supplemental Assistance Program (PAHSSAP), 2022-2023 was the first year of a new 5-year cycle. All HSSAP grantees underwent full competitive rebid where they were encouraged to develop program budget to support the full five-year cycle with full enrollments. In December 2022, Pennsylvania received a three-year Preschool Development Grant Birth through Five (PDG B-5-R) renewal grant to build upon the initial grant which ended in 2020. The Office of Child Development and Early Learning (OCDEL) is the primary recipient of the \$16 million renewal grant in direct partnership with the Pennsylvania Department of Education (PDE). OCDEL is utilizing PDG B-5-R funds to conduct an updated needs assessment, create marketing materials in other languages to support compulsory school attendance, provide additional early childhood mental health supports for both families and staff, enhance the Professional Development Registry, expand the coaching model for early childhood education staff, provide training and resources to support families and children experiencing homelessness, and mini-grants to early learning providers to help expand facilities in child care deserts and obtain supports for challenging behaviors.

## BACKGROUND

The PDE oversees and conducts fiscal monitoring for four pre-kindergarten programs: PA Ready to Learn Block Grant (RTL), PA Head Start Supplemental Assistance Program (PAHSSAP), PA Kindergarten for Four-Year-Olds and School Based Pre-K (K4 and SBPK), and PA Pre-K Counts (PAPKC).

RTL (formerly known as the Education Accountability Block Grant Program) was launched in 2004 and is funded through the school aid formula with 75% of funds targeted to children who have not achieved proficiency on the PA System for School Assessment test. School districts may opt to offer this program or choose from a list of other services.

PAHSSAP, launched in 2004 provides extended-day services for children attending federally funded Head Start programs, as well as additional Head Start slots. Programs must meet federal Head Start Performance Standards and programs in child care centers must participate in the Pennsylvania quality rating and improvement system (QRIS). PAHSSAP programs are required to use CLASS, ECERS, or another locally selected tool to annually conduct structured observations of classroom quality. The program is monitored and administered by the OCDEL, which is accountable to the Pennsylvania Departments of Education and Human Services.

K4 and SBPK, the longest running of the state's pre-K programs, are financed through the state's general fund. K4 launched in the 1990s as "kindergarten for 4-year-olds" and funding is now available to any districts wishing to offer the programs, but enrollment is low. Policy decisions are decentralized to the local school district level.

PAPKC enrolls the most children of the four state pre-K programs and operates in most school districts statewide. The PAPKC program served 97% of the state's 499 school districts during the 2022-2023 school year. Launched in 2007, specifically to expand access to high quality pre-K, programs can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC. A variety of programs — Head Start, child care, licensed private academic schools and public school districts — are eligible to apply for funding awarded through competitive grants every five years. Site monitoring is conducted annually by program specialists and programs are required to have an annual assessment of the learning environment, which may include self-assessments. PAPKC will undergo a competitive rebid process to begin a new 5-year cycle starting in 2023-2024.

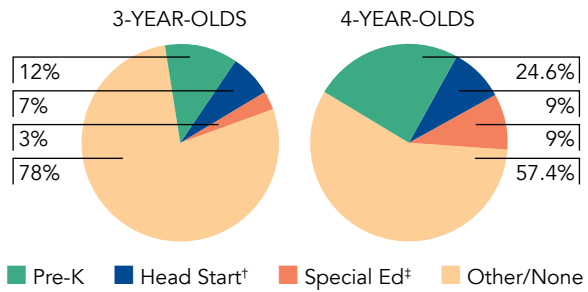
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all programs, is depicted in the first two pages of this state profile. The third page focuses on RTL, the fourth on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

# PENNSYLVANIA STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	52,962
Special education enrollment, ages 3 and 4 .....	25,670
Federally funded Head Start enrollment, ages 3 and 4 .....	21,970
State-funded Head Start enrollment, ages 3 and 4.....	5,964

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

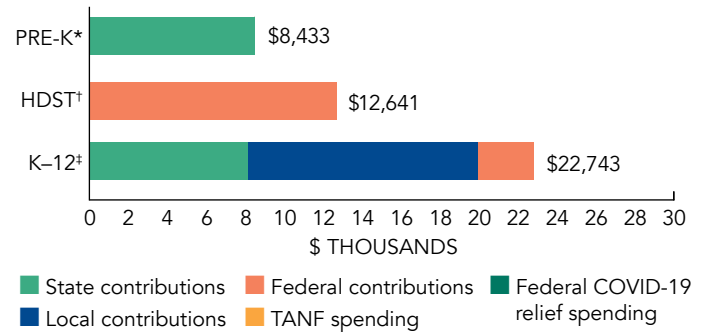


† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$446,622,741
State Head Start spending .....	\$88,178,000
State spending per child enrolled .....	\$8,433
All reported spending per child enrolled*	\$8,433

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 † Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 ‡ K-12 expenditures include capital spending as well as current operating expenditures.

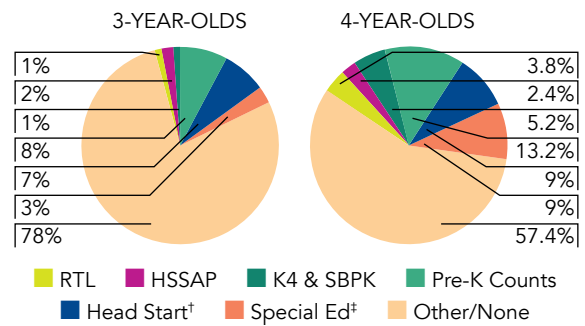
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
26	11	11	24	6.7*

# PENNSYLVANIA READY TO LEARN BLOCK GRANT

## ACCESS

Total state pre-K enrollment.....	6,931
School districts that offer state program.....	3%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3 (public); ECE (nonpublic)	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (new public teachers); Coaching (new public teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

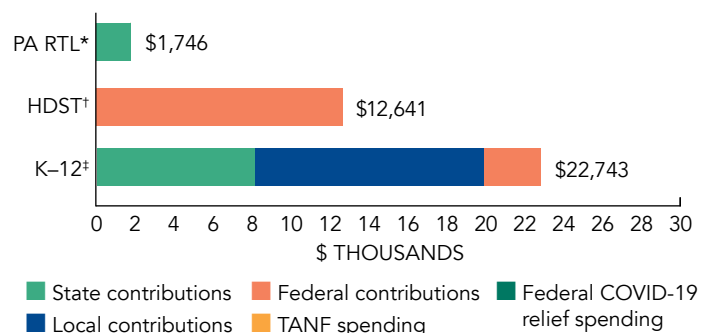
Total state pre-K spending .....	\$12,103,357
Local match required?.....	No
State spending per child enrolled .....	\$1,746
All reported spending per child enrolled* .....	\$1,746

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

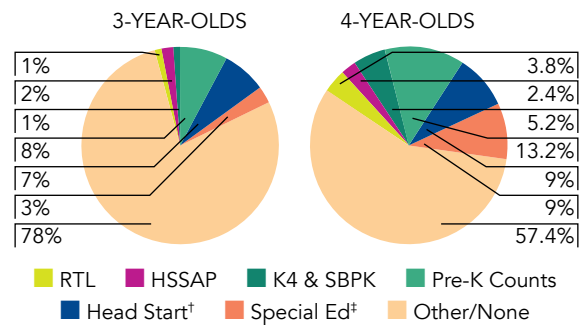


# PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

## ACCESS

Total state pre-K enrollment.....	6,306
School districts that offer state program.....	26%
Income requirement.....	Per Federal Head Start: 100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA HSSAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

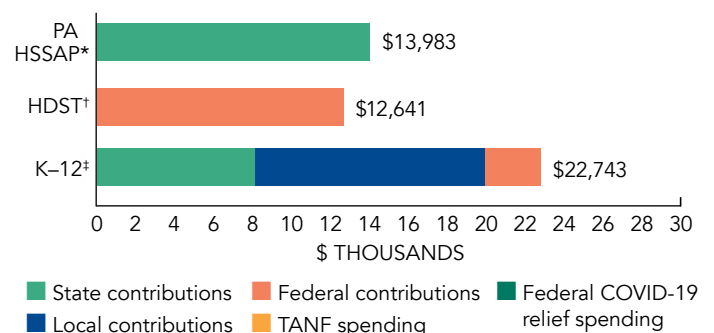
Total state pre-K spending .....	\$88,178,000
Local match required?.....	No
State spending per child enrolled .....	\$13,983
All reported spending per child enrolled* .....	\$13,983

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

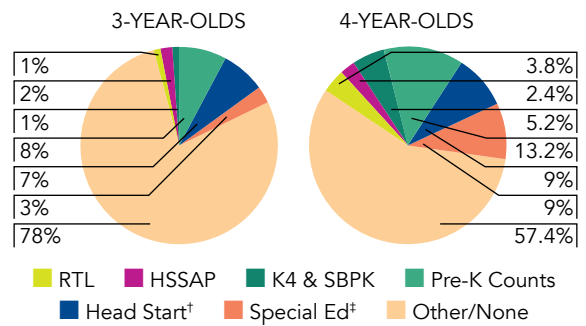


# PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

## ACCESS

Total state pre-K enrollment.....	9,431
School districts that offer state program.....	22%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3, K-6 (public); PK-4, B-3 (nonpublic)	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	180 hours/5 years (SBPK public teachers only); PD plans (new public teachers & some nonpublic teachers & assistants); Coaching (new teachers & some nonpublic teachers & assistants)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	SBPK: 20 (3- & 4-year-olds); K4: No limit	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

## RESOURCES

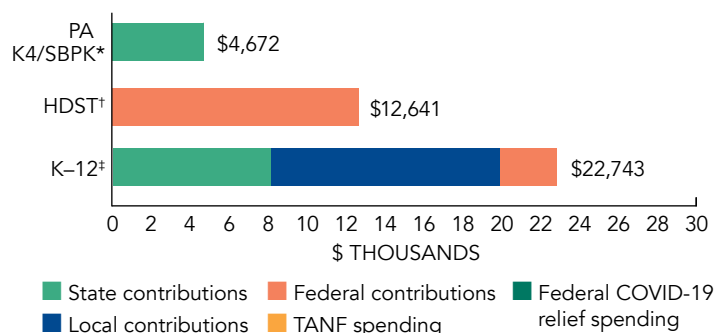
Total state pre-K spending .....	\$44,057,384
Local match required?.....	No
State spending per child enrolled .....	\$4,672
All reported spending per child enrolled* .....	\$4,672

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



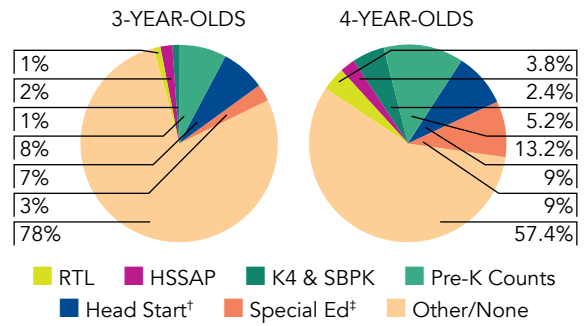


# PENNSYLVANIA PRE-K COUNTS

## ACCESS

Total state pre-K enrollment.....	30,294
School districts that offer state program.....	97%
Income requirement.....	300% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (RTL, HSSAP, K4 & SBPK).  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/> *
Teacher specialized training	PK-4, B-3	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers); 24 hours/year (assistants); PD plans (some teachers & assistants); Coaching (new teachers)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

8\*

## RESOURCES

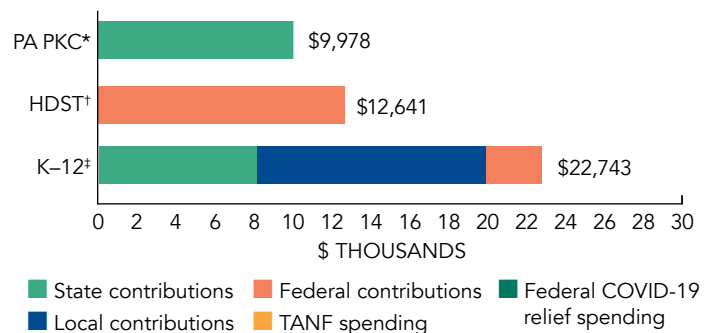
Total state pre-K spending .....	\$302,284,000
Local match required?.....	No
State spending per child enrolled .....	\$9,978
All reported spending per child enrolled* .....	\$9,978

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

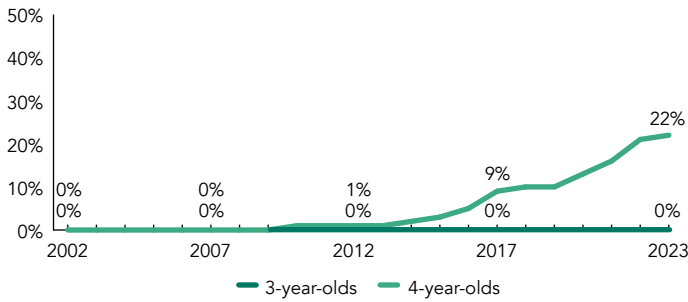
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

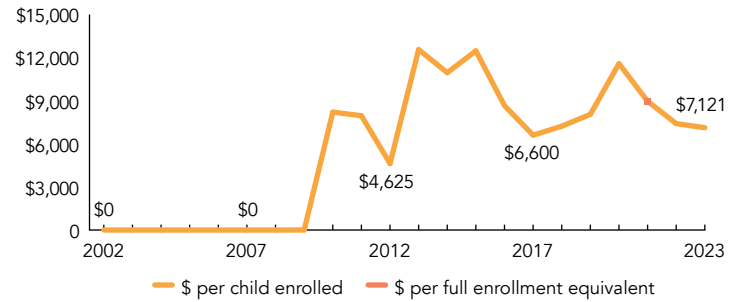


# Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Rhode Island preschool enrolled 2,364 children, the same as in 2021-2022. State spending totaled \$14,990,487, and an additional \$1,844,456 in federal recovery funds supported the program, down \$670,471 (4%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$7,121 in 2022-2023, down \$284 from 2021-2022, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

## WHAT'S NEW

The state increased funding for the Rhode Island State Pre-Kindergarten Program (RI Pre-K) by \$8.2M in the FY24 budget to ensure the federal funding that ended was backfilled and to allow for expansion pipeline work to add classrooms in the 2024-2025 school year. The Governor has a goal to reach 5,000 seats by FY28. Rhode Island remains committed to the high-quality programming that the model was built on and is being thoughtful on expansion, developing relationships and coaching models with programs interested in applying for RI Pre-K in the next application cycle.

The Rhode Island Executive Office of Health & Human Services received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December of 2022 for supports for early educators, including: an early educator supplemental compensation pilot program and higher education articulation support to advance degree attainment; focused strategic planning on early childhood multilingual learner supports and best practices; early childhood mental health; an infant/toddler system; early childhood development supports; early educator compensation; and RI's quality rating and improvement system and family engagement and outreach, including for the RI Pre-K lottery in spring 2023.

## BACKGROUND

The Rhode Island State Pre-Kindergarten Program, launched in 2009, is provided in public schools, Head Start programs, and private childcare. All children who turn four years old by September 1 and are living in participating communities are eligible for the program, even though enrollment is also determined by lottery.

The Rhode Island Department of Education oversees the pre-K program, funded through an Early Childhood Categorical line, created in 2010, within the Rhode Island Department of Education's (RIDE) state-budget. Using a phased-in approach, \$10 million was invested over ten years to expand access to high quality pre-K, commencing with communities containing a high proportion of children eligible for free or reduced-price lunch.

In 2014, Rhode Island received a \$19 million federal Preschool Development Grant (PDG) to expand access to its high-quality pre-K program. This funding was used to expand access in high-need communities and to enhance program monitoring, evaluation, and technical assistance. Enrollment nearly doubled between the 2015-2016 and 2016-2017 school years as a result of the PDG support which leveled off (as planned), in 2017-2018 and 2018-2019.

Teachers in the program must hold a bachelor's degree in early childhood. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development.

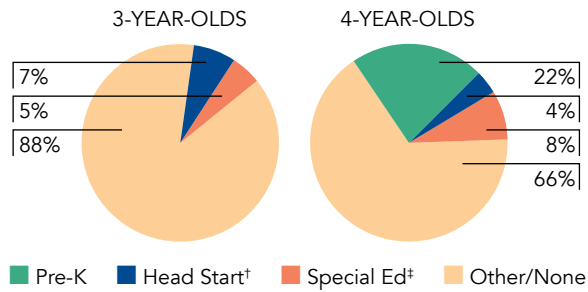
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
28	None Served	16	18	10

# RHODE ISLAND STATE PRE-KINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	2,364
School districts that offer state program .....	49% (communities)
Income requirement .....	No income requirement
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,844
Federally funded Head Start enrollment, ages 3 and 4 .....	1,514
State-funded Head Start enrollment, ages 3 and 4 .....	131

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 college credits in ECE/CD or a CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



## RESOURCES

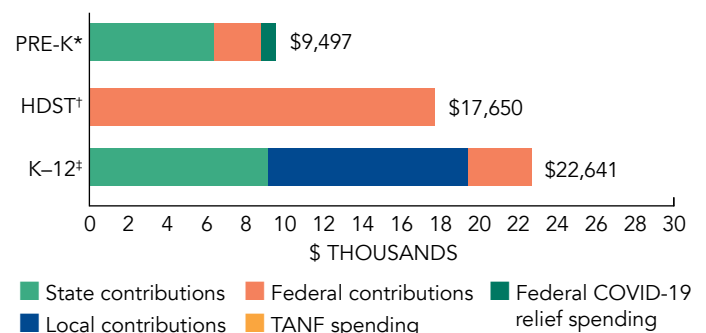
Total state pre-K spending .....	\$16,834,943
Local match required? .....	No
State Head Start spending .....	\$1,190,000
State spending per child enrolled .....	\$7,121
All reported spending per child enrolled* .....	\$9,497

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

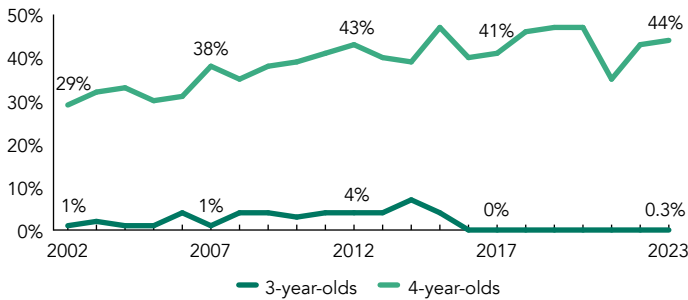
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

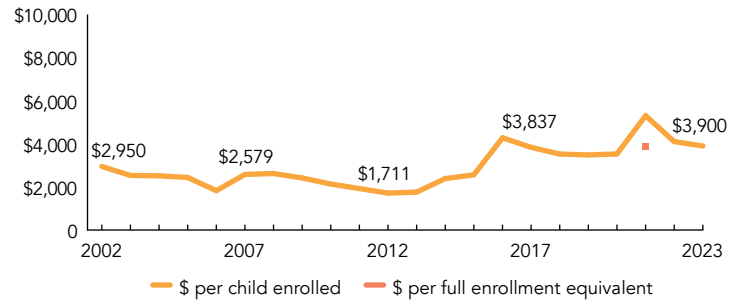


# South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, South Carolina preschool enrolled 26,294 children, an increase of 1,018 from the prior year. State spending totaled \$101,741,923 with an additional \$809,763 in federal recovery funds to support the program, down \$1,127,393 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery funds) equaled \$3,900 in 2022-2023, down \$202 from 2021-2022, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

Based on the continued growth in Child Early Reading Development and Education Program (CERDEP) student enrollment, the state's General Assembly increased state funding available for CERDEP in 2023-2024 to a minimum rate of \$5,100 per student for instructional costs. As of July 2021, any school with a 60% or higher poverty index may request CERDEP funding, previously, only districts meeting the law's poverty threshold were eligible.

In December 2022, South Carolina was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) planning grant for \$3,734,616. As a compliment to the SC ECIDS work, South Carolina is entering the fourth year of a federal data systems grant focused on extending the current K-12 longitudinal data system to include early learning partners.

The South Carolina Department of Education's Office of Early Learning and Literacy (OELL) partnered with REL Southeast on multiple literacy initiatives over the past few years to create a resource guide and PLC model which was implemented in demonstration sites during 2022-2023. Using federal COVID-19 relief funds, the SCDE partnered with SC First Steps to support transitioning students into pre-K and kindergarten, recruit and retain pre-K teachers, engage parents, and monitor the health of early learners through early identification and referrals.

## BACKGROUND

South Carolina funds two preschool programs: the Education Improvement Act Child Development Program (EIA 4K) and the public/private CERDEP. Both programs are delivered in public school settings by OELL. CERDEP is co-administered in private preschool settings by South Carolina First Steps (First Steps 4K), the state's school readiness initiative.

EIA 4K began in 1984 and is funded as part of a one-cent sales tax supporting public education projects. Eligibility for EIA 4K is prioritized by law for children eligible for FRPL or Medicaid and allows for consideration of children with documented developmental delays. EIA 4K districts may then set their own eligibility criteria from a state-specified list of risk factors. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for FRPL in each district. School districts now provide full-day programs, except for a few continuing to offer half-day programs.

CERDEP, originally called the Child Development Education Pilot Program (CDEPP), was created as a pilot program in 2006 in response to Abbeville County School District, et. al. v. South Carolina, a lawsuit initiated by rural school districts regarding school equity funding, the program was codified in 2014 along with the state's Read to Succeed legislation (Act 284).

To monitor quality, OELL conducts visits including an evaluation based on the Early Language and Literacy Classroom Observation (ELLCO) used to provide feedback and support to ensure classrooms are language- and literacy-rich. Some programs receive additional monitoring, which includes a fidelity verification measuring curriculum implementation.

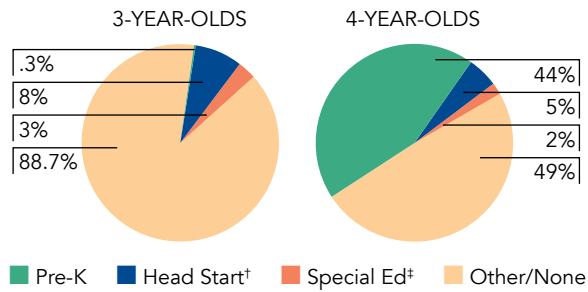
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
14	33	37	41	7

# SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM AND EIA/4K

## ACCESS

Total state pre-K enrollment .....	26,294
School districts that offer state program .....	100%
Income requirement .....	185% FPL
Minimum hours of operation.. CERDEP: 6.5 hours/day, 5 days/week; EIA 4K: 4 hours/day, 5 days/week	
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	5,671
Federally funded Head Start enrollment, ages 3 and 4 .....	7,433
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
† Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	SC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental (CERDEP/EIA 4K); Vision, hearing, health & more (First Steps)	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

**7**

## RESOURCES

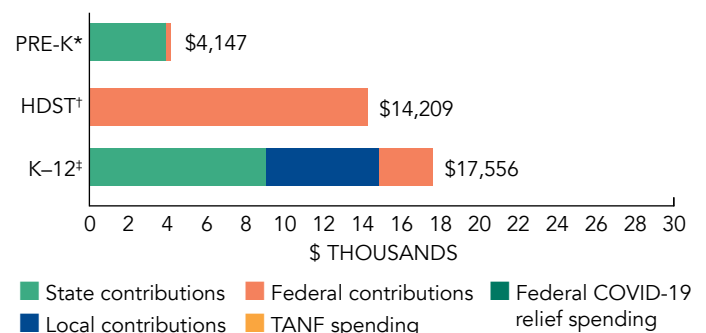
Total state pre-K spending .....	\$102,551,686
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,900
All reported spending per child enrolled* .....	\$4,147

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# South Dakota

## NO PROGRAM

South Dakota currently does not offer a state-funded preschool program as defined by this report, but the state does support early childhood education in several ways. Local education agencies can use a portion of their Title I funding to support preschool programs. The Department of Social Services oversees licensing of state registered family day care programs as well as licensed child and school age care programs and administers the child care assistance program.

The South Dakota Early Learning Guidelines (ELG) are used in settings that serve children from birth to 5 years old and cover multiple domains including: health and physical development, creative arts, language and literacy, social studies, social-emotional development and approaches toward learning, mathematics, and science. Most recently, the state created a Content Standards Crosswalk to serve as a resource to support the learning environment for preschool age children transitioning into kindergarten. This crosswalk is being distributed across the state to early childhood educators with local education agencies and public/private preschool homes and/or centers. Like the Early Learning Guidelines, this work was a collaboration between the South Dakota Department of Education, Head Start Collaboration Office, and multiple stakeholders.

In 2017, the School Administrators of South Dakota (SASD) rolled out the SASD Preschool Levels of Excellence. Based on NAEYC accreditation standards, the Levels of Excellence address ten domains of program quality. Preschool programs may use the Levels of Excellence as a self-assessment tool, or to obtain a formal Level assessed by SASD.

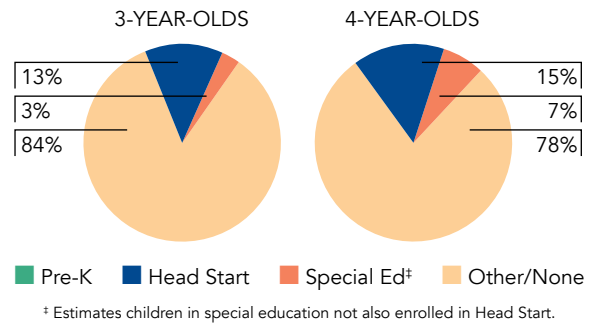
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
No Program		No Program		No Program

## SOUTH DAKOTA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	1,645
Federally funded Head Start enrollment, ages 3 and 4 .....	3,265
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

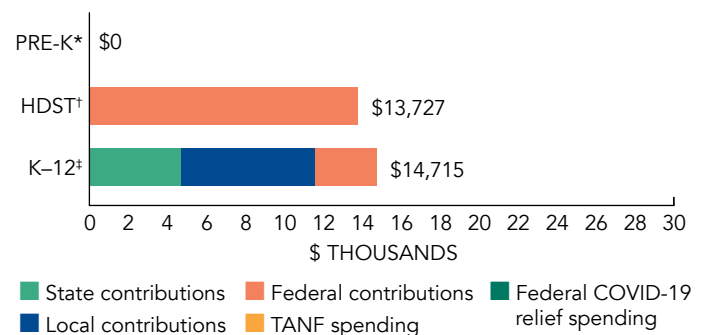
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

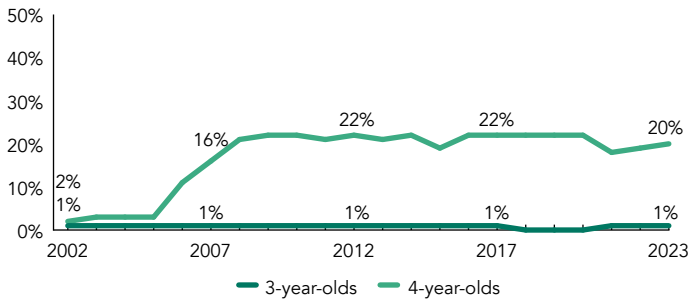
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

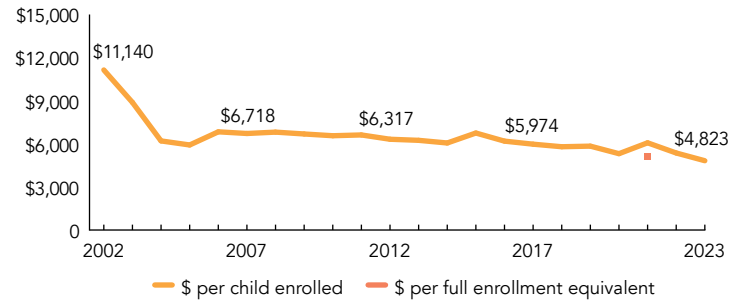


# Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Tennessee preschool enrolled 17,837 children, an increase of 1,203 from the prior year. State spending totaled \$86,029,013, down \$3,144,078 (4%), adjusted for inflation, since last year. State spending per child equaled \$4,823 in 2022-2023, down \$538 from 2021-2022, adjusted for inflation. Tennessee met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

In May 2023, the following curricula were approved to be used in VPK classrooms through May 2028: Kaplan Connect4Learning, Teaching Strategies Creative Curriculum, and HighScope Preschool Curriculum.

The Tennessee Department of Education received a \$4 million Preschool Development Grant Birth through Five (PDG B-5) planning grant in December of 2022 to develop and implement a comprehensive, statewide, birth through five needs assessment. This assessment will be followed by the development of a related strategic plan that also addresses activities that lead to more meaningful parent engagement, the sharing of resources and best practices among the different early childhood program providers, and improvements in overall quality. The plan also aims to improve the coordination of existing early childhood service delivery models and funding streams for the purpose of serving more children birth through age five.

## BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. VPK classrooms are now in 137 of the state's 142 school districts. Children from families meeting the income eligibility requirements are prioritized for enrollment in VPK, as are children with disabilities and dependent children of a parent who died as a result of war.

The Tennessee State Department of Education and Early Learning Division have administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private childcare agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency with a rating of at least three stars on the state's quality rating and improvement system (QRIS) operating within the jurisdiction of the school district.

With commencement during the 2018-2019 school year, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K increased from 24 to 30 clock hours per year, six of which were allocated to address developmentally appropriate literacy practices. Tennessee's Early Learning and Development Standards were instituted in 2018. The state also continues to implement the Pre-K Quality Act of 2016, a platform for revising the Tennessee Early Learning Development Standards. This created a shared definition of "quality" to guide quality improvements, established a vision for early learning at statewide trainings, supports curriculum implementation, provides guidance for district leaders, reduced the number of approved curricula, shifted to a competitive grant application based on program quality, piloted CLASS observations, trained CLASS observers, and enforced pre-K Student Growth Portfolios statewide. Each yearly cohort of Tennessee Pre-K classrooms observed by state level CLASS observers have seen statistically significant improvements in the Instructional Support domain from fall 2020 (3.0) to spring 2021 (3.4). VPK relies on numerous funding sources, including general education revenue. Federal Head Start, IDEA, Title I, and other funds are used to provide the required local match.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
31	29	29	30	9

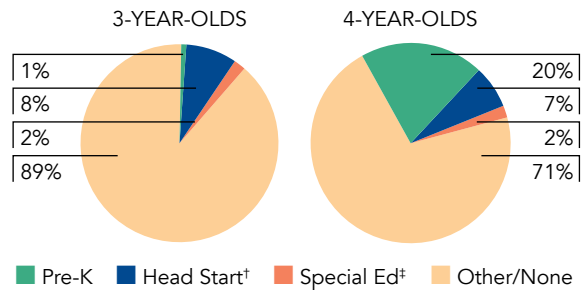


## TENNESSEE VOLUNTARY PRE-K (VPK)

### ACCESS

Total state pre-K enrollment.....	17,837
School districts that offer state program.....	96%
Income requirement.....	185% FPL
Minimum hours of operation.....	5.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	9,191
Federally funded Head Start enrollment, ages 3 and 4.....	14,151
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.

‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	TN PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	30 hours/year; PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

9

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

### RESOURCES

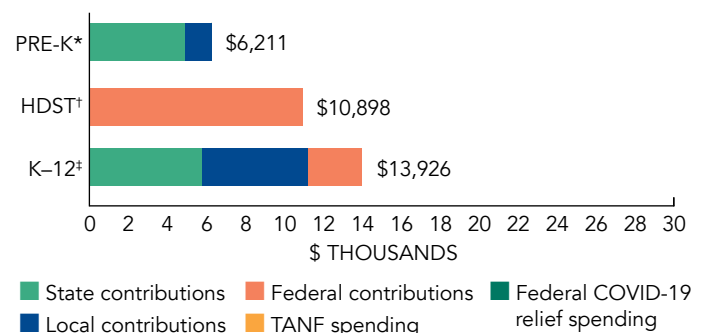
Total state pre-K spending.....	\$86,029,013
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$4,823
All reported spending per child enrolled*.....	\$6,211

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

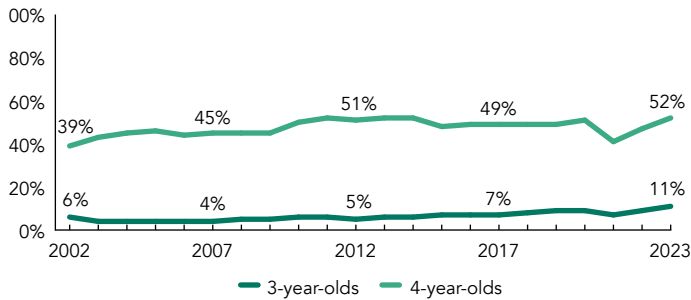
‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED

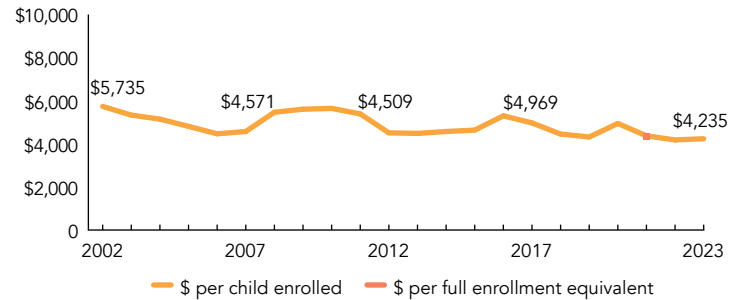


# Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Texas preschool enrolled 243,592 children, an increase of 21,168 children. State spending totaled \$938,418,031 and an additional \$2,400,000 in federal recovery funds supported the program, up \$11,039,712 (1%), adjusted for inflation, since last year. State spending per child (including federal recovery dollars) equaled \$4,235 in 2022-2023, up \$54 from 2021-2022, adjusted for inflation. Texas met 4 of 10 quality standards benchmarks.

## WHAT'S NEW

The Texas Legislature passed House Bill 2729, which clarifies certification and qualifications for pre-K program staff for open-enrollment charter schools, school districts, and entities contracted with schools to operate PreK4 programs. HB 2729 lowers qualification requirements for pre-K teachers in private settings so that no college degree is required, effective with the 2023-2024 school year. Previously all pre-K teachers were required to have at least a BA. The bill sunsets in 2029.

## BACKGROUND

In 1985, Texas began funding half-day pre-K for eligible 4-year-olds through the Texas Public School Prekindergarten program. Currently, districts with 15 or more eligible 4-year-olds are required to offer pre-K. Districts with 15 or more eligible 3-year-olds can also offer pre-K but are not required to do so. The Texas Education Agency (TEA) Early Childhood Education Division oversees the free program in school districts and open-enrollment charter schools, and school districts are permitted to subcontract with nonpublic preschools to serve eligible children.

Students are eligible to participate in the Texas Public School Prekindergarten program if they are age-eligible and meet at least one of the following conditions: qualify for free or reduced-price lunch (185% FPL), are homeless, are in foster care, have a parent on active military duty or who was injured or killed on active duty, are unable to speak or comprehend English, and/or have a parent eligible for the Star of Texas Award.

In 2019, the Texas PDG B-5 team and Texas Early Learning Council led the use of grant funding to conduct a statewide 0-5 needs assessment, develop a statewide 0-5 strategic plan, increase parental choice and knowledge, share best practices, and improve overall quality of care. Also in 2019, House Bill (HB) 3 was passed by the 86th Texas Legislature and signed into law by Governor Abbott on June 11. HB 3 impacts districts and open-enrollment charter schools serving pre-K through third grade students by addressing early education allotment, full-day high-quality pre-K for eligible 4-year-olds, expanded early education reporting, early learning progress monitoring tools (single kindergarten assessment with one alternative available), and early childhood partnerships.

The Children's Learning Institute at the University of Texas-Health Science Center, in partnership with the TEA and Texas Workforce Commission, has developed a comprehensive professional development platform for early childhood educators that is free to all public school teachers, Head Start programs, families, and child care providers.

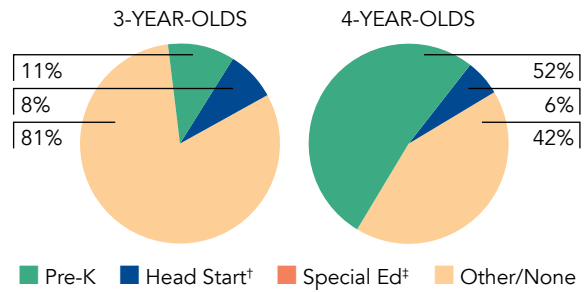
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
10	14	34	39	4

# TEXAS PUBLIC SCHOOL PREKINDERGARTEN

## ACCESS

Total state pre-K enrollment .....	243,592
School districts that offer state program .....	90%
Income requirement .....	185% FPL
Minimum hours of operation .....	32,400 minutes/year; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	30,822
Federally funded Head Start enrollment, ages 3 and 4 .....	53,764
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	TX PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	<b>Approval process &amp; supports</b>	<input type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	P-6	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	22 (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	No limit (3-year-olds); Must strive for 1:11 (4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>
			<b>4</b>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

## RESOURCES

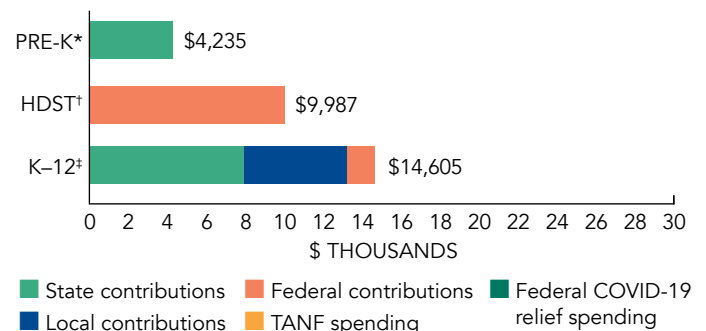
Total state pre-K spending .....	\$940,818,031
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$4,235
All reported spending per child enrolled* .....	\$4,235

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure. Due to changes to the state financial data reporting this year, Texas was not able to provide spending information comparable to past years.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

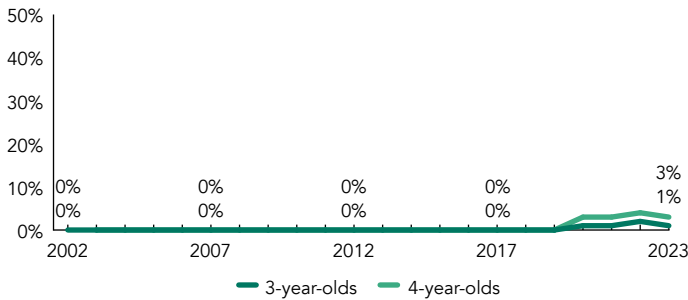
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

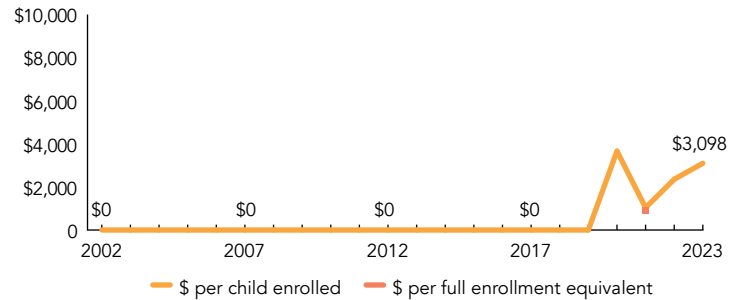


# Utah

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Utah preschool enrolled 1,987 children, a decrease of 826 from the prior year. State spending totaled \$6,154,997, down \$467,663 (7%), adjusted for inflation, since last year. State spending per child equaled \$3,098 in 2022-2023, up \$743 from 2021-2022, adjusted for inflation. Utah met 5 of 10 quality standards benchmarks.

## WHAT'S NEW

The number of children served by the School Readiness Grant program in 2022-2023 decreased because of increased costs to provide high-quality preschool services and some previous grantees no longer participating in the grant program.

At the end of summer 2022, COVID-19 relief funding was used to provide a one-time \$2,000 retention bonus to early educators.

In 2022-2023, Utah implemented a \$4.8 million Preschool Development Grant Birth through Five (PDG B-5) renewal grant. The funding was used to update Utah's statewide early childhood needs assessment, establish and extend technology to increase parent and family engagement in early childhood programs, and increase training and coaching for early educators.

## BACKGROUND

In 2016, the High-Quality School Readiness Expansion (HQSR-E) grant program was established to expand access to high-quality school readiness programs for eligible children. The HQSR-E grant program provided funding to LEAs and private providers with existing, high-quality early education programs to serve economically disadvantaged 4-year-old children. The HQSR-E program ended in June 2019 and was replaced by the Expanded Student Access to High Quality School Readiness (ESA) grant program.

With the passing of SB 166 in 2019, the School Readiness Board governs both the Becoming High-Quality (BHQ) and ESA grant programs for both public and private providers. The BHQ program provides funding to help existing preschool programs increase program quality to later qualify for ESA grant funding. The ESA program allows high-quality preschool programs to expand access and provide seats to eligible students. An eligible student is one who is economically disadvantaged and whose parent or guardian reports they also have experienced at least one risk factor (e.g., mother is 18 or younger, parents with a low reading ability, exposure to substance abuse) or a student that is an English Learner.

SB166 also codified Utah's UPSTART Program, which provides a home-based, technology-delivered kindergarten readiness program to children throughout the state and prioritizes children from low-income families. The program includes an annual independent evaluation contracted by the Utah State Board of Education (USBE).

In May 2020, the new Utah Core Standards: Early Learning (Ages 3-5) were approved by the USBE. USBE staff collaborated with other agencies and early childhood professionals to provide professional learning during the 2020-2021 school year to encourage and assist with the implementation of the new standards starting in the 2021-2022 school year.

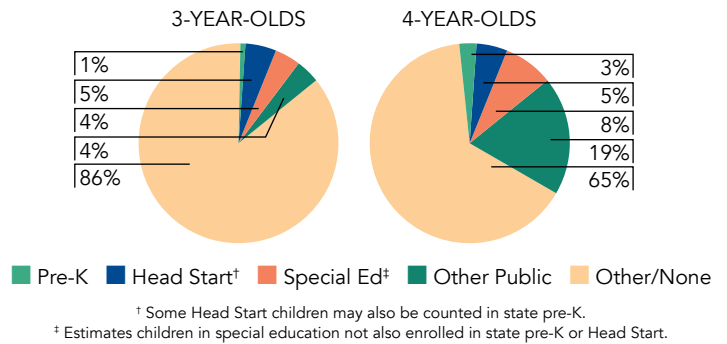
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
45	28	43	36	5

# EXPANDED STUDENT ACCESS TO HIGH QUALITY SCHOOL READINESS PROGRAMS (ESA)

## ACCESS

Total state pre-K enrollment .....	1,987
School districts that offer state program .....	41% (counties)
Income requirement .....	185% FPL
Minimum hours of operation .....	Determined locally
Operating schedule .....	Determined locally
Special education enrollment, ages 3 and 4 .....	6,793
Federally funded Head Start enrollment, ages 3 and 4 .....	4,590
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	UT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with child assessments, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	CDA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	CDA	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/year (teachers only); Coaching (teachers only)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	None	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

## RESOURCES

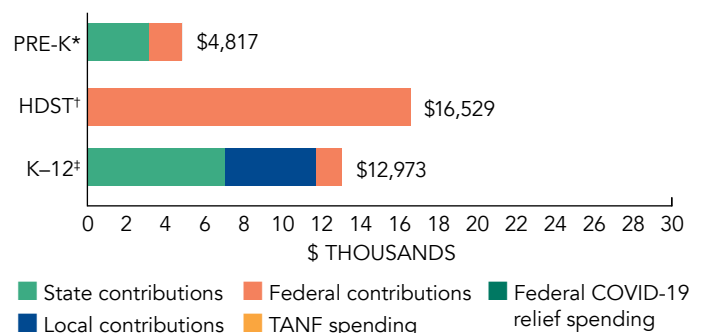
Total state pre-K spending .....	\$6,154,997
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$3,098
All reported spending per child enrolled* .....	\$4,817

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

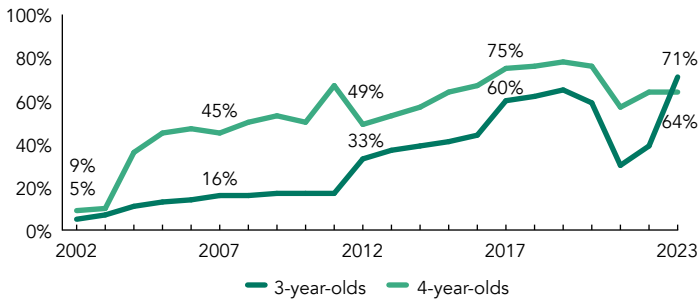
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

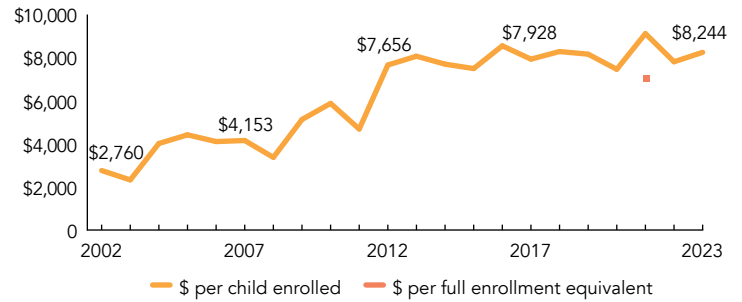


# Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Vermont preschool enrolled 8,334 children, an increase of 793 from the prior year. State spending totaled \$68,702,087, up \$9,832,410 (17%), adjusted for inflation, since last year. State spending per child equaled \$8,244 in 2022-2023, up \$437 from 2021-2022, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

## WHAT'S NEW

Act 76 was passed in June 2023 which convened a committee to study policy changes that may have impacts for both early childhood and school-age settings. One of the goals of Act 76 includes increasing equitable access and enhancing the quality of Universal Prekindergarten for four-year-olds.

## BACKGROUND

In 1987, Vermont created the Vermont Early Education Initiative (EEI), an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. In 2007, legislation expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs and provided funding through the state's Education Fund, similar to K-12, pro-rated based on a model of 10 hours per week.

Starting in 2014, Act 166, required all public school districts to offer Universal Prekindergarten (UPK) for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state approved public and private programs.

Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes the number of children and programs participating in UPK, child progress monitoring data, and quality rating and improvement system (QRIS) level information. All Vermont state pre-K programs are required to attain at least four of five stars in Vermont's QRIS, Step Ahead Recognition Systems (STARS), or hold NAEYC accreditation. STARS requires structured observations of classroom quality using the ECERS or CLASS. Licensed educators with an endorsement in early childhood education and/or early childhood special education are required to be lead teachers in all public school UPK classrooms. For private UPK programs, the licensed educator is required to oversee lead teachers in private UPK classrooms to ensure implementation of UPK education for each child.

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) completed the process of designing a joint agency Pre-K Monitoring System that builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public UPK programs.

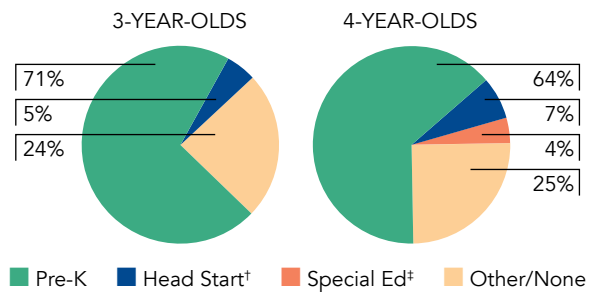
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
6	2	13	17	7

# VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

## ACCESS

Total state pre-K enrollment .....	8,334
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	10 hours/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	1,101
Federally funded Head Start enrollment, ages 3 and 4 .....	725
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	VT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed. with ECE, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 15 hours/year (assistants); PD plans; Coaching (public & some nonpublic)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

7

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

## RESOURCES

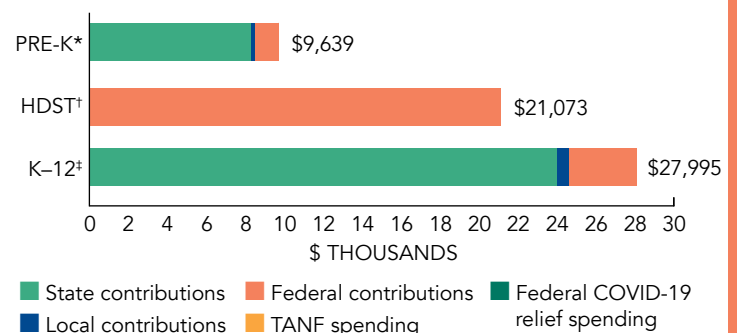
Total state pre-K spending .....	\$68,702,087
Local match required? .....	No
State Head Start spending .....	\$0
State spending per child enrolled .....	\$8,244
All reported spending per child enrolled* .....	\$9,639

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

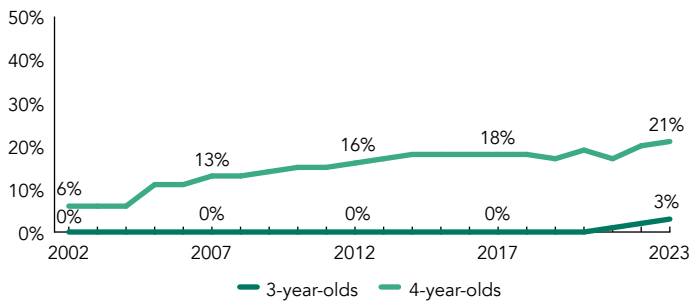
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

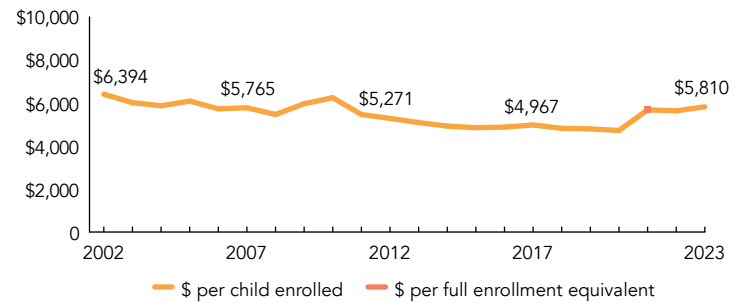


# Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED  
(2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Virginia's two preschool programs enrolled a total of 24,169 preschool-age children, an increase of 1,893 from the prior year. State spending for both programs totaled \$124,134,116, and an additional \$16,282,075 in federal recovery funds supported Mixed Delivery, up \$15,133,853 (12%) total, adjusted for inflation, since last year. State spending per child (including federal recovery funds) for both programs equaled \$5,810 in 2022-2023, up \$186 from 2021-2022, adjusted for inflation. State spending per child for the Virginia Preschool Initiative (VPI) equaled \$5,295 and Mixed Delivery equaled \$12,067 (including recovery funds). Virginia VPI met 6 of 10 quality standards benchmarks, while Mixed Delivery met 4 of 10.

## WHAT'S NEW

In 2022, the state budget included an additional \$16 million for VPI and increased per pupil rates that are benchmarked based on the standards of quality. Starting during the 2022-23 school year, the per pupil rates will be based on the biannually re-benchmarked rate, which follows the same model of basing costs on standards of quality as K-12. This change led to a significant increase in the per child rate and will ensure that the VPI rate remains comparable to other grade levels.

Virginia also increased Early Childhood Care & Education (ECCE) slot reimbursement rates for its Mixed Delivery preschool program to 100% of the Cost of Quality beginning with the 2023-2024 program year. While increases in teacher compensation are not required in Mixed Delivery, the Mixed Delivery model and the increases in the funding formula allow and incentivize site leaders to invest in classroom and center stability by increasing compensation for teachers in Mixed Delivery classrooms to levels that approach public school teachers' salary and benefits as part of the strategy to address Virginia's ECCE workforce challenges.

Most of the Mixed Delivery funding came from federal relief funds in 2022-2023 and continues to do so in 2023-2024. Sustaining recent expansions to Mixed Delivery is dependent upon receiving additional state funding in the 2025-2026 state biennial budget.

In December 2022, Virginia was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$4 million. The state is using the funding to update the statewide ECCE needs assessment and strategic plan, as well as implement key ECCE priorities related to quality early learning settings and supporting the ECCE workforce.

## BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2022-2023 school year, VPI programs operated in 96% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 95% of children attend full-day programs throughout the school year. VPI is funded by an annual legislative appropriation of state general funds and a required local match based on the local composite index. The local match is capped at half the per-pupil amount. Funding for VPI is available to school divisions where there are at-risk 3- and 4-year-olds who are not served by Head Start.

The Mixed Delivery program began during the 2016-2017 school year and was included in the State of Preschool Yearbook for the first time in 2022. This program is administered by the Virginia Early Childhood Foundation (VECF) as a public/private partnership and provides publicly funded early childhood care and education (ECCE) services in licensed, non-school-based and non-faith-based private ECCE settings. Eligible children are those who have been identified as at-risk for entering kindergarten without the necessary social and academic skills for success. From its inception until 2020, Mixed Delivery was designed to test innovative strategies that addressed community-level barriers to preschool access for families whose needs and preferences were not met by the school-based VPI program. In 2020, the Mixed Delivery program shifted to an access model that more fully covered (and in 2023-2024, fully covers) the cost of quality for full-day, year-round services for eligible children.

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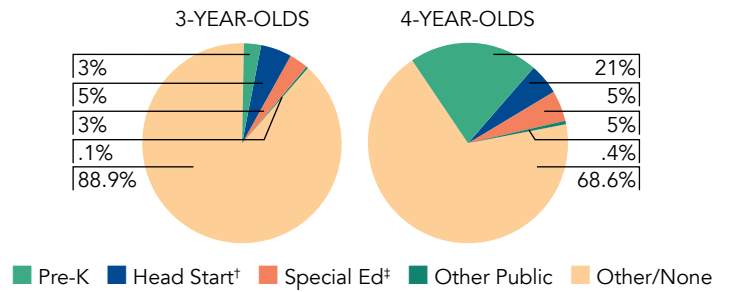


## VIRGINIA STATE OVERVIEW

### ACCESS

Total state pre-K enrollment .....	24,169
Special education enrollment, ages 3 and 4 .....	10,648
Federally funded Head Start enrollment, ages 3 and 4 .....	9,730
State-funded Head Start enrollment, ages 3 and 4.....	0

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

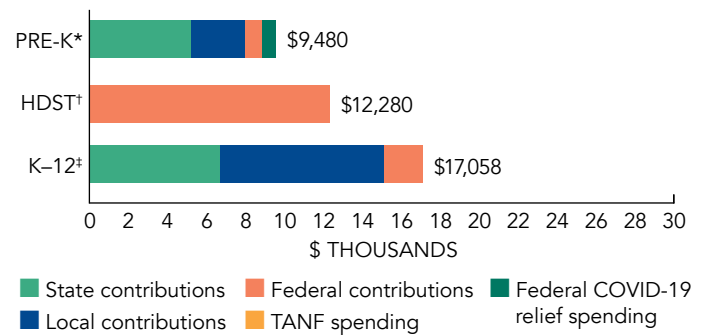


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

### RESOURCES

Total state pre-K spending .....	\$140,416,191
State Head Start spending .....	\$0
State spending per child enrolled .....	\$5,810
All reported spending per child enrolled* .....	\$9,480

### SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
30	23	23	19	5.8

During the 2022-2023 school year, all VPI and Mixed Delivery programs were invited to participate in VQB5, Virginia’s quality measurement and improvement system, and 76% of public schools and 100% of registered Mixed Delivery programs participated. The new unified system uses measures of teacher-child interactions and curriculum implementation to support improvement across all publicly funded birth-to-five program and will be required for all publicly funded birth-to-five programs by Fall 2023.

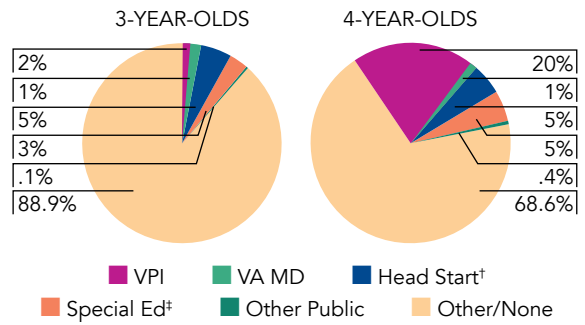
Virginia’s overall support for state-funded preschool, including enrollment and funding for both VPI and Mixed Delivery, is depicted in the first two pages of this state profile. The third page focuses solely on VPI, and the fourth page on Mixed Delivery.

# VIRGINIA PRESCHOOL INITIATIVE

## ACCESS

Total state pre-K enrollment.....	22,331
School districts that offer state program.....	96% (school divisions)
Income requirement.....	200% FPL
Minimum hours of operation.....	3 hours/day; 5 days/week
Operating schedule.....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	VA VPI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	15 hours/school year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

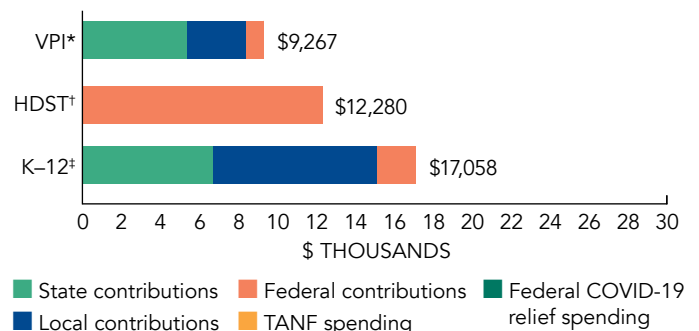
Total state pre-K spending .....	\$118,237,825
Local match required?.....	Yes
State spending per child enrolled .....	\$5,295
All reported spending per child enrolled* .....	\$9,267

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

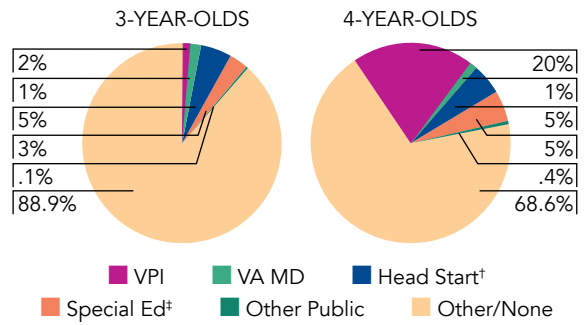


# VIRGINIA EARLY CHILDHOOD FOUNDATION MIXED DELIVERY

## ACCESS

Total state pre-K enrollment .....	1,838
School districts that offer state program .....	42% (localities)
Income requirement .....	200% FPL
Minimum hours of operation .....	6.5 hours/day; 5 days/week
Operating schedule .....	Full calendar year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	VA MD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	None	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	None	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	None	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	16 hours/school year	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	30 (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Immunizations & Full physical exam; Referrals not required	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

## RESOURCES

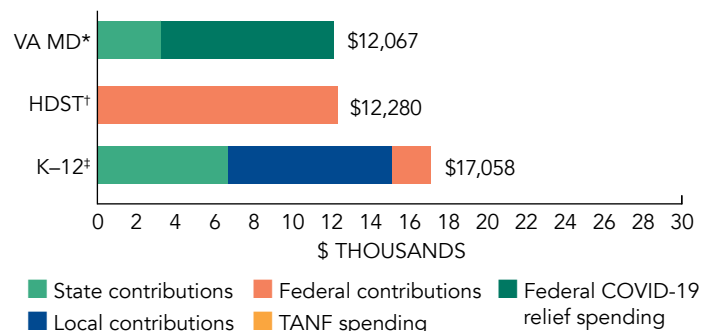
Total state pre-K spending .....	\$22,178,366
Local match required? .....	No
State spending per child enrolled .....	\$12,067
All reported spending per child enrolled* .....	\$12,067

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

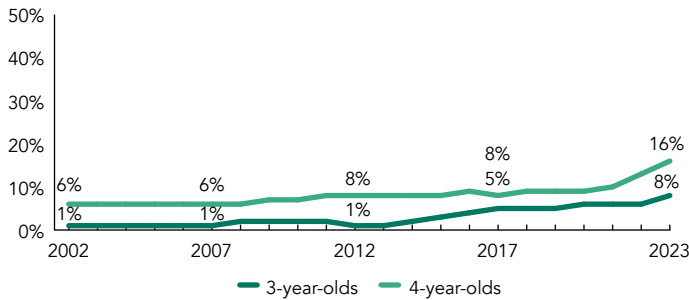
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

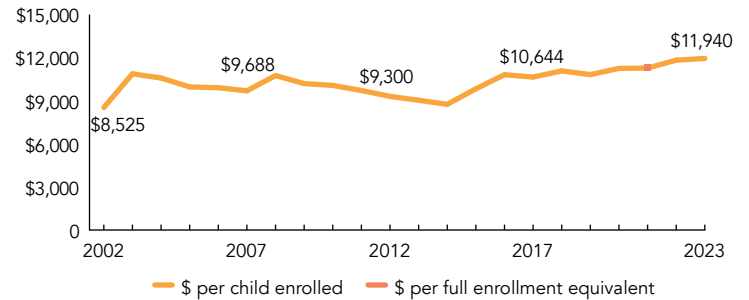


# Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year Washington’s Department of Children, Youth, and Families (DCYF) enrolled 15,808 children in the Early Childhood Education and Assistance Program (ECEAP), an increase of 801 children from the prior year. State spending for ECEAP totaled \$177,228,389 with an additional \$4,605,000 in federal recovery funding to support the program, up \$8,614,391 (5%), adjusted for inflation, since last year. State spending per child on ECEAP equaled \$11,503 (including recovery dollars) in 2022-2023, down \$40 from 2021-2022, adjusted for inflation. Washington ECEAP met 9 of 10 quality standards benchmarks.

Washington’s Office of Superintendent of Public Instruction (OSPI) also served 5,244 children in a Transitional Kindergarten (TK) program during the 2022-2023 school year, up 2,117 children from the prior year. State spending for TK was \$69,532,084, an increase of \$28,345,101 (69%), adjusted for inflation, since last year. State spending per child on TK was \$13,259, up \$88 from 2021-2022, adjusted for inflation. TK met 6 out of 10 quality standards benchmarks.

## WHAT’S NEW

ECEAP added 800 more slots during the 2022-2023 school year and another 500 in 2023-2024 as well as 1,000 part- to full-day conversions. In 2022-2023, a 1.6% slot rate increase also took effect. In 2023-2024 contractors received additional increases: 18% for school-day slots, 9% for working-day slots, and 7% for part-day slots. Summer ECEAP was funded by the state legislature for the first time and was provided by 21 ECEAP contractors to 1,948 students in the summer of 2022. The state also helped to fund 178 Early ECEAP slots for children birth to age three after the PDG B-5 grant ended in December 2022. The legislature also funded \$7 million for the Tribal Early Learning Fund to provide critical, culturally sensitive services.

Income eligibility was expanded and moved to State Median Income (SMI) instead of Federal Poverty Level (FPL) in 2021-2022. Income eligibility categories will increase again in 2030-2031. The state QRIS implemented a revised quality recognition and improvement system based on provider feedback that moves to a virtual data collection model that allows reviewers the opportunity to see every teaching environment and engage in coaching with teachers.

The Department of Children, Youth, and Families (DCYF) and the Office of the Superintendent of Public Instruction (OSPI) are supporting TK programs with TA on collaborating with community-based partners (including ECEAP), Head Start, child care, family child care, and licensed tribally-led early learning programs. DCYF and OSPI jointly identified strategies to improve alignment of high quality preschool across the two agencies and increase equitable access to preschool.

## BACKGROUND

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth, and Families (DCYF), which oversees early learning programs along with child welfare and juvenile rehabilitation. One of the five strategic priorities for DCYF is to create a high-quality integrated birth to eight system. This includes expanding access to infant/toddler supports, expanding access to affordable, high-quality care, creating a responsive and inclusive integrated pre-K system, and expanding supports to the early learning workforce. The state ECEAP, created in 1985, is a large part of the state’s strategy to accomplish this goal. In recent years, both funding and enrollment for ECEAP have been growing. ECEAP funding comes from the state general fund, the Education Legacy Trust Account funded by estate taxes, and the “opportunity pathways account” financed by lottery proceeds. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, by the 2018-2019 school year — a deadline extended to 2026-2027. ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington’s most at-risk young children. To be eligible for ECEAP currently, children must be 3- or 4-years-old and live in households with an income at or below 36% SMI for non-tribal children or 100% SMI for tribal children, eligible for special education services, experiencing homelessness, or previously participated in an approved birth to three early learning program. Up to 10% of ECEAP enrollment may include children whose families do not meet the poverty requirement but experience other risk factors that could jeopardize learning, development, or school success.

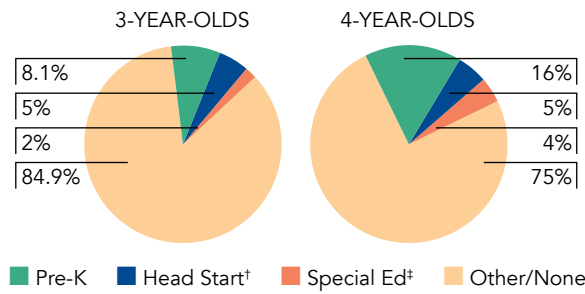
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# WASHINGTON STATE OVERVIEW

## ACCESS

Total state pre-K enrollment .....	21,052
Special education enrollment, ages 3 and 4 .....	9,665
Federally funded Head Start enrollment, ages 3 and 4 .....	9,361
State-funded Head Start enrollment, ages 3 and 4.....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

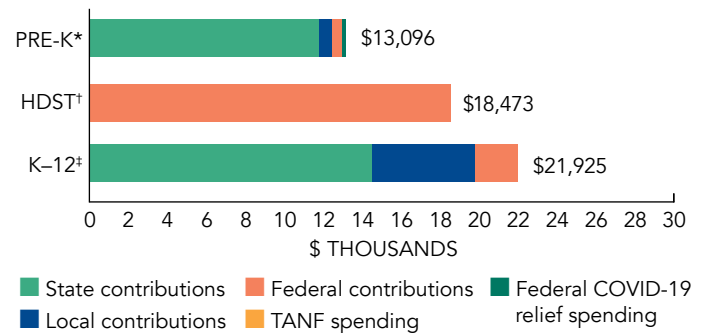


† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## RESOURCES

Total state pre-K spending .....	\$251,365,473
State Head Start spending .....	\$0
State spending per child enrolled .....	\$11,940
All reported spending per child enrolled* .....	\$13,096

## SPENDING PER CHILD ENROLLED



\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
† Head Start per-child spending includes funding only for 3- and 4-year-olds.  
‡ K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	6

TOTAL BENCHMARKS MET	
ECEAP	TK
9	6

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing public K–12 education in Washington state. Working with the state’s 295 public school districts and six state-tribal education compact schools, OSPI allocates funding and provides tools, resources, and technical assistance so every student in Washington is provided a high-quality public education. The goal of Washington’s K–12 education system is to prepare every student for postsecondary pathways, careers, and civic engagement.

OSPI’s Transitional Kindergarten (TK) is a kindergarten program for children aged 5 who have missed the cutoff for kindergarten or are turning 5 before the following school year and do not have access to high-quality early learning experiences prior to kindergarten. Districts may offer TK programs, but they are not required to do so. The requirements for TK are the same as those for regular kindergarten established by RCW 28A.150.315. While school districts in Washington have always had the ability to enroll children into kindergarten early, TK has gained momentum in recent years, as a strategy for closing opportunity gaps.

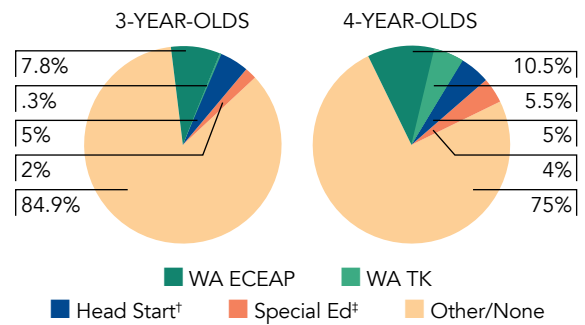
Washington’s overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on ECEAP and the fourth page on TK.

# EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

## ACCESS

Total state pre-K enrollment ..... 15,808  
 School districts that offer state program ..... 92% (counties)  
 Income requirement ..... 36% SMI (non-tribal children);  
 100% SMI (tribal children)  
 Minimum hours of operation ..... 3 hours/day  
 Operating schedule ..... School year (part- & school day);  
 Full calendar year (working-day)

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
 ‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	WA ECEAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year (teachers); 15 hours/year (assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

## RESOURCES

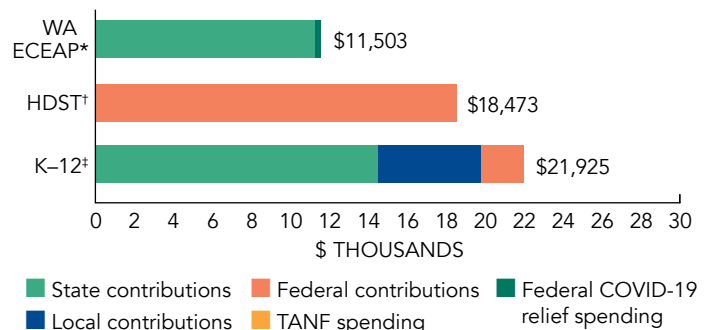
Total state pre-K spending ..... \$181,833,389  
 Local match required? ..... No  
 State spending per child enrolled ..... \$11,503  
 All reported spending per child enrolled\* ..... \$11,503

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

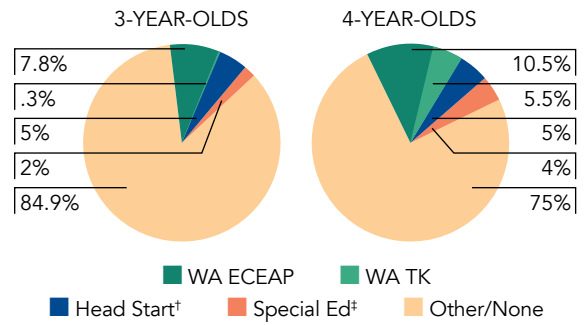


# TRANSITIONAL KINDERGARTEN (TK)

## ACCESS

Total state pre-K enrollment .....	5,244
School districts that offer state program .....	50%
Income requirement .....	No income requirement
Minimum hours of operation .....	27.75 hours/week; 5 days/week
Operating schedule .....	School or academic year

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	WA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., ECE SpEd, SpEd	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	100 hours/5 years (teachers); 3 days/year (assistants); PD plans; Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input checked="" type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

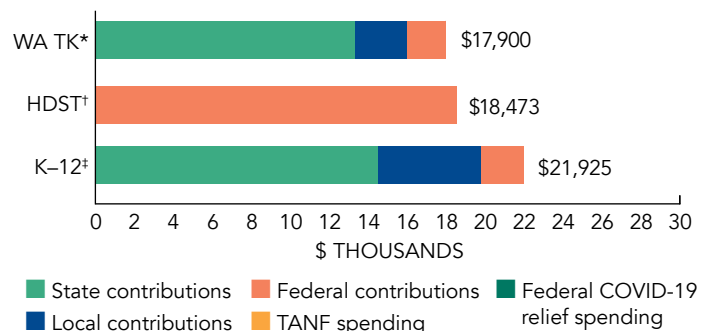
Total state pre-K spending .....	\$69,532,084
Local match required? .....	No
State spending per child enrolled .....	\$13,259
All reported spending per child enrolled* .....	\$17,900

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

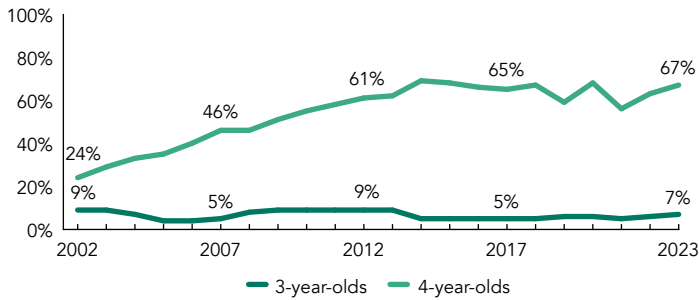
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

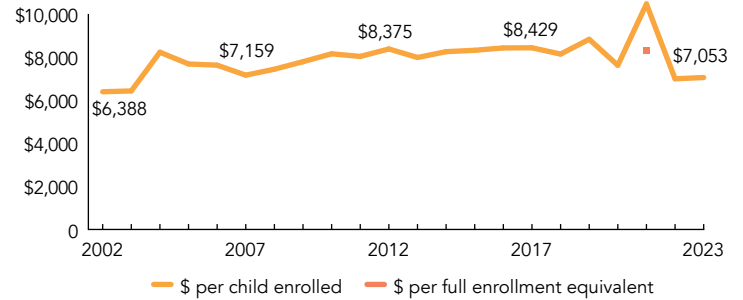


# West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, West Virginia preschool enrolled 13,731 children, an increase of 463 from the prior year. State spending totaled \$92,238,300 and an additional \$4,317,875 in TANF funds and \$289,520 in federal recovery funds supported the program, up \$4,097,211 (4%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$7,053 in 2022-2023, up \$63 from 2021-2022, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

## WHAT'S NEW

In December 2022, West Virginia was awarded a federal Preschool Development Grant Birth through Five (PDG B-5) one-year planning grant for \$2 million. The state is using this opportunity to enhance a coordinated system of early care and education by further strengthening connections of the collaborative pre-K program and programs serving children and families birth to pre-K, including enhanced transitions services.

## BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012. Today, West Virginia's Universal Pre-K System provides pre-K programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private pre-K, or Head Start agencies to meet demand. During the 2022-2023 school year, the collaboration rate was 83%. Programs are permitted to use additional funding from IDEA and federal Head Start.

As of July 2013, all new lead teachers in nonpublic settings are required to have at least a BA in ECE or a related field and, as of July 2014, all assistant teachers are required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia also increased instructional days per year and hours per week to at least 1,500 minutes (25 hours) of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week.

The West Virginia Universal Pre-K program had undergone a multi-year study to assess the effects of program participation. Programs develop monitoring systems to offer ongoing continuous quality improvement, using reliable monitoring tools selected by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is used to track child and program outcomes over time, guide teacher professional development and coaching, adjust instructional practices, and support school readiness.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
4	20	17	15	9



# WEST VIRGINIA UNIVERSAL PRE-K

## ACCESS

Total state pre-K enrollment ..... 13,731

School districts that offer state program ..... 100% (counties/parishes)

Income requirement ..... No income requirement

Minimum hours of operation ..... 25 hours/week; 4 days/week

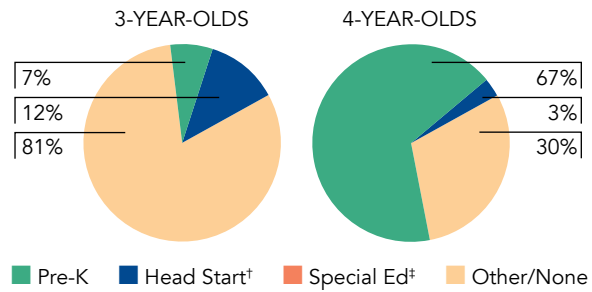
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 ..... 3,032

Federally funded Head Start enrollment, ages 3 and 4 ..... 6,682

State-funded Head Start enrollment, ages 3 and 4 ..... 0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.  
‡ Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STANDARDS CHECKLIST

POLICY	WV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	<b>CDA or equivalent</b>	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching (classrooms collaborating with Head Start)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	<b>Structured classroom observations; data used for program improvement</b>	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

## RESOURCES

Total state pre-K spending ..... \$96,845,695

Local match required? ..... No

State Head Start spending ..... \$0

State spending per child enrolled ..... \$7,053

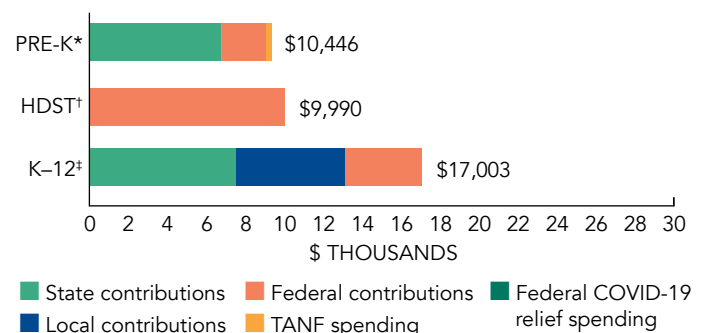
All reported spending per child enrolled\* ..... \$10,446

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

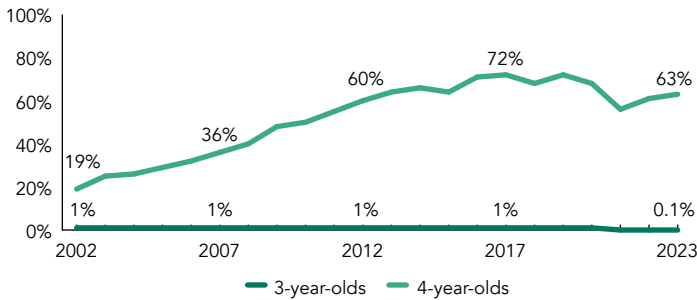
‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED

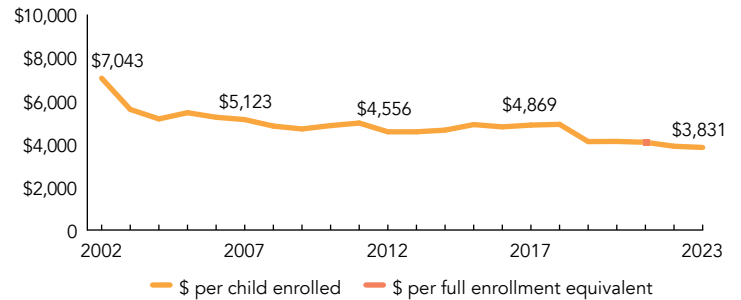


# Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Wisconsin preschool enrolled 44,901 children, a decrease of 845 from the prior year. State spending totaled \$171,994,862, down \$5,838,754 (3%), adjusted for inflation, since last year. State spending per child equaled \$3,831 in 2022-2023, down \$57 from 2021-2022, adjusted for inflation. State spending per child is an average; funding for Wisconsin Four-Year-Old Kindergarten (4K) is based on a formula that results in varying spending amounts per child. Wisconsin met 2 of 10 quality standards benchmarks.

## BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer a 4K program, but if they do, it must be open to all age-eligible children within the school district.

Funding for 4K is part of the overall school funding formula. For state aid purposes, 4K students are counted as either .5 or .6 full time equivalent (FTE), depending on the services the school provides. Districts provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach (for .5 FTE membership aid) or 437 hours of instruction and 87.5 hours of family outreach (for .6 FTE membership aid). Funds for 4K are distributed to public schools, which may subcontract and collaborate with community providers per guidance of public education funding and state requirements. Operating schedules are locally determined with most programs operating part-day, four or five days per week and some programs operating full-day, two or three days per week.

The Wisconsin Head Start State Supplement Grant is a separate budgetary item that offers state funding, via an application, to federal Head Start grantees in Wisconsin. Funding is used to supplement the provision of comprehensive early childhood education services for children and families enrolled in Early Head Start and Head Start. Awarded grantees continue to follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The Wisconsin Head Start State Supplement Grant data is no longer included in this report beginning with the 2020-2021 school year since supplemental funds do not substantially expand the number of children served.

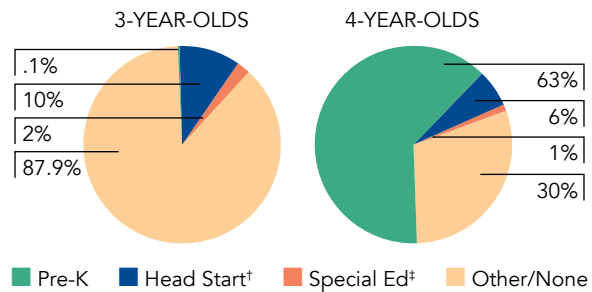
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
7	35	38	27	2

## WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

### ACCESS

Total state pre-K enrollment.....	44,901
School districts that offer state program.....	99.5%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4.....	8,123
Federally funded Head Start enrollment, ages 3 and 4.....	10,392
State-funded Head Start enrollment, ages 3 and 4.....	368

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.  
 † Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	WI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with some other state standards, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	BA	<b>BA</b>	<input checked="" type="checkbox"/>
Teacher specialized training	B-3, K-9	<b>Specializing in pre-K</b>	<input type="checkbox"/>
Assistant teacher degree	HSD (public); Other (nonpublic)	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	Determined locally (3- & 4-year-olds)	<b>20 or lower</b>	<input type="checkbox"/>
Staff-child ratio	Determined locally (3- & 4-year-olds)	<b>1:10 or better</b>	<input type="checkbox"/>
Screening & referral	Vision & immunizations	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



### RESOURCES

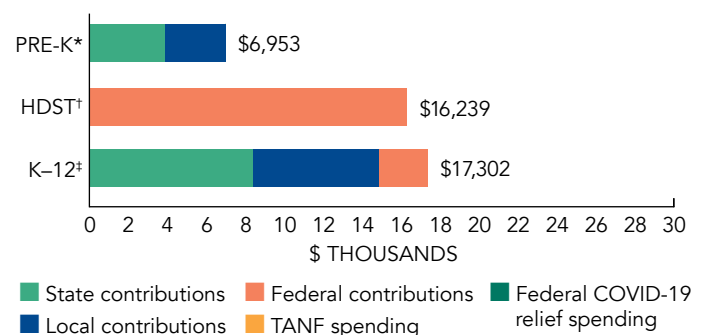
Total state pre-K spending.....	\$171,994,862
Local match required?.....	No
State Head Start spending.....	\$6,264,100
State spending per child enrolled.....	\$3,831
All reported spending per child enrolled*.....	\$6,953

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



# Wyoming

## NO PROGRAM

The state of Wyoming does not offer a state-funded preschool program according to definitions used in this report. However, the state does provide support for other early childhood education programs. Local school districts can use a portion of Title I funding for early childhood education. The Wyoming Department of Health (WDH) administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and Wyoming Department of Family Services (DFS) administers the TANF program through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF.

In 2022, the Wyoming Department of Education (WDE) distributed \$2.7 million to 12 preschools serving low-income children. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to pursue accreditation through the NAEYC.

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. The Wyoming Advisory Panel for Students with Disabilities functions in the same capacity with a focus on students qualifying and receiving special education services.

In December 2020, Wyoming received a \$2,098,776 Preschool Development Grant Birth–Five award. The funding supported the state in addressing the following five activities: (1) Conducting a statewide B–5 needs assessment; (2) Developing a statewide B–5 strategic plan; (3) Maximizing parental knowledge and choice; (4) Sharing best practices among early childhood care and education (ECE) providers; and (5) Improving overall program quality. There are two programs providing support and COVID-19 relief to early childhood programs with CARES Act Child Care Development Block Grant funds, and a partnership between DFS and Wyoming Kids First. The state also received a PDG B–5 grant in December 2022 for \$3,301,647.

The COVID-19 pandemic significantly impacted pre-K enrollment in 2021-2022. The TANF program was not funded with additional CARES money to adjust to the impact of the learning loss experienced. There is no current pre-K legislation indicating pre-K as a part of educational pathways in Wyoming.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

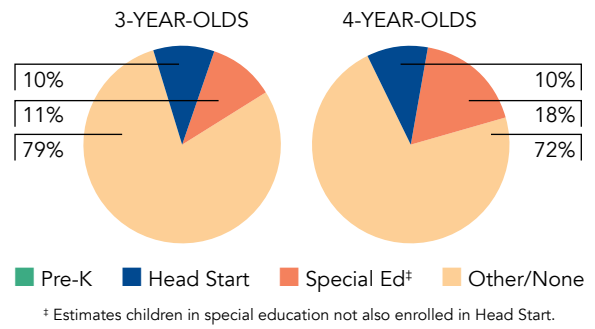
TOTAL BENCHMARKS MET
No Program

## WYOMING

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	2,263
Federally funded Head Start enrollment, ages 3 and 4 .....	1,244
State-funded Head Start enrollment, ages 3 and 4 .....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

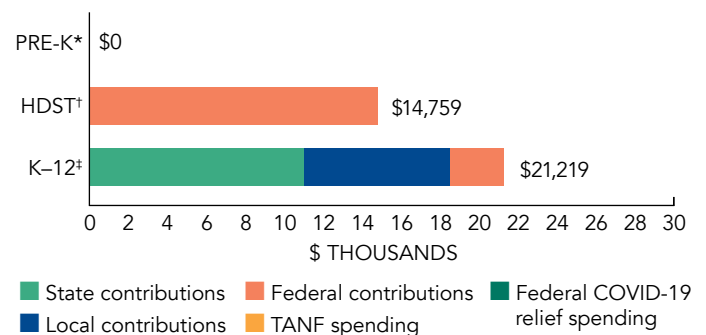
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



# American Samoa

## NO PROGRAM

American Samoa does not provide publicly funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages three to five, address multiple domains including social and emotional development, mathematics, science, approaches to learning, logic and reasoning, social studies, physical development and health, language development, literacy, English language development, and creative arts expression. The early learning guidelines are aligned with the Head Start Child Development and Learning Framework.

As of January 2017, American Samoa was in the late stages of developing a quality rating and improvement system (QRIS) with components including parent engagement, administration, professional development, and health/safety.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

## AMERICAN SAMOA

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	25
Federally funded Head Start enrollment, ages 3 and 4 .....	888
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

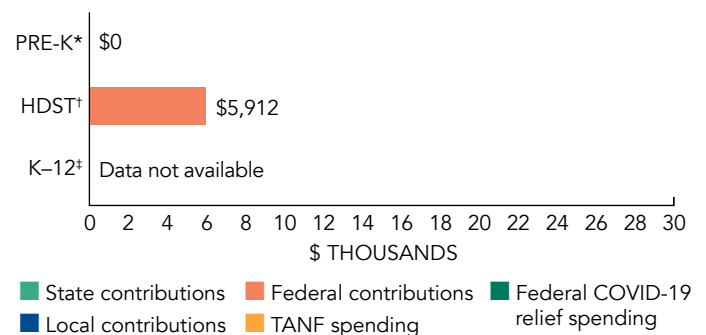
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



## NO PROGRAM

Although the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program in ten centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. During the 2017-2018 school year, there were 192 enrollment slots allocated to the half-day variation that offered services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operated a standard full-day with 6.5 hours of planned class operations, five days a week, 160 days per year. The CNMI Head Start program had 396 preschool-aged Head Start slots and 64 Early Head Start slots in 2022-2023.

In December 2019, the CNMI was awarded \$2,125,989 under the Preschool Development Grant Birth through Five competition to support development, planning, and coordination of the territory's early learning system. The Department of Community and Cultural Affairs (DCCA) was named as the lead agency overseeing this award to coordinate and collaborate efforts across early childhood programs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI has early learning guidelines for children birth through age five which address multiple domains, including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI developed a quality rating and improvement system (QRIS), called Reach Higher, CNMI, that provides reviews, ratings, coaching and technical assistance to eight local care providers. Program quality assessment tools are already used for quality assurance and monitoring and are now incorporated as one component of the QRIS.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program



COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	61
Federally funded Head Start enrollment, ages 3 and 4 .....	396
State-funded Head Start enrollment, ages 3 and 4 .....	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

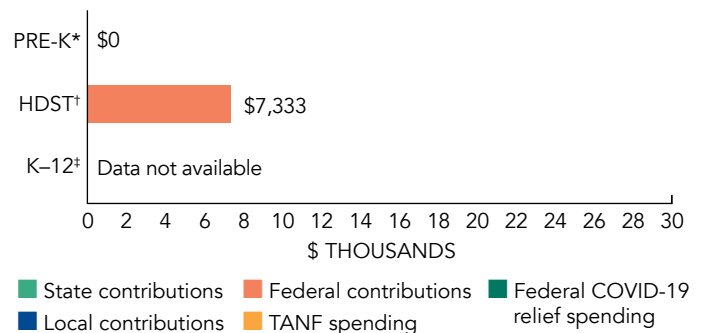
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

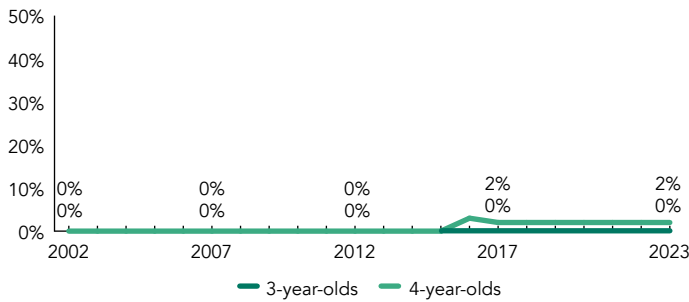
‡ K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

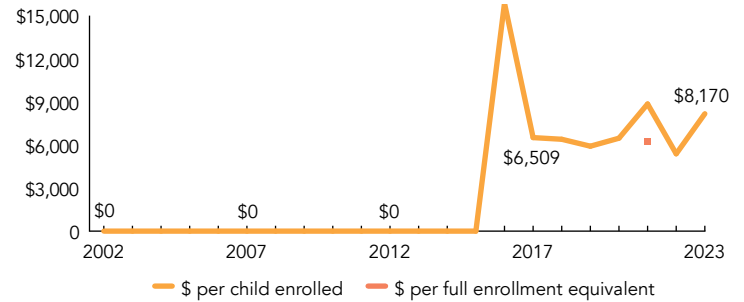


# Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2023 DOLLARS)



## OVERVIEW

During the 2022-2023 school year, Guam preschool enrolled 57 children, the same as in 2021-2022. State spending totaled \$465,712, an increase of \$159,021 (52%), adjusted for inflation since last year. State spending per child equaled \$8,170 in 2022-2023, up \$2,790 from 2021-2022, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

## WHAT'S NEW

Guam maintained public preschool enrollment in 2022-2023, while significantly increasing funding for public preschool. Guam continued working on activities funded under a \$2.8 million federal Preschool Development Grant Birth through Five (PDG B-5) renewal grant. Funds are being used to support island-wide systemic improvements, parent engagement activities, and school readiness activities.

## BACKGROUND

The Guam Department of Education's publicly funded Pilot Prekindergarten Program is available in all four regions of the territory's single school district. Each region has one Prekindergarten Program classroom located within a public school. All age-eligible children may enroll in the program, which has no income limit for eligibility. Guam's Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, and providing 1,080 hours of services per year. Both breakfast and lunch are served to children attending the program.

The program's maximum class size is 18 children, with a teacher-to-student ratio of 1 to 9. Lead teachers are required to have an associate degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. Lead teachers also are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are required to hold a high school diploma, but are not required to participate in any professional development.

TOTAL BENCHMARKS MET

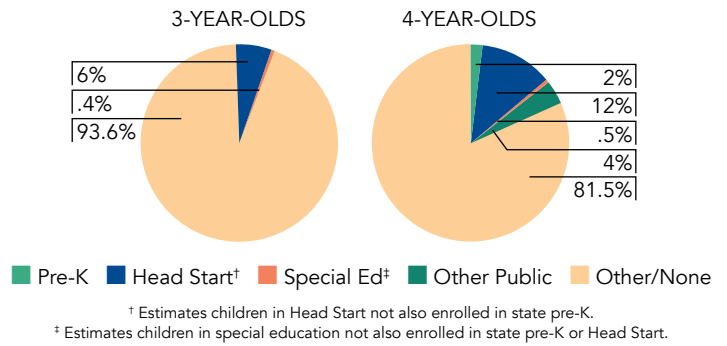
6

# GUAM DEPARTMENT OF EDUCATION PREKINDERGARTEN PROGRAM

## ACCESS

Total state pre-K enrollment .....	57
School districts that offer state program .....	100%
Income requirement .....	No income requirement
Minimum hours of operation .....	6 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	76
Federally funded Head Start enrollment, ages 3 and 4 .....	534
State-funded Head Start enrollment, ages 3 and 4 .....	0

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



## QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	<b>Comprehensive, aligned, supported, culturally sensitive</b>	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	<b>Approval process &amp; supports</b>	<input checked="" type="checkbox"/>
Teacher degree	AA	<b>BA</b>	<input type="checkbox"/>
Teacher specialized training	ECE	<b>Specializing in pre-K</b>	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	<b>CDA or equivalent</b>	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	<b>For teachers &amp; assistants: At least 15 hours/year; individual PD plans; coaching</b>	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	<b>20 or lower</b>	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	<b>1:10 or better</b>	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	<b>Vision, hearing &amp; health screenings; &amp; referral</b>	<input checked="" type="checkbox"/>
Continuous quality improvement system	Site visits	<b>Structured classroom observations; data used for program improvement</b>	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

## RESOURCES

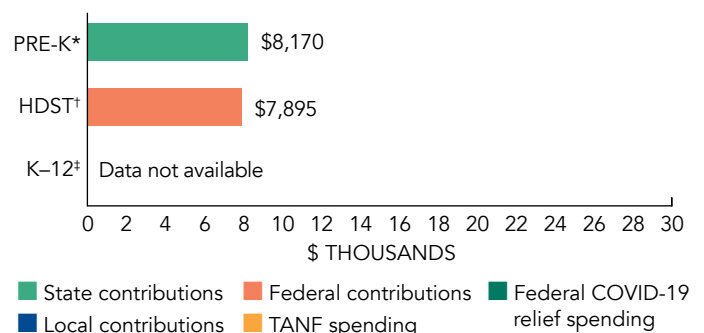
Total state pre-K spending .....	\$465,712
Local match required? .....	No
State Head Start spending .....	\$829,376
State spending per child enrolled .....	\$8,170
All reported spending per child enrolled* .....	\$8,170

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



# NO PROGRAM

The Republic of Palau does not have a state-funded preschool program meeting the criteria of this report, but the territory does support other early childhood education initiatives. The Palau Community Action Agency operates center-based Head Start for 3- to 5-year-olds throughout the Republic's 16 states. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private early childhood programs in Koror State. Many young children live in small communities outside Koror State and continue to lack access to early education because their communities do not meet the requirement that at least ten eligible children enroll in the Head Start program. In these communities, the cost of access to and enrollment in private early childhood programs is beyond parental means. However, in 2019-2020, the Palau Ministry of Education continued to pilot two early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than ten preschool aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners with families, communities and agencies to ensure the health and success of children in Palau.

The Ministry of Education has identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

**PALAU**

**ACCESS**

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	4
Federally funded Head Start enrollment, ages 3 and 4 .....	350
State-funded Head Start enrollment, ages 3 and 4 .....	0

**QUALITY STANDARDS CHECKLIST**

# NO PROGRAM

**RESOURCES**

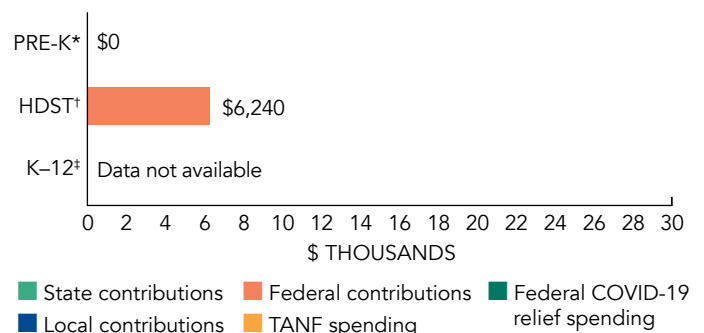
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

**SPENDING PER CHILD ENROLLED**



# Puerto Rico

## NO PROGRAM

Puerto Rico has preschool education programs that are funded by grants from various areas. This description shows how Puerto Rico, which operates as a single school district, supports several early childhood education initiatives.

Early childhood preschool programs are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico, and Level One is nursery school for children under age four, which is optional and consists of Early Head Start, Head Start and other prekindergarten programs. Level Two is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds.

ACUDEN is responsible for administering Federal Head Start and Early Head Start (as the largest grantee), is the lead agency for the Child Care Program funds, and is in charge of the PDG B-5 project. The agency guarantees the provision of and access to comprehensive care and development for the neediest children from their early formative stages, and encourages the participation of fathers, mothers, caregivers, and relatives of the child in the educational and formative process. ACUDEN also funds child care service providers and centers.

Head Start operates throughout Puerto Rico. In 2022-2023, there were 19,381 federally-funded Head Start slots and 5,158 Early Head Start slots. There is an active multi-sectoral regulatory council for Head Start, which has representation from various sectors and meets every two months.

Puerto Rico has not had an active Multisector Council for Early Childhood since 2016. However, thanks to the efforts of the PDG B-5 Project, the Governor of Puerto Rico signed an executive order to reactivate the Multisectoral Council for Early Childhood in October 2023.

In December 2019, Puerto Rico was awarded an initial PDG B-5 grant for the purpose of updating early childhood planning efforts in Puerto Rico. Puerto Rico received \$547,000 to support the development of planning and coordination of the early childhood development and education system. As part of this grant, a COVID-19 Pandemic Needs Assessment was conducted, which yielded important data on economic inequality among children in Puerto Rico, as well as mental health, access to services and system coordination. As a result of these findings, training was initiated for service providers in mental health, specifically psychological recovery from trauma after disasters.

In December 2020, Puerto Rico was awarded a three-year PDG B-5 renewal grant in the amount of \$4,682,916. This grant provides continuity to the activities designed to achieve an integrated system of early childhood services. To date, Puerto Rico successfully disseminated the Needs Assessment, developed Early Learning Guidelines, held Virtual Wellness Cafes for over 5,000 participants, and provided workshops and professional development opportunities to early childhood professionals, among other activities.

In August 2022, through the collaboration of the PDG B-5 Project and the Department of Education, Puerto Rico developed and approved the 0-60 Month Education and Development Standards, which are currently being implemented.

Through an agreement established with the University of Puerto Rico, ACUDEN developed a pilot quality rating and improvement system (QRIS) called PASITOS in 2010, which was validated to serve as a self-assessment for participating public and private care centers. In 2023, ACUDEN commissioned the Department of Social Work of the Inter-American University of Puerto Rico, Metropolitan Campus to update the referred measurement instrument. This instrument, called Centers of the Future, evaluates services offered by early childhood centers from the private and public centers and is a voluntary self-assessment process.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

## PUERTO RICO

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	6,567
Federally funded Head Start enrollment, ages 3 and 4 .....	18,525
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

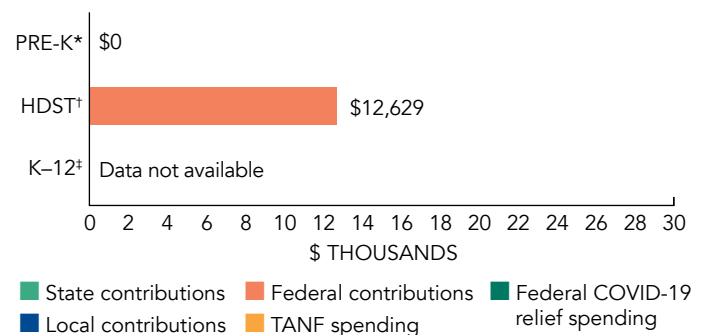
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



# Virgin Islands

## NO PROGRAM

### PROGRAM DEVELOPMENT

Beginning in the 2018-2019 school year, the Virgin Islands Department of Education (VIDE) introduced a preschool program called the "Granny Preschool Program," which was developed to cater to pre-K students who will enter kindergarten during the enrollment period for the upcoming school year. The program was created because data showed that incoming kindergarteners were entering kindergarten without the necessary readiness skills.

### ELIGIBILITY

Any child who turns four by December 31 of the enrollment year is eligible for the Granny Preschool Program. Registration during open enrollment period is conducted through the Division of Student Services. Interested parents must complete the Granny Preschool Eligibility Questionnaire to ensure that preschooler meet the program requirements. Preschoolers are selected in the order in which parents have completed the questionnaire.

### COLLABORATIVE EFFORTS

Prior to program implementation, state and district Department of Education stakeholders played a vital role in the execution of the Granny Preschool Program. Additionally, collaboration was instituted amongst the following community agencies for Granny Preschool operational licenses: the Department of Human Services, the Department of Planning and Natural Resources, the Virgin Islands Fire Department, and the Department of Health.

### CURRICULUM

Waterford, a research-based, integrated early learning resource is used. Waterford provides a multi-sensory learning experience and is designed to help all children build the foundation for a lifetime of learning. Data collected through observations, individualized assessments, and work samples is used to support students through a personalized learning approach.

### DATA COLLECTION

The Learning Accomplishment Profile Third Edition (LAP-3) provides a systematic method for observing the skill development of any child functioning in the 36 to 72-month age range, including children with disabilities. The LAP-3 is administered during the beginning, middle, and end of the school.

### OTHER EARLY CHILDHOOD INITIATIVES

Additionally, the Department of Human Services, which houses the Office Preschool Services, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match. Currently, almost 80% of low-income preschoolers are served through Head Start in the territory.

The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also establish maximum class sizes of 18 for 3-year-olds (with a 1:9 staff to child ratio) and 20 for 4-year-olds (with a 1:10 staff to child ratio).

The U.S. Virgin Islands Department of Human Services was awarded \$725,112 under the Preschool Development Birth through Five (PDG B-5) grant in December 2018.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program



## VIRGIN ISLANDS

### ACCESS

Total state pre-K enrollment .....	0
School districts that offer state program .....	NA
Income requirement .....	NA
Minimum hours of operation .....	NA
Operating schedule .....	NA
Special education enrollment, ages 3 and 4 .....	69
Federally funded Head Start enrollment, ages 3 and 4 .....	759
State-funded Head Start enrollment, ages 3 and 4 .....	0

### QUALITY STANDARDS CHECKLIST

# NO PROGRAM

### RESOURCES

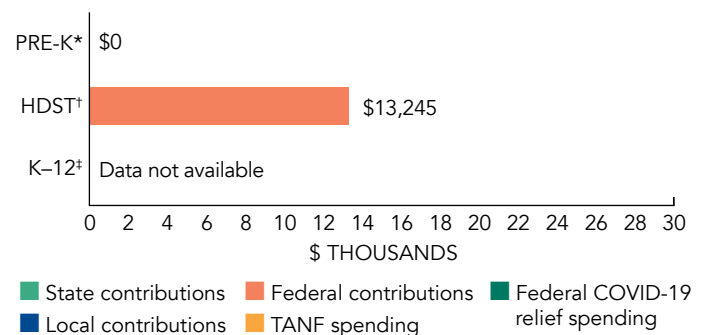
Total state pre-K spending .....	\$0
Local match required? .....	NA
State Head Start spending .....	\$0
State spending per child enrolled .....	\$0
All reported spending per child enrolled* .....	\$0

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



## THE STATE OF PRESCHOOL SURVEY METHODOLOGY

### Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

### Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. In addition, information was sought from territories; Guam is the first territory to operate its own preschool program comparable to state-funded programs. The Virgin Islands also has a preschool program but data are not yet available on that program. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

### Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' data at the beginning of data collection and can view last year's responses to many questions embedded in the current year's web-based survey. They also have multiple opportunities to review the current year's entries before the data are published. The first data check acts as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection. Allowing respondents to review current year's data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year's data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification before publication and dissemination.

### Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes as well as new priorities in the field. In addition to the policy review, respondents are sent data from the previous year's data collection, allowing them to correct errors or to update information. NIEER staff actively solicit opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Prior to publication, respondents are sent current year answers for verification for accuracy and are also given the opportunity to review their state's profile page before the data are released.

All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see, "What Qualifies as a State Preschool Program?" on page 27. This report covers the same initiatives as the 2022 report with the following exception: New Jersey's three preschool programs are reported together as one program for the first time.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, program administration, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, child assessments, nature-based and outdoor learning, and important changes to the program since the last survey.

### Collection of Non-Survey Data

Although most of the data in this report were collected through the State of Preschool survey there are a few exceptions. Total federal, state, and local expenditures on K–12 education in the 2022-2023 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings of the States 2022 and Estimates of School Statistics 2023*. Total K–12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K–12 education than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total preschool spending per child because this funding generally must cover all costs, including facilities. Expenditure per child was calculated for each state by dividing total expenditures by the Fall 2022 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the Office of Head Start in the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending. The Head Start Program Information Report (PIR) for the 2022-2023 program year was used for information on Head Start enrollment. States were asked about state supplements to Head Start as part of the main survey again this year. For each state, the number of ACF-funded Head Start slots was compared to the cumulative enrollment based on the PIR data and the lower number was used as the best estimate of the number of children who attended Head Start. In most states, cumulative enrollment continued to be lower than funded enrollment. OHS reported to NIEER that in some instances Head Start funding and enrollment were reported in the state in which the program was administered, rather than the state in which children attended Head Start. The Head Start Service Location dataset, which provides the state of administration and service provision, was used correct for this in NIEER's calculations of Head Start enrollment, funding, and per child funding by state. Adjustments were made to AL, AZ, CA, CO, GA, ID, IL, IN, LA, MS, NV, NJ, NM, NY, ND, PA, TX, UT, WI, and Puerto Rico to align enrollment and funding by state with enrollment by location of service rather than with administrative headquarters. The number of 3- and 4-year-olds who attended Head Start was estimated using the age-breakdown of the cumulative enrollment information from the PIR. Enrollment in American Indian/Alaska Native (AI/AN) Head Start programs was calculated in a similar way and included in each state's total. Enrollment in Migrant Seasonal Head Start (MSHS) is based on information provided in the PIR and is also included in each state's total. Total funding for each state includes Head Start as well as AI/AN and MSHS. Spending per child was calculated for each state by dividing the total Head Start spending by the enrollment. For MSHS, only total national spending and enrollment were provided by ACF and includes children birth to 5. To get state-specific estimates, we estimated the percent of children and funding in each state using information from the PIR. All data in Appendix B include AI/AN and MSHS when applicable. Information included in the report is specific to Head Start and does not include Early Head Start. Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2022 for the 2022-2023 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education. Census estimates are based on the 2020 census.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2022-2023 program year. New for the 2022-2023 year, NIEER calculated the number of children receiving special education who were in school- or center-based settings which included the following IDEA categories: Separate Class, Separate School, Other Location Regular Early Childhood Program, and Regular Early Childhood Program. Five-year-olds not yet in kindergarten are included as 4-year-olds. These data are provided in Appendix D.

In the 2023 *Yearbook*, NIEER again attempts to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state preschool or Head Start programs, it is important to ensure that those children are not counted twice. This year, for the first time, we include only children in special education who are in school- or center-based settings to get a better estimate of the children in early childhood education programs. Forty-three states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while one state and Guam do not include these children in their enrollment count. Thirty-five of the 43 states and the District of Columbia were able to provide the number of children in special education who were also counted in their enrollment; another two multi-program states provided breakdown for some, but not all, programs. Those children were subtracted from the special education enrollment figure for the state, but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The remaining six states were unable to report special education enrollment numbers, and, therefore, estimates were used based on the average percent of special education students in state preschool and enrollment numbers for each program or data from 2021-2022 when available. Information from the PIR regarding special education students was used for one state-funded Head Start programs (See Table 4).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2022-2023 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. 3-year-olds enrolled in Early Head Start programs were not included in this estimate.

Beginning with the 2014-2015 *Yearbook*, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2022-2023, 25 programs were able to report information on the number of children enrolled in state preschool who were also enrolled in Head Start. These children were subtracted from the total Head Start number but remain in the state preschool enrollment number for the enrollment pie charts and when calculating total enrollment across both programs. Eleven programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. And eight programs reported that it was unknown if children were dually enrolled. In these states, the number of children in state preschool and Head Start may be an overestimate.

### **Determination of State Rankings**

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described previously, using state data on enrollment in the preschool programs and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds, and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending and federal COVID-19 relief funding directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state and federal spending by enrollment. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources.

All states (and DC) that provided data were ranked, starting with “1” for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of “None Served” on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term “state,” creating a list of 45 states for rankings. The six states that did not fund a preschool initiative during the 2022-2023 school year are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

## ESTIMATED FUNDING NEEDED FOR HIGH-QUALITY, FULL-DAY PRESCHOOL

### Per Child Funding Estimates

Our estimates of the cost of providing high-quality, full-day preschool are based on the CPQ-Mini, which is a NIEER-developed tool designed to help policymakers calculate accurate costs for implementing high-quality preschool programs. It is specifically designed to illustrate the cost of meeting NIEER's 10 quality standards benchmarks, in addition to other important drivers of program quality such as providing salary parity for all preschool teaching staff, basic state- and site-level administrative costs, as well as estimates for facilities, staff benefits, transportation, meals, and child assessments.

To estimate true local spending on public preschool, we compared the percentage of local spending reported by each state against local spending for K–12. In states where reported local spending was at a similar or higher proportion than K–12 spending, we made no changes. For all other states, we estimated local spending on public preschool at the same proportion as K–12 for all preschool children served in public school settings where a bachelor's degree is required. Using this estimate, we next calculated the gap between what states are currently spending and what is required to fund high-quality full-day preschool in that state.

### Estimates of Additional Funding Needed

Using the cost of high-quality, full-day preschool from the CPQ-Mini, we next calculated the additional cost (beyond states' current preschool spending including estimated local spending) of providing high-quality, full-day preschool to all 4-year-olds currently enrolled in preschool in the state. Then we also calculated additional funding to provide universal high-quality, full-day preschool to 4-year-olds in the state not currently enrolled in preschool. We defined universal as reaching 90% of the 4-year-old population in state preschool or Head Start.

# Appendices Table of Contents

## APPENDIX A: STATE SURVEY DATA 2022-2023

Appendix Table 1.	<a href="#">Name of state-funded preschool program</a>	184
Appendix Table 2.	<a href="#">State agency with administrative authority over state preschool</a>	185
Appendix Table 3.	<a href="#">Geographic availability of preschool</a>	186
Appendix Table 4.	<a href="#">Requirements for districts/counties/parishes/towns in teh state to offer preschool program</a>	187
Appendix Table 5.	<a href="#">Total number of children enrolled in preschool &amp; enrollment by age</a>	188
Appendix Table 6.	<a href="#">Preschool enrollment capacity</a>	189
Appendix Table 7.	<a href="#">Number of 3- and 4-year-olds enrolled in locally/city/district-funded preschool</a>	190
Appendix Table 8.	<a href="#">Number of children enrolled in preschool receiving special education</a>	191
Appendix Table 9.	<a href="#">Enrollment in both state-funded preschool and Head Start</a>	192
Appendix Table 10.	<a href="#">Number of children dually enrolled in preschool and Head Start</a>	193
Appendix Table 11.	<a href="#">State supplements to federal Head Start and Early Head Start</a>	194
Appendix Table 12.	<a href="#">Uses of state supplemental Head Start and Early Head Start funding</a>	195
Appendix Table 13.	<a href="#">Number of Head Start slots supported by state supplemental funding</a>	196
Appendix Table 14.	<a href="#">Number of Early Head Start slots supported by state supplemental funding</a>	197
Appendix Table 15.	<a href="#">State supplemental funding for Head Start and/or Early Head Start</a>	198
Appendix Table 16.	<a href="#">Availability of preschool enrollment by child race and/or ethnicity</a>	199
Appendix Table 17.	<a href="#">Preschool enrollment by child ethnicity</a>	200
Appendix Table 18.	<a href="#">Preschool enrollment by child race</a>	201
Appendix Table 19.	<a href="#">Preschool enrollment by child race and ethnicity</a>	204
Appendix Table 20.	<a href="#">Availability of preschool enrollment by family income</a>	207
Appendix Table 21.	<a href="#">Preschool enrollment by eligibility for free and/or reduced-price lunch</a>	208
Appendix Table 22.	<a href="#">Preschool enrollment by other measures of family income</a>	209
Appendix Table 23.	<a href="#">Preschool enrollment by program location</a>	211
Appendix Table 24.	<a href="#">Preschool enrollment by operating schedule</a>	213
Appendix Table 25.	<a href="#">Daily and weekly preschool operating schedules using state funds</a>	214
Appendix Table 26.	<a href="#">Annual operating schedule for preschool using state funds</a>	215
Appendix Table 27.	<a href="#">Minimum age for preschool and kindergarten eligibility</a>	216
Appendix Table 28.	<a href="#">Enrollment in state-funded preschool if age eligible for kindergarten</a>	217
Appendix Table 29.	<a href="#">Eligibility for state-funded preschool (beyond age)</a>	219
Appendix Table 30.	<a href="#">Income eligibility for preschool</a>	220
Appendix Table 31.	<a href="#">Use of income requirement for preschool</a>	221
Appendix Table 32.	<a href="#">Risk factors besides income that can be used to determine preschool eligibility</a>	222
Appendix Table 33.	<a href="#">Sliding fee scale based on income for preschool</a>	225
Appendix Table 34.	<a href="#">Reassessment of child eligibility after a child has been enrolled</a>	226
Appendix Table 35.	<a href="#">Maximum preschool class size</a>	227
Appendix Table 36.	<a href="#">Staff to child ratio requirement in preschool</a>	228
Appendix Table 37.	<a href="#">Preschool meal requirements</a>	229
Appendix Table 38.	<a href="#">Required screenings for preschoolers</a>	230

Appendix Table 39.	<a href="#">Referrals for preschool children</a>	231
Appendix Table 40.	<a href="#">Comprehensive support services required for all preschool programs</a>	232
Appendix Table 41.	<a href="#">State Early Learning and Development Standards (ELDS)</a>	234
Appendix Table 42.	<a href="#">State Early Learning and Development Standards URL</a>	235
Appendix Table 43.	<a href="#">Year ELDS was last revised</a>	236
Appendix Table 44.	<a href="#">Domains addressed in the state’s ELDS</a>	237
Appendix Table 45.	<a href="#">Content related to serving dual language learners (DLLs) and/or cultural awareness</a>	238
Appendix Table 46.	<a href="#">Alignment of ELDS with other state standards</a>	239
Appendix Table 47.	<a href="#">State policy requirements for alignment between preschool child assessments and ELDS</a>	241
Appendix Table 48.	<a href="#">State supports for the use of the ELDS in preschool</a>	243
Appendix Table 49.	<a href="#">State supports for curriculum decision-making and implementation</a>	244
Appendix Table 50.	<a href="#">Comprehensive curricula on approved or recommended list</a>	246
Appendix Table 51.	<a href="#">Programs are required to select a curriculum from the approved/recommended list</a>	253
Appendix Table 52.	<a href="#">Year approved/recommended curriculum list was last updated</a>	254
Appendix Table 53.	<a href="#">Factors that determine which curricula are on the state approved/recommended list</a>	255
Appendix Table 54.	<a href="#">Who is involved in decisions about which curricula are on the state approved/recommended list?</a>	257
Appendix Table 55.	<a href="#">Final decision maker regarding curricula on the state’s approved/recommended list</a>	260
Appendix Table 56.	<a href="#">Who delivers support, coaching, professional development on curriculum implementation to state-funded preschool teachers?</a>	261
Appendix Table 57.	<a href="#">State policy requires preschoolers’ learning &amp; development to be assessed in preschool</a>	263
Appendix Table 58.	<a href="#">Preschool child assessment tools</a>	264
Appendix Table 59.	<a href="#">Are preschool child assessments required to be aligned with the curriculum?</a>	267
Appendix Table 60.	<a href="#">Child development domains required to be covered by preschool child assessments</a>	268
Appendix Table 61.	<a href="#">Frequency of preschool child assessments</a>	270
Appendix Table 62.	<a href="#">Who is required by state policy to conduct preschool child assessments?</a>	271
Appendix Table 63.	<a href="#">Use of preschool child assessment data</a>	273
Appendix Table 64.	<a href="#">Requirements for kindergarten assessments of children’s learning and development</a>	280
Appendix Table 65.	<a href="#">Required kindergarten assessments for measuring children’s learning and development</a>	281
Appendix Table 66.	<a href="#">Child development domains required to be covered by kindergarten readiness assessments</a>	284
Appendix Table 67.	<a href="#">Minimum lead preschool teacher degree requirements</a>	286
Appendix Table 68.	<a href="#">Required lead preschool teacher pre-service specialized training</a>	287
Appendix Table 69.	<a href="#">Required lead preschool teacher credentials/licenses/endorsements</a>	291
Appendix Table 70.	<a href="#">Number of preschool teachers employed</a>	298
Appendix Table 71.	<a href="#">Percentage of lead preschool teachers by highest degree</a>	299
Appendix Table 72.	<a href="#">Number of lead preschool teachers by highest degree</a>	300
Appendix Table 73.	<a href="#">Preschool teacher shortages during the 2022-2023 school year</a>	301
Appendix Table 74.	<a href="#">Waivers or exemptions for lead teacher requirements due to teacher shortages</a>	302
Appendix Table 75.	<a href="#">Incentives provided by the state for preschool teachers due to teacher shortages</a>	303
Appendix Table 76.	<a href="#">State support for varied pathways to meet lead preschool teacher requirements</a>	304
Appendix Table 77.	<a href="#">Minimum assistant preschool teacher degree requirements</a>	307
Appendix Table 78.	<a href="#">Required assistant teacher degree specializations and/or pre-service training</a>	308
Appendix Table 79.	<a href="#">In-service professional development requirements for preschool teachers</a>	316

Appendix Table 80.	<a href="#">In-service professional development related to health and safety</a> .....	318
Appendix Table 81.	<a href="#">Written, individualized annual professional development plans for preschool teachers</a> .....	319
Appendix Table 82.	<a href="#">Ongoing classroom-embedded support (e.g., coaching, mentoring) for preschool teachers</a> .....	320
Appendix Table 83.	<a href="#">Frequency of coaching/mentoring for preschool teachers</a> .....	321
Appendix Table 84.	<a href="#">State policy requires compensation parity for lead preschool teachers with K-3 teachers</a> .....	322
Appendix Table 85.	<a href="#">Average annual salary for lead preschool teachers</a> .....	324
Appendix Table 86.	<a href="#">State policy requires compensation parity for assistant preschool teachers with K-3 assistants</a> .....	325
Appendix Table 87.	<a href="#">Average annual salary for assistant preschool teachers</a> .....	327
Appendix Table 88.	<a href="#">Fiscal year 2023 preschool spending</a> .....	328
Appendix Table 89.	<a href="#">Fiscal year 2023 total preschool allocation</a> .....	329
Appendix Table 90.	<a href="#">Fiscal year 2023 federal funding sources and amounts for preschool</a> .....	330
Appendix Table 91.	<a href="#">Requirements for a local match for preschool funding</a> .....	333
Appendix Table 92.	<a href="#">Agencies eligible to receive preschool funding directly</a> .....	334
Appendix Table 93.	<a href="#">Agencies with which subcontracting is permitted to provide preschool</a> .....	336
Appendix Table 94.	<a href="#">Requirements for structured observations of preschool classroom quality</a> .....	338
Appendix Table 95.	<a href="#">Criteria used to determine if classrooms receive structured observations of classroom quality</a> .....	339
Appendix Table 96.	<a href="#">Required preschool classroom observation instruments</a> .....	340
Appendix Table 97.	<a href="#">State supports for reliability and validity of preschool classroom quality observation data</a> .....	342
Appendix Table 98.	<a href="#">Sharing of preschool classroom observation data with the state and local programs</a> .....	343
Appendix Table 99.	<a href="#">Use of preschool classroom quality observation data for program improvement</a> .....	344
Appendix Table 100.	<a href="#">Preschool site visits</a> .....	347
Appendix Table 101.	<a href="#">Were any of the following policies implemented during the COVID-19 pandemic still in place?</a> .....	348
Appendix Table 102.	<a href="#">Does state policy/guidance require outdoor time in preschool?</a> .....	349
Appendix Table 103.	<a href="#">State policy/guidance on unacceptable weather conditions for outdoor play in preschool</a> .....	350
Appendix Table 104.	<a href="#">Professional development to promote effective learning through outdoor experiences</a> .....	351
Appendix Table 105.	<a href="#">Access to gross motor space for preschool programs/sites/buildings</a> .....	352
Appendix Table 106.	<a href="#">Access to green space in programs/sites/buildings where preschoolers can experience nature</a> .....	353
Appendix Table 107.	<a href="#">Are there any outdoor/nature preschools participating in this state-funded preschool program?</a> .....	354
Appendix Table 108.	<a href="#">Does the state have any specific regulations/guidance for nature-based and/or outdoor preschools?</a> .....	355
<b>APPENDIX A FOOTNOTES</b> .....		<b>356</b>
<b>APPENDIX B: HEAD START DATA</b> .....		<b>420</b>
<b>APPENDIX C: U.S. CENSUS POPULATION ESTIMATES</b> .....		<b>424</b>
<b>APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT DATA</b> .....		<b>425</b>



APPENDIX TABLE 1. NAME OF STATE-FUNDED PRESCHOOL PROGRAM

STATE	Name of state-funded preschool program
Alabama	Alabama First Class Pre-K Program
Alaska	Alaska Pre-Elementary Programs
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California CSPP	California State Preschool Program (CSPP)
California TK	California Transitional Kindergarten (TK) Program
Colorado	Colorado Preschool Program
Connecticut CDCC	Connecticut Child Day Care Contracts
Connecticut SR	Connecticut School Readiness
Connecticut Smart Start	Connecticut Smart Start
Delaware	Delaware Early Care and Education Programs
District of Columbia	District of Columbia Universal Pre-K
Florida	Florida Voluntary Prekindergarten (VPK) Education Program
Georgia	Georgia's Pre-K Program
Hawaii EOEL	Hawaii's Executive Office on Early Learning Public Prekindergarten Program
Hawaii SPCSP	Hawaii State Public Charter School Early Learning Program
Illinois	Illinois Preschool for All and Preschool Expansion
Iowa Shared Visions	Iowa Shared Visions
Iowa SWVPP	Iowa Statewide Voluntary Preschool Program
Kansas	Preschool Offered by Public School Districts
Kentucky	Kentucky Preschool Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana LA 4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana NSECD	Louisiana Nonpublic Schools Early Childhood Development Program (NSECD)
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts CPPI	Commonwealth Preschool Partnerships Initiative
Massachusetts Chapter 70	Massachusetts Chapter 70
Michigan	Michigan Great Start Readiness Program
Minnesota HdSt	Minnesota Head Start
Minnesota VPK/SRP	Minnesota Voluntary Prekindergarten (VPK) and School Readiness Plus (SRP)
Mississippi	Mississippi Early Learning Collaborative
Missouri	Missouri Pre-K Foundation Formula
Nebraska	Nebraska Early Childhood Education Program
Nevada	Nevada Ready! State Pre-K
New Jersey	New Jersey Preschool Expansion Program
New Mexico	New Mexico PreK
New York	New York State Administered Prekindergarten Program
North Carolina	North Carolina Pre-Kindergarten Program
North Dakota	North Dakota Best in Class
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon Pre-K	Oregon Pre-Kindergarten
Oregon Preschool Promise	Oregon Preschool Promise
Pennsylvania RTL	Pennsylvania Ready to Learn Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K
Pennsylvania PKC	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Pre-kindergarten Program
South Carolina	South Carolina Child Early Reading Development and Education Program (CERDEP)/South Carolina EIA Child Development Program (EIA 4K)
Tennessee	Tennessee Voluntary Pre-K (VPK)
Texas	Texas Public School Prekindergarten
Utah	Expanded Student Access to High Quality School Readiness Programs (ESA)
Vermont	Vermont Universal Prekindergarten Education (Act 166)
Virginia VPI	Virginia Preschool Initiative
Virginia Mixed Delivery	Virginia Early Childhood Foundation Mixed Delivery
Washington ECEAP	Early Childhood Education and Assistance Program (ECEAP)
Washington TK	Transitional Kindergarten
West Virginia	West Virginia Universal Pre-K
Wisconsin	Wisconsin Four-Year-Old Kindergarten (4K)
Guam	Guam Department of Education PreKindergarten Program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 2. STATE AGENCY WITH ADMINISTRATIVE AUTHORITY OVER STATE PRESCHOOL**

STATE	State agency with administrative authority over state preschool
Alabama <sup>1</sup>	Alabama Department of Early Childhood Education (State Office of School Readiness or Early Childhood)
Alaska	Alaska Department of Education and Early Development (DEED)
Arizona <sup>1</sup>	Early Childhood Development and Health Board - First Things First
Arkansas <sup>1</sup>	Arkansas Department of Education, Office of Early Childhood
California CSPP	California Department of Education (CDE)
California TK	California Department of Education (CDE)
Colorado	Colorado Department of Education
Connecticut CDCC <sup>1</sup>	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood)
Connecticut SR <sup>1</sup>	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood)
Connecticut Smart Start	Connecticut Office of Early Childhood (State Office of School Readiness or Early Childhood)
Delaware	Delaware Department of Education, Office of Early Learning
District of Columbia <sup>1</sup>	Office of the State Superintendent of Education
Florida	Florida Department of Education, Division of Early Learning
Georgia <sup>1</sup>	Georgia Department of Early Care and Learning: Bright from the Start (State Office of School Readiness or Early Learning)
Hawaii EOEL <sup>1</sup>	Executive Office on Early Learning
Hawaii SPCSP	Hawaii State Public Charter School Commission
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SWVPP	Iowa Department of Education
Kansas <sup>1</sup>	Kansas State Department of Education
Kentucky	Kentucky Department of Education, Office of Special Education and Early Learning, School Readiness Branch
Louisiana 8(g) <sup>1</sup>	Louisiana Board of Elementary and Secondary Education
Louisiana LA 4	Louisiana Department of Education
Louisiana NSECD	Louisiana Department of Education
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts CPPI	Massachusetts Department of Early Education and Care
Massachusetts Chapter 70	Massachusetts Department of Elementary and Secondary Education
Michigan	Michigan Department of Education, Office of Great Start, Preschool and Out-of-School Time Learning
Minnesota HdSt	Minnesota State Head Start Collaboration Office within Early Learning Services Division of the Minnesota Department of Education
Minnesota VPK/SRP <sup>1</sup>	Minnesota Department of Education, Early Learning Services Division
Mississippi	Mississippi Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education, Office of Early Learning and Development
New Jersey <sup>1</sup>	New Jersey Department of Education
New Mexico	New Mexico Early Childhood Education and Care Department
New York	New York State Education Department
North Carolina <sup>1</sup>	North Carolina Department of Health and Human Services, Division of Child Development and Early Education
North Dakota <sup>1</sup>	North Dakota Department of Health & Human Services (ND HHS), The Early Childhood Section
Ohio	Ohio Department of Education, Office for Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon Pre-K <sup>1</sup>	Oregon Department of Education, Early Learning Division
Oregon Preschool Promise <sup>1</sup>	Oregon Department of Education, Early Learning Division
Pennsylvania RTL	Pennsylvania Department of Education
Pennsylvania HSSAP	Pennsylvania Department of Education, Office of Child Development and Early Learning
Pennsylvania K4 & SBPK	Pennsylvania Department of Education
Pennsylvania PKC	Pennsylvania Department of Education, Office of Child Development and Early Learning
Rhode Island	Rhode Island Department of Education
South Carolina <sup>1</sup>	South Carolina Department of Education, Office of Early Learning and Literacy; South Carolina First Steps (State Office of School Readiness or Early Childhood)
Tennessee	Tennessee Department of Education
Texas	Texas Education Agency, Early Childhood Division
Utah <sup>1</sup>	Utah State Board of Education; Department of Workforce Services, Office of Child Care
Vermont	Vermont Agency of Education; Vermont Agency of Human Services
Virginia VPI	Virginia Department of Education, Division of Early Childhood Care & Education
Virginia Mixed Delivery <sup>1</sup>	Virginia Department of Education, Division of Early Childhood Care & Education
Washington ECEAP <sup>1</sup>	Washington Department of Children, Youth, and Families (DCYF)
Washington TK	Washington Office of Superintendent of Public Instruction
West Virginia <sup>1</sup>	West Virginia Department of Education Office of Teaching and Learning; West Virginia Department of Health and Human Resources, Division of Early Care and Education
Wisconsin	Wisconsin Department of Public Instruction
Guam <sup>1</sup>	Guam Department of Education

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 3. GEOGRAPHIC AVAILABILITY OF PRESCHOOL**

STATE	Geographic availability of preschool program
Alabama	67 out of 67 counties (100%)
Alaska <sup>1</sup>	17 of 54 school districts (31%)
Arizona <sup>1</sup>	23 out of 28 Regional Partnership Councils (82%)
Arkansas <sup>2</sup>	74 out of 75 counties (99%)
California CSPP <sup>1</sup>	56 out of 58 counties (97%)
California TK <sup>1</sup>	58 out of 58 counties (100%)
Colorado <sup>1</sup>	176 out of 179 school districts (98%)
Connecticut CDCC <sup>2</sup>	47 out of 169 towns/communities (28%)
Connecticut SR <sup>2</sup>	67 out of 169 towns/communities (40%)
Connecticut Smart Start	23 out of 169 towns/communities (14%)
Delaware	3 out of 3 counties (100%)
District of Columbia <sup>2</sup>	8 out of 8 wards (100%)
Florida	67 out of 67 counties (100%)
Georgia	159 out of 159 counties (100%)
Hawaii EOEL	14 of 15 complex areas (93%)
Hawaii SPCSP <sup>1</sup>	9 of 15 complex areas (60%)
Illinois <sup>1</sup>	100 out of 102 counties (98%)
Iowa Shared Visions	29 out of 99 counties (29%)
Iowa SWVPP <sup>1</sup>	324 out of 327 school districts (99%)
Kansas <sup>2</sup>	286 out of 286 school districts (100%)
Kentucky <sup>1</sup>	171 out of 171 school districts (100%)
Louisiana 8(g)	63 out of 69 local education agencies (LEA) (91%)
Louisiana LA 4 <sup>1</sup>	62 out of 64 parishes (97%)
Louisiana NSECD <sup>1</sup>	15 out of 64 parishes (23%)
Maine <sup>1</sup>	164 out of 193 eligible school administrative units (85%)
Maryland <sup>1</sup>	24 out of 24 school districts (100%)
Massachusetts CPPI <sup>1</sup>	22 out of 351 towns/communities (6%)
Massachusetts Chapter 70 <sup>1</sup>	279 out of 279 school districts (100%)
Michigan <sup>1</sup>	82 out of 83 counties (99%)
Minnesota HdSt	87 out of 87 counties/parishes (100%)
Minnesota VPK/SRP <sup>2</sup>	114 out of 327 school districts (35%); 20 out of 185 Charter Schools (11%)
Mississippi <sup>1</sup>	37 out of 143 school districts (26%)
Missouri	186 out of 516 School Districts (36%); 20 out of 37 charter schools (54%)
Nebraska <sup>1</sup>	225 out of 244 school districts (92%)
Nevada <sup>1</sup>	11 out of 17 LEAs (65%), 3 Community-Based Organizations
New Jersey <sup>2</sup>	241 out of 599 school districts (40%)
New Mexico <sup>1</sup>	84 out of 89 school districts (94%)
New York <sup>1</sup>	681 out of 731 school districts (93%)
North Carolina <sup>2</sup>	99 out of 100 Counties (99%)
North Dakota <sup>2</sup>	29 out of 53 counties (55%)
Ohio	217 out of 612 school districts (35%); 125 additional community providers
Oklahoma	509 out of 509 public school districts (100%)
Oregon Pre-K <sup>2</sup>	36 out of 36 counties (100%)
Oregon Preschool Promise <sup>2</sup>	16 out of 16 Early Learning Hub Regions (100%); 36 out of 36 counties (100%)
Pennsylvania RTL	14 out of 499 school districts (3%)
Pennsylvania HSSAP	130 out of 499 school districts (26%)
Pennsylvania K4 & SBPK	108 out of 499 school districts (22%)
Pennsylvania PKC	486 out of 499 school districts (97%)
Rhode Island <sup>1</sup>	19 out of 39 communities (49%)
South Carolina <sup>2</sup>	76 out of 76 school districts (100%)
Tennessee	137 out of 142 school districts (96%)
Texas	1,091 out of 1,209 school districts and open-enrollment charters (90%)
Utah <sup>2</sup>	12 out of 29 counties (41%)
Vermont <sup>1</sup>	452 out of 452 school districts (100%)
Virginia VPI	130 out of 135 school divisions (96%)
Virginia Mixed Delivery <sup>2</sup>	56 out of 133 localities (42%)
Washington ECEAP <sup>2</sup>	36 out of 39 counties (92%)
Washington TK <sup>1</sup>	148 out of 295 school districts (50%)
West Virginia	55 out of 55 counties/parishes (100%)
Wisconsin	409 out of 411 school districts (99.5%)
Guam <sup>1</sup>	1 out of 1 school district (100%)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 4. REQUIREMENTS FOR DISTRICTS/COUNTIES/PARISHES/TOWNS IN THE STATE TO OFFER PRESCHOOL PROGRAM

STATE	Required for all	Not required - funds are available to any locality choosing to offer the program	Not required - funding is awarded on a competitive basis	Other
Alabama			✓	
Alaska			✓	
Arizona <sup>1</sup>		✓		
Arkansas <sup>3</sup>			✓	
California CSPP			✓	
California TK <sup>1</sup>	✓			
Colorado <sup>2</sup>				Not required, positions are capped, and funding is awarded on a competitive basis
Connecticut CDCC <sup>2</sup>		✓		
Connecticut SR <sup>2</sup>			✓	
Connecticut Smart Start			✓	
Delaware			✓	
District of Columbia <sup>3</sup>		✓		
Florida	✓ (summer program)	✓ (school year program)		
Georgia			✓	
Hawaii EOEL			✓	
Hawaii SPCSP <sup>1</sup>			✓	
Illinois			✓	
Iowa Shared Visions			✓	
Iowa SWVPP		✓		
Kansas <sup>3</sup>		✓		
Kentucky	✓			
Louisiana 8(g) <sup>2</sup>		✓		
Louisiana LA 4 <sup>2</sup>		✓		
Louisiana NSECD			✓	
Maine				Not required, but funds are available to any School Administrative Unit (SAU) choosing to offer the program
Maryland <sup>2</sup>	✓			
Massachusetts CPPI			✓	
Massachusetts Chapter 70		✓		
Michigan <sup>2</sup>		✓		
Minnesota HdSt <sup>1</sup>				Only federally designated Head Start programs are eligible for funding
Minnesota VPK/SRP <sup>3</sup>			✓	
Mississippi			✓	
Missouri		✓		
Nebraska <sup>2</sup>			✓	
Nevada <sup>2</sup>			✓	
New Jersey <sup>2</sup>				Required for some
New Mexico			✓	
New York <sup>2</sup>			✓ (SUFDK)	Non-competitive allocation (UPK)
North Carolina <sup>2</sup>		✓		
North Dakota <sup>3</sup>			✓	
Ohio			✓	
Oklahoma <sup>1</sup>		✓		
Oregon Pre-K			✓	
Oregon Preschool Promise			✓	
Pennsylvania RTL		✓		
Pennsylvania HSSAP			✓	
Pennsylvania K4 & SBPK		✓		
Pennsylvania PKC			✓	
Rhode Island			✓	
South Carolina <sup>2</sup>	✓			
Tennessee			✓	
Texas <sup>1</sup>				Required for some
Utah			✓	
Vermont <sup>2</sup>	✓			
Virginia VPI <sup>1</sup>				Optional for eligible entities
Virginia Mixed Delivery <sup>3</sup>			✓	
Washington ECEAP <sup>3</sup>			✓	
Washington TK <sup>1</sup>		✓		
West Virginia	✓			
Wisconsin		✓		
Guam <sup>1</sup>				Required for some

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 5. TOTAL NUMBER OF CHILDREN ENROLLED IN PRESCHOOL & ENROLLMENT BY AGE**

STATE	Total enrollment	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama	23,388			23,388	
Alaska <sup>2</sup>	1,040		150	890	
Arizona <sup>2</sup>	5,954		2,187	3,102	665
Arkansas <sup>4</sup>	19,248	914	6,392	11,941	1
California CSPP <sup>2</sup>	100,081	1,364	38,281	57,452	2,952
California TK <sup>2</sup>	109,000			109,000	
Colorado <sup>3</sup>	21,340			15,339	
Connecticut CDCC	1597	218	663	688	28
Connecticut SR	10605	839	3854	5819	93
Connecticut Smart Start	668	6	142	509	11
Delaware	954		255	699	
District of Columbia	12,789		5,929	6,821	39
Florida	155,668			154,024	1,644
Georgia <sup>2</sup>	73,462			73,462	
Hawaii EOEL <sup>2</sup>	380			380	
Hawaii SPCSP <sup>2</sup>	324		126	198	
Illinois	81,181		32,504	48,500	177
Iowa Shared Visions	1,106		489	584	33
Iowa SWVPP <sup>2</sup>	27,088		1,660	25,118	310
Kansas	24312	215	7631	16331	135
Kentucky <sup>2</sup>	19,523	733	3,941	14,849	
Louisiana 8(g)	1,725			1,725	
Louisiana LA 4 <sup>3</sup>	15,731			15,731	
Louisiana NSECD	1,001		155	846	
Maine	6,237			5,940	297
Maryland	31907	162	4924	26637	184
Massachusetts CPPI <sup>2</sup>	2,140	182	793	1,119	22
Massachusetts Chapter 70 <sup>2</sup>	30,924		9,929	18,771	2,224
Michigan	38,140			38,140	
Minnesota HdSt <sup>2</sup>	789				
Minnesota VPK/SRP	7,010			7,010	
Mississippi	5,329			5,329	
Missouri	6,375		920	5,356	99
Nebraska <sup>3</sup>	13,197	502	4,023	8,623	49
Nevada <sup>3</sup>	2,481			2,481	
New Jersey <sup>3</sup>	58,387		23,011	35,376	
New Mexico	13,227		2,444	10,446	337
New York <sup>3</sup>	155,512		32,888	122,624	
North Carolina <sup>3</sup>	25,684			25,684	
North Dakota <sup>4</sup>	539			537	2
Ohio	18,000		2,724	15,276	
Oklahoma <sup>2</sup>	38982	99	2910	33881	2092
Oregon Pre-K <sup>3</sup>	6,478	185	2,694	3,599	
Oregon Preschool Promise <sup>3</sup>	5,242		2,035	2,897	
Pennsylvania RTL <sup>1</sup>	6,931				
Pennsylvania HSSAP	6,306	204	2,598	3,366	138
Pennsylvania K4 & SBPK	9,431	81	1,930	7,255	165
Pennsylvania PKC	30,294	216	10,804	18,355	919
Rhode Island <sup>2</sup>	2,364			2,364	
South Carolina <sup>3</sup>	26,294		191	26,038	65
Tennessee <sup>1</sup>	17,837		1,098	16,739	
Texas <sup>2</sup>	243,592		40,455	202,520	617
Utah <sup>3</sup>	1,987		663	1,324	
Vermont <sup>3</sup>	8,334	187	4,011	3,707	428
Virginia VPI <sup>2</sup>	22,331		1,825	20,506	
Virginia Mixed Delivery <sup>4</sup>	1,838		938	882	18
Washington ECEAP	15,808		6,639	9,169	
Washington TK <sup>2</sup>	5,244		267	4,821	156
West Virginia	13,731	211	1,178	12,069	273
Wisconsin <sup>1</sup>	44,901		42	41,029	3,830
Guam	57			57	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 6. PRESCHOOL ENROLLMENT CAPACITY**

STATE	Preschool enrollment capacity
Alabama	26,658
Alaska	NA
Arizona <sup>3</sup>	Varies based on ages served
Arkansas <sup>5</sup>	23,527
California CSPP <sup>3</sup>	Estimated: 141,110 slots (105,057 part-day slots and 36,053 full-day slots)
California TK <sup>3</sup>	NA
Colorado	29,360
Connecticut CDCC	2,705
Connecticut SR	12,050
Connecticut Smart Start	662
Delaware	1,050
District of Columbia <sup>4</sup>	13,986
Florida	196,438
Georgia	84,000
Hawaii EOEL <sup>3</sup>	740
Hawaii SPCSP	327
Illinois <sup>2</sup>	91,651
Iowa Shared Visions	NA
Iowa SWVPP	NA
Kansas <sup>4</sup>	NA
Kentucky	27,536
Louisiana 8(g)	NA
Louisiana LA <sup>4</sup>	17,086
Louisiana NSECD	1,404
Maine <sup>2</sup>	8,688
Maryland	Not reported
Massachusetts CPPI	NA
Massachusetts Chapter 70	NA
Michigan <sup>3</sup>	98,824 part-day or 49,412 school-day
Minnesota HdSt	789
Minnesota VPK/SRP	7,160
Mississippi <sup>2</sup>	5,329
Missouri	NA
Nebraska	NA
Nevada	2,726
New Jersey	63,615
New Mexico	14,440
New York <sup>4</sup>	Approximately 190,000
North Carolina	29,840
North Dakota <sup>5</sup>	590
Ohio	18,000
Oklahoma	NA
Oregon Pre-K <sup>4</sup>	7,330
Oregon Preschool Promise	5,344
Pennsylvania RTL	Not reported
Pennsylvania HSSAP	6,574
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	30,423
Rhode Island	2,364
South Carolina <sup>4</sup>	4,734 (First Steps)
Tennessee	18,880
Texas <sup>3</sup>	NA
Utah	2,125
Vermont	NA
Virginia VPI	29,964
Virginia Mixed Delivery <sup>5</sup>	1,814
Washington ECEAP	15,808
Washington TK	NA
West Virginia <sup>2</sup>	17,584
Wisconsin <sup>2</sup>	NA
Guam	72

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 7. NUMBER OF 3- AND 4-YEAR-OLDS ENROLLED IN LOCALLY/CITY/DISTRICT-FUNDED PRESCHOOL**

STATE	Total	3-year-olds	4-year-olds
Alabama			
Alaska <sup>3</sup>	506	113	393
Arizona			
Arkansas			
California CSPP			
California TK			
Colorado			
Connecticut CDCC <sup>3</sup>			
Connecticut SR <sup>3</sup>			
Connecticut Smart Start <sup>1</sup>			
Delaware			
District of Columbia	347	255	92
Florida			
Georgia			
Hawaii EOEL			
Hawaii SPCSP			
Illinois <sup>3</sup>	19,025	4,115	14,898
Iowa Shared Visions			
Iowa SWVPP			
Kansas <sup>5</sup>	6,357		
Kentucky			
Louisiana 8(g)			
Louisiana LA 4			
Louisiana NSECD			
Maine			
Maryland			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan <sup>4</sup>	8,498		8,498
Minnesota HdSt			
Minnesota VPK/SRP <sup>4</sup>	Approximately 19,113		
Mississippi	5,835		5,835
Missouri			
Nebraska			
Nevada			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota <sup>6</sup>	1,286	253	1,033
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL			
Pennsylvania HSSAP			
Pennsylvania K4 & SBPK			
Pennsylvania PKC			
Rhode Island			
South Carolina <sup>5</sup>			
Tennessee			
Texas <sup>4</sup>	21,466		
Utah	16,425		
Vermont			
Virginia VPI <sup>3</sup>	475	56	419
Virginia Mixed Delivery <sup>6</sup>	475	56	419
Washington ECEAP			
Washington TK			
West Virginia			
Wisconsin			
Guam	120		120

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 8. NUMBER OF CHILDREN ENROLLED IN PRESCHOOL RECEIVING SPECIAL EDUCATION**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama	1,853			1,853	
Alaska <sup>4</sup>	Data not available				
Arizona	153	28	37	69	19
Arkansas <sup>6</sup>	2,321	80	703	1,537	1
California CSPP <sup>4</sup>	5,564	55	2,329	3,034	146
California TK	Data not available				
Colorado	1,260				
Connecticut CDCC <sup>4</sup>	95	12	41	42	
Connecticut SR	1,086	101	453	523	9
Connecticut Smart Start	126	5	41	75	5
Delaware	135		33	102	
District of Columbia	1,819		815	997	< 10
Florida <sup>1</sup>					
Georgia	2,937			2,937	
Hawaii EOEL	49			49	
Hawaii SPCSP	17		6	11	
Illinois	15,703		7,928	7,661	114
Iowa Shared Visions	169		85	82	2
Iowa SWVPP <sup>3</sup>	2,190		860	1,292	38
Kansas <sup>6</sup>	6,592				
Kentucky <sup>2</sup>	10,391	733	3,941	5,717	
Louisiana 8(g) <sup>3</sup>					
Louisiana LA 4 <sup>4</sup>	828			828	
Louisiana NSECD	16		1	15	
Maine <sup>3</sup>	918			874	44
Maryland					
Massachusetts CPPI <sup>3</sup>	399	37	146	209	6
Massachusetts Chapter 70	10,705		4,267	5,755	683
Michigan	4,511			4,511	
Minnesota HdSt					
Minnesota VPK/SRP <sup>5</sup>					
Mississippi <sup>3</sup>	421			421	
Missouri	670		111	541	18
Nebraska	3,967	298	1,349	2,271	49
Nevada	278			278	
New Jersey					
New Mexico	1,544		17	1,285	242
New York	20,935		4,428	16,507	
North Carolina <sup>4</sup>	1,220			1,220	
North Dakota	59			57	2
Ohio	2,538		501	2,037	
Oklahoma <sup>3</sup>	3,574	1	849	2,164	560
Oregon Pre-K <sup>5</sup>	1,312				
Oregon Preschool Promise	995		351	644	
Pennsylvania RTL					
Pennsylvania HSSAP	412	14	142	252	4
Pennsylvania K4 & SBPK					
Pennsylvania PKC	644	3	244	377	20
Rhode Island	283			283	
South Carolina <sup>6</sup>	2,210				
Tennessee	3,837		617	3,220	
Texas	34,591		13,312	20,662	617
Utah <sup>4</sup>					
Vermont	935	22	457	389	67
Virginia VPI <sup>4</sup>	1,651		192	1,459	
Virginia Mixed Delivery <sup>7</sup>	168		92	70	6
Washington ECEAP	2,416		1,106	1,310	
Washington TK <sup>2</sup>	661		35	592	
West Virginia	2,943	211	1,178	1,433	121
Wisconsin <sup>3</sup>	4,779		22	4,162	595
Guam <sup>2</sup>	2			2	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 9. ENROLLMENT IN BOTH STATE-FUNDED PRESCHOOL AND HEAD START**

STATE	Enrolled in one program using blended funds	Enrolled in part-day state-funded preschool & part-day Head Start	Attended state-funded preschool & used Head Start for wrap around services	Other	No/Unknown
Alabama	✓				
Alaska	✓	✓	✓		
Arizona					Unknown
Arkansas					Unknown
California CSPP	✓	✓	✓		
California TK					Unknown
Colorado	✓	✓	✓		
Connecticut CDCC				✓	
Connecticut SR			✓		
Connecticut Smart Start					No
Delaware					Unknown
District of Columbia <sup>5</sup>				✓	
Florida <sup>2</sup>	✓	✓	✓	✓	
Georgia	✓				
Hawaii EOEL					No
Hawaii SPCSP					No
Illinois	✓	✓	✓		
Iowa Shared Visions <sup>1</sup>	✓	✓	✓	✓	
Iowa SWVPP	✓	✓			
Kansas	✓	✓	✓		
Kentucky	✓				
Louisiana 8(g)					No
Louisiana LA 4					No
Louisiana NSECD					No
Maine	✓				
Maryland	✓	✓	✓		
Massachusetts CPPI	✓				
Massachusetts Chapter 70					Unknown
Michigan	✓				
Minnesota HdSt <sup>3</sup>				✓	
Minnesota VPK/SRP <sup>6</sup>	✓	✓	✓	✓	
Mississippi <sup>4</sup>				✓	
Missouri			✓		
Nebraska	✓				
Nevada	✓				
New Jersey	✓				
New Mexico					No
New York	✓	✓	✓		
North Carolina	✓				
North Dakota	✓				
Ohio					Unknown
Oklahoma	✓	✓	✓		
Oregon Pre-K	✓				
Oregon Preschool Promise					No
Pennsylvania RTL					Unknown
Pennsylvania HSSAP					Unknown
Pennsylvania K4 & SBPK					Unknown
Pennsylvania PKC <sup>1</sup>				✓	
Rhode Island	✓		✓		
South Carolina					No
Tennessee	✓				
Texas	✓	✓			
Utah					No
Vermont	✓				
Virginia VPI <sup>5</sup>					No
Virginia Mixed Delivery	✓				
Washington ECEAP <sup>4</sup>					No
Washington TK					No
West Virginia	✓				
Wisconsin	✓	✓	✓		
Guam					No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 10. NUMBER OF CHILDREN DUALY ENROLLED IN PRESCHOOL AND HEAD START**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama	1,651			1,651	
Alaska <sup>5</sup>	11				
Arizona					
Arkansas					
California CSPP <sup>5</sup>	Data not available				
California TK					
Colorado	Data not available				
Connecticut CDCC	223 (in CDCC & SR)				
Connecticut SR	223 (in CDCC & SR)				
Connecticut Smart Start					
Delaware					
District of Columbia	328		157	171	
Florida <sup>1</sup>	Data not available				
Georgia	3,991			3,991	
Hawaii EOEL					
Hawaii SPCSP					
Illinois	479		233	246	
Iowa Shared Visions	490		232	228	30
Iowa SWVPP	Data not available				
Kansas	Data not available				
Kentucky <sup>3</sup>	735			735	
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine	763			763	
Maryland <sup>3</sup>	265		10	255	
Massachusetts CPPI	191		77	114	
Massachusetts Chapter 70					
Michigan <sup>5</sup>	5,079			5,079	
Minnesota HdSt <sup>3</sup>	789				
Minnesota VPK/SRP	Data not available				
Mississippi <sup>5</sup>	349			349	
Missouri	Data not available				
Nebraska	1,798		606	1,031	
Nevada	252			252	
New Jersey	Data not available				
New Mexico					
New York	8,288		2,691	5,597	
North Carolina	3,042			3,042	
North Dakota <sup>7</sup>	18			18	
Ohio					
Oklahoma	Data not available				
Oregon Pre-K <sup>6</sup>	5,101	128	2,141	2,832	
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC <sup>1</sup>	301		129	172	
Rhode Island <sup>3</sup>	460			460	
South Carolina					
Tennessee <sup>2</sup>	1,880				
Texas	Data not available				
Utah <sup>5</sup>					
Vermont	Data not available				
Virginia VPI					
Virginia Mixed Delivery <sup>8</sup>	86		61	25	
Washington ECEAP <sup>4</sup>					
Washington TK					
West Virginia	4,010		255	3,755	
Wisconsin <sup>3</sup>	Data not available				
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 11. STATE SUPPLEMENTS TO FEDERAL HEAD START AND EARLY HEAD START**

STATE	Head Start	Early Head Start	No
Alabama	✓		
Alaska	✓	✓	
Arizona			✓
Arkansas			✓
California CSPP			✓
California TK			✓
Colorado			✓
Connecticut CDCC	✓	✓	
Connecticut SR	✓	✓	
Connecticut Smart Start	✓	✓	
Delaware <sup>1</sup>			✓
District of Columbia		✓	
Florida			
Georgia			✓
Hawaii EOEL			✓
Hawaii SPCSP			✓
Illinois			✓
Iowa Shared Visions		✓	
Iowa SWVPP		✓	
Kansas <sup>7</sup>		✓	
Kentucky			✓
Louisiana 8(g)			✓
Louisiana LA 4			✓
Louisiana NSECD			✓
Maine	✓	✓	
Maryland	✓	✓	
Massachusetts CPPI	✓	✓	
Massachusetts Chapter 70	✓	✓	
Michigan			✓
Minnesota HdSt <sup>2</sup>	✓	✓	
Minnesota VPK/SRP <sup>7</sup>	✓	✓	
Mississippi			✓
Missouri		✓	
Nebraska			✓
Nevada			✓
New Jersey	✓		
New Mexico <sup>2</sup>			✓
New York			✓
North Carolina			✓
North Dakota			✓
Ohio			✓
Oklahoma	✓	✓	
Oregon Pre-K	✓	✓	
Oregon Preschool Promise	✓	✓	
Pennsylvania RTL	✓		
Pennsylvania HSSAP	✓		
Pennsylvania K4 & SBPK	✓		
Pennsylvania PKC	✓		
Rhode Island	✓		
South Carolina			✓
Tennessee			✓
Texas			✓
Utah			✓
Vermont			✓
Virginia VPI			✓
Virginia Mixed Delivery			✓
Washington ECEAP			✓
Washington TK			✓
West Virginia			✓
Wisconsin	✓	✓	
Guam	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 12. USES OF STATE SUPPLEMENTAL HEAD START AND EARLY HEAD START FUNDING

STATE	Additional Head Start slots	Additional Early Head Start slots	Extend the federally-funded hours of operation	Improve the quality of Head Start/ Early Head Start	Provide additional services or to enhance services	Other
Alabama <sup>2</sup>				✓	✓	✓
Alaska <sup>6</sup>	✓	✓		✓	✓	
Arizona						
Arkansas						
California CSPP						
California TK						
Colorado						
Connecticut CDCC	✓	✓	✓	✓	✓	
Connecticut SR	✓	✓	✓	✓	✓	
Connecticut Smart Start	✓	✓	✓	✓	✓	
Delaware						
District of Columbia		✓			✓	
Florida						
Georgia						
Hawaii EOEL						
Hawaii SPCSP						
Illinois						
Iowa Shared Visions		✓	✓		✓	
Iowa SWVPP		✓	✓		✓	
Kansas <sup>8</sup>						✓
Kentucky						
Louisiana 8(g)						
Louisiana LA 4						
Louisiana NSECD						
Maine	✓	✓				
Maryland			✓	✓		
Massachusetts CPPI <sup>4</sup>				✓	✓	✓
Massachusetts Chapter 70						✓
Michigan						
Minnesota HdSt <sup>2</sup>	✓	✓				
Minnesota VPK/SRP <sup>7</sup>	✓	✓				
Mississippi						
Missouri		✓				
Nebraska						
Nevada						
New Jersey				✓	✓	
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma			✓	✓	✓	
Oregon Pre-K <sup>7</sup>	✓	✓		✓	✓	✓
Oregon Preschool Promise	✓	✓				
Pennsylvania RTL	✓		✓	✓	✓	
Pennsylvania HSSAP	✓		✓	✓	✓	
Pennsylvania K4 & SBPK	✓		✓	✓	✓	
Pennsylvania PKC	✓		✓	✓	✓	
Rhode Island <sup>4</sup>	✓		✓	✓	✓	
South Carolina						
Tennessee						
Texas						
Utah						
Vermont						
Virginia VPI						
Virginia Mixed Delivery						
Washington ECEAP						
Washington TK						
West Virginia						
Wisconsin <sup>4</sup>	✓	✓	✓	✓	✓	✓
Guam				✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 13. NUMBER OF HEAD START SLOTS SUPPORTED BY STATE SUPPLEMENTAL FUNDING**

STATE	Total	Children under age 3	3-year-olds	4-year-olds	5-year-olds
Alabama					
Alaska <sup>7</sup>	51				
Arizona					
Arkansas					
California CSPP					
California TK					
Colorado					
Connecticut CDCC	256		256		
Connecticut SR	256		256		
Connecticut Smart Start	256		256		
Delaware					
District of Columbia					
Florida					
Georgia					
Hawaii EOEL					
Hawaii SPCSP					
Illinois					
Iowa Shared Visions					
Iowa SWVPP					
Kansas					
Kentucky					
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine	Not reported				
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt <sup>2</sup>	789				
Minnesota VPK/SRP <sup>7</sup>	789				
Mississippi					
Missouri					
Nebraska					
Nevada					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio					
Oklahoma					
Oregon Pre-K	7,330				
Oregon Preschool Promise	7,330				
Pennsylvania RTL	6,306	204	2,598	3,366	138
Pennsylvania HSSAP	6,306	204	2,598	3,366	138
Pennsylvania K4 & SBPK	6,306	204	2,598	3,366	138
Pennsylvania PKC	6,306	204	2,598	3,366	138
Rhode Island	131		64	62	5
South Carolina					
Tennessee					
Texas					
Utah					
Vermont					
Virginia VPI					
Virginia Mixed Delivery					
Washington ECEAP					
Washington TK					
West Virginia					
Wisconsin <sup>5</sup>	368				
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 14. NUMBER OF EARLY HEAD START SLOTS SUPPORTED BY STATE SUPPLEMENTAL FUNDING**

STATE	Total	Children under age 1	1-year-olds	2-year-olds	3-year-olds	Pregnant women
Alabama						
Alaska						
Arizona						
Arkansas						
California CSPP						
California TK						
Colorado						
Connecticut CDCC	8		8			
Connecticut SR	8		8			
Connecticut Smart Start	8		8			
Delaware						
District of Columbia	258					
Florida						
Georgia						
Hawaii EOEL						
Hawaii SPCSP						
Illinois						
Iowa Shared Visions	91	12	19	39	17	4
Iowa SWVPP	91	12	19	39	17	4
Kansas						
Kentucky						
Louisiana 8(g)						
Louisiana LA 4						
Louisiana NSECD						
Maine	Not reported					
Maryland						
Massachusetts CPPI						
Massachusetts Chapter 70						
Michigan						
Minnesota HdSt <sup>2</sup>	1,041					
Minnesota VPK/SRP <sup>7</sup>	1,041					
Mississippi						
Missouri	Child slots: 415; Pregnant women slots: 32					
Nebraska						
Nevada						
New Jersey						
New Mexico						
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma						
Oregon Pre-K	1,398					
Oregon Preschool Promise	1,398					
Pennsylvania RTL						
Pennsylvania HSSAP						
Pennsylvania K4 & SBPK						
Pennsylvania PKC						
Rhode Island						
South Carolina						
Tennessee						
Texas						
Utah						
Vermont						
Virginia VPI						
Virginia Mixed Delivery						
Washington ECEAP						
Washington TK						
West Virginia						
Wisconsin <sup>5</sup>	98					
Guam						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 15. STATE SUPPLEMENTAL FUNDING FOR HEAD START AND/OR EARLY HEAD START**

STATE	Total	Head Start	Early Head Start
Alabama	\$5,775,801	\$5,775,801	
Alaska <sup>6</sup>	\$6,853,000		
Arizona			
Arkansas			
California CSPP			
California TK			
Colorado			
Connecticut CDCC	\$5,083,238		
Connecticut SR	\$5,083,238		
Connecticut Smart Start	\$5,083,238		
Delaware			
District of Columbia	\$2,136,745		\$2,136,745
Florida			
Georgia			
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions	\$575,000		\$575,000
Iowa SWVPP	\$575,000		\$575,000
Kansas <sup>7</sup>	\$12,797,436		\$12,797,436
Kentucky			
Louisiana 8(g)			
Louisiana LA 4			
Louisiana NSECD			
Maine	\$1,190,007		
Maryland	\$3,000,000	\$2,440,960	\$559,040
Massachusetts CPPI <sup>5</sup>	\$16,500,000		
Massachusetts Chapter 70 <sup>3</sup>	\$16,500,000		
Michigan			
Minnesota HdSt <sup>2</sup>	\$25,319,973	\$9,171,263	\$16,148,710
Minnesota VPK/SRP <sup>7</sup>	\$25,319,973	\$9,171,263	\$16,148,710
Mississippi			
Missouri			
Nebraska			
Nevada			
New Jersey	\$47,604,434	\$47,604,434	
New Mexico <sup>2</sup>			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma	\$1,641,869		
Oregon Pre-K	\$174,132,086	\$138,702,609	\$35,429,477
Oregon Preschool Promise	\$174,132,086	\$138,702,609	\$35,429,477
Pennsylvania RTL <sup>2</sup>	\$88,178,000	\$88,178,000	
Pennsylvania HSSAP <sup>1</sup>	\$88,178,000	\$88,178,000	
Pennsylvania K4 & SBPK <sup>1</sup>	\$88,178,000	\$88,178,000	
Pennsylvania PKC <sup>2</sup>	\$88,178,000	\$88,178,000	
Rhode Island	\$1,190,000	\$1,190,000	
South Carolina			
Tennessee			
Texas			
Utah			
Vermont			
Virginia VPI			
Virginia Mixed Delivery			
Washington ECEAP			
Washington TK			
West Virginia			
Wisconsin <sup>5</sup>	\$6,264,100		
Guam	\$829,376	\$829,376	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 16. AVAILABILITY OF PRESCHOOL ENROLLMENT BY CHILD RACE AND/OR ETHNICITY**

STATE	Race & Ethnicity Separately (See Tables 17 & 18)	Race & Ethnicity Combined (See Table 19)	No
Alabama		✓	
Alaska			✓
Arizona <sup>4</sup>			✓
Arkansas	✓		
California CSPP		✓	
California TK			✓
Colorado			✓
Connecticut CDCC	✓	✓	
Connecticut SR <sup>4</sup>	✓	✓	
Connecticut Smart Start <sup>2</sup>	✓	✓	
Delaware			✓
District of Columbia		✓	
Florida	✓		
Georgia	✓		
Hawaii EOEL		✓	
Hawaii SPCSP	✓		
Illinois		✓	
Iowa Shared Visions	✓		
Iowa SWVPP		✓	
Kansas		✓	
Kentucky		✓	
Louisiana 8(g)			✓
Louisiana LA 4			✓
Louisiana NSECD			✓
Maine	✓		
Maryland			✓
Massachusetts CPPI	✓		
Massachusetts Chapter 70	✓		
Michigan		✓	
Minnesota HdSt			✓
Minnesota VPK/SRP		✓	
Mississippi	✓		
Missouri			✓
Nebraska		✓	
Nevada			✓
New Jersey			✓
New Mexico	✓		
New York		✓	
North Carolina	✓		
North Dakota			✓
Ohio		✓	
Oklahoma	✓		
Oregon Pre-K	✓		
Oregon Preschool Promise	✓		
Pennsylvania RTL			✓
Pennsylvania HSSAP	✓		
Pennsylvania K4 & SBPK		✓	
Pennsylvania PKC	✓		
Rhode Island		✓	
South Carolina	✓		
Tennessee	✓		
Texas	✓		
Utah			✓
Vermont <sup>4</sup>	✓		
Virginia VPI		✓	
Virginia Mixed Delivery	✓		
Washington ECEAP	✓		
Washington TK		✓	
West Virginia		✓	
Wisconsin		✓	
Guam	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 17. PRESCHOOL ENROLLMENT BY CHILD ETHNICITY**

STATE	HISPANIC OR LATINO ORIGIN			NON-HISPANIC OR LATINO ORIGIN			ETHNICITY IS UNSPECIFIED/NOT REPORTED		
	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas	3,315	1,087	2,228	15,018	5,305	9,713			
California CSPP									
California TK									
Colorado									
Connecticut CDCC	783	323	355	651	265	261	163	75	72
Connecticut SR <sup>4</sup>	4,729	1,702	2,605	4,979	1,829	2,726	897	323	488
Connecticut Smart Start <sup>2</sup>	162	46	113	438	79	345	68	17	51
Delaware									
District of Columbia									
Florida <sup>3</sup>	52,854			82,423			20,391		
Georgia	11,715		11,715	61,747		61,747			
Hawaii EOEL									
Hawaii SPCSP	5			313			6		
Illinois									
Iowa Shared Visions	257			849					
Iowa SWVPP									
Kansas									
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine	205			6,032					
Maryland									
Massachusetts CPPI <sup>6</sup>	741	282	380	1,365	503	737	34	8	2
Massachusetts Chapter 70 <sup>4</sup>	7,999	2,324	5,081	22,925	7,605	13,690			
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP									
Mississippi	170		170	5,159		5,159			
Missouri									
Nebraska									
Nevada									
New Jersey									
New Mexico	6,708	934	5,774	6,114	1,485	4,629	68	25	43
New York									
North Carolina	5,896		5,896	19,788		19,788			
North Dakota									
Ohio									
Oklahoma <sup>4</sup>	7,671	256	7,152	30,170	1,513	26,729			
Oregon Pre-K	2,218			3,887			373		
Oregon Preschool Promise <sup>4</sup>	2,011	866	1,145	2,485	994	1,491	304	127	177
Pennsylvania RTL									
Pennsylvania HSSAP	1,712	711	937	4,584	1,883	2,425	10	4	4
Pennsylvania K4 & SBPK									
Pennsylvania PKC	5,656	1,905	3,578	23,917	8,702	14,317	721	197	460
Rhode Island									
South Carolina	3,864	24	3,829	22,421	167	22,200	9		9
Tennessee	309			16,356			1,172		
Texas <sup>5</sup>	150,892	26,976	123,916	92,272	13,501	78,771			
Utah									
Vermont <sup>4</sup>									
Virginia VPI									
Virginia Mixed Delivery	117	50	67	1,721	888	815			
Washington ECEAP	6,592	2,768	3,824	9,216	3,871	5,345			
Washington TK									
West Virginia									
Wisconsin									
Guam				42		42	15		15

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 18A. PRESCHOOL ENROLLMENT BY CHILD RACE

STATE	AMERICAN INDIAN OR ALASKA NATIVE			Total	ASIAN		BLACK OR AFRICAN AMERICAN		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas	196	68	128	234	66	168	5,691	2,221	3,470
California CSPP									
California TK									
Colorado									
Connecticut CDCC	5	3		28	15	9	441	179	169
Connecticut SR <sup>4</sup>	132	43	81	323	133	170	3,135	1,200	1,639
Connecticut Smart Start <sup>2</sup>	11	2	9	34	7	26	133	39	93
Delaware									
District of Columbia									
Florida <sup>3</sup>	1,192			4,672			31,427		
Georgia	1,516		1,516	3,320		3,320	29,996		29,996
Hawaii EOEL									
Hawaii SPCSP	1			42			4		
Illinois									
Iowa Shared Visions	32			17			298		
Iowa SWVPP									
Kansas									
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine	65			65			289		
Maryland									
Massachusetts CPPI <sup>6</sup>	9	1	7	253	120	116	396	140	235
Massachusetts Chapter 70 <sup>4</sup>	81	22	53	2,585	865	1,557	3,377	946	2,166
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP									
Mississippi				40		40	3,233		3,233
Missouri									
Nebraska									
Nevada									
New Jersey									
New Mexico <sup>3</sup>	1,114	181	933	229	47	182	394	111	283
New York									
North Carolina	969		969	565		565	9,681		9,681
North Dakota									
Ohio									
Oklahoma <sup>4</sup>	4,882	340	4,200	880	28	830	2,920	98	2,757
Oregon Pre-K	151			152			478		
Oregon Preschool Promise <sup>4</sup>	258	118	140	135	60	75	391	153	238
Pennsylvania RTL									
Pennsylvania HSSAP	27	14	13	293	127	147	1,728	671	971
Pennsylvania K4 & SBPK									
Pennsylvania PKC	102	39	61	1,171	430	702	7,554	2,918	4,366
Rhode Island									
South Carolina <sup>7</sup>	92		92	371	7	362	10,331	71	10,237
Tennessee							4,410		
Texas <sup>5</sup>	13,688	1,794	11,894	13,769	1,211	12,558	51,603	9,872	41,731
Utah									
Vermont	50	17	28	253	120	112	353	173	158
Virginia VPI									
Virginia Mixed Delivery	5	5		62	30	32	794	424	366
Washington ECEAP	474	199	275	790	332	458	1,739	730	1,009
Washington TK									
West Virginia									
Wisconsin									
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 18B. PRESCHOOL ENROLLMENT BY CHILD RACE**

STATE	NATIVE HAWAIIAN OR PACIFIC ISLANDER			Total	WHITE		BIRACIAL/MULTI-RACIAL		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas	69	17	52	8,746	2,984	5,762	639	227	412
California CSPP									
California TK									
Colorado									
Connecticut CDCC	1		1	817	332	367	18	10	5
Connecticut SR <sup>4</sup>	48	13	31	5,024	1,743	2,914	216	53	139
Connecticut Smart Start <sup>2</sup>	6	1	5	406	82	313	24	4	16
Delaware									
District of Columbia									
Florida <sup>3</sup>	248			92,585			8,130		
Georgia	216		216	31,569		31,569	3,928		3,928
Hawaii EOEL									
Hawaii SPCSP	176			87			3		
Illinois									
Iowa Shared Visions	12			646			76		
Iowa SWVPP									
Kansas									
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine	6			5,377			230		
Maryland									
Massachusetts CPPI <sup>6</sup>	12	5	7	1,069	392	538	273	92	161
Massachusetts Chapter 70 <sup>4</sup>	34	8	21	15,276	5,292	8,912	1,572	472	981
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP									
Mississippi	1		1	1,794		1,794	90		90
Missouri									
Nebraska									
Nevada									
New Jersey									
New Mexico <sup>3</sup>	19	6	13	6,202	1,947	4,255	390	91	299
New York									
North Carolina	192		192	12,449		12,449	1,828		1,828
North Dakota									
Ohio									
Oklahoma <sup>4</sup>	176	6	161	22,827	1,035	20,366	6,156	262	5,567
Oregon Pre-K	75			4,418			603		
Oregon Preschool Promise <sup>4</sup>	76	34	42	2,938	1,161	1,777			
Pennsylvania RTL									
Pennsylvania HSSAP	16	5	10	2,641	1,096	1,396			
Pennsylvania K4 & SBPK									
Pennsylvania PKC	66	25	38	14,931	5,035	9,267			
Rhode Island									
South Carolina <sup>7</sup>	16		16	9,780	75	9,680	2,136	14	2,118
Tennessee	146			10,827			826		
Texas <sup>5</sup>	2,607	436	2,171	175,389	29,082	146,307	6,991	902	6,089
Utah									
Vermont	12	7	5	7,666	3,693	3,404			
Virginia VPI									
Virginia Mixed Delivery	5	3	2	778	380	385	96	55	40
Washington ECEAP	316	66	250	10,117	4,315	5,802	1,423	598	825
Washington TK									
West Virginia									
Wisconsin									
Guam	42		42						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 18C. PRESCHOOL ENROLLMENT BY CHILD RACE**

STATE	Total	OTHER RACE		RACE IS UNSPECIFIED/NOT REPORTED		
		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama						
Alaska						
Arizona						
Arkansas	376	102	274	2,382	707	1,675
California CSPP						
California TK						
Colorado						
Connecticut CDCC				287	124	137
Connecticut SR <sup>4</sup>				1,727	669	845
Connecticut Smart Start <sup>2</sup>				54	7	47
Delaware						
District of Columbia						
Florida <sup>3</sup>				17,414		
Georgia				2,917		2,917
Hawaii EOEL						
Hawaii SPCSP				11		
Illinois						
Iowa Shared Visions				25		
Iowa SWVPP						
Kansas						
Kentucky						
Louisiana 8(g)						
Louisiana LA 4						
Louisiana NSECD						
Maine	205					
Maryland						
Massachusetts CPPI <sup>6</sup>				128	43	55
Massachusetts Chapter 70 <sup>4</sup>	7,999	2,324	5,081			
Michigan						
Minnesota HdSt						
Minnesota VPK/SRP						
Mississippi	171		171			
Missouri						
Nebraska						
Nevada						
New Jersey						
New Mexico <sup>3</sup>	4,474	28	4,446	68	33	35
New York						
North Carolina						
North Dakota						
Ohio						
Oklahoma <sup>4</sup>						
Oregon Pre-K	416			185		
Oregon Preschool Promise <sup>4</sup>	436	181	255	466	182	284
Pennsylvania RTL						
Pennsylvania HSSAP	997	413	538	604	272	291
Pennsylvania K4 & SBPK						
Pennsylvania PKC	3,467	1,186	2,186	3,003	1,171	1,735
Rhode Island						
South Carolina <sup>7</sup>	3,561	24	3,526	7		7
Tennessee				1,628		
Texas <sup>5</sup>						
Utah						
Vermont						
Virginia VPI						
Virginia Mixed Delivery				98	41	57
Washington ECEAP				949	399	550
Washington TK						
West Virginia						
Wisconsin						
Guam				15		15

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 19A. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY**

STATE	AMERICAN INDIAN OR ALASKA NATIVE			Total	ASIAN			BLACK OR AFRICAN AMERICAN		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds	
Alabama <sup>3</sup>	112		112	219		219	9,350		9,350	
Alaska										
Arizona										
Arkansas										
California CSPP <sup>6</sup>	411	166	234	7,512	3,052	4,151	6,890	2,829	3,715	
California TK										
Colorado										
Connecticut CDCC	5	3		28	15	9	441	179	169	
Connecticut SR <sup>4</sup>	132	43	81	323	133	170	3,135	1,200	1,639	
Connecticut Smart Start <sup>2</sup>	11	2	9	34	7	26	133	39	93	
Delaware										
District of Columbia	28	8	20	214	99	115	7,594	3,532	4,062	
Florida										
Georgia										
Hawaii EOEL	0%			20%			2%			
Hawaii SPCSP										
Illinois <sup>4</sup>	188	87	101	3,371	1,364	2,007	18,953	7,135	11,802	
Iowa Shared Visions										
Iowa SWVPP <sup>4</sup>	64	3	61	660	35	625	1,815	158	1,657	
Kansas <sup>9</sup>	354			695			1,903			
Kentucky <sup>4</sup>	29	4	25	482	85	397	2,797	435	2,362	
Louisiana 8(g)										
Louisiana LA 4										
Louisiana NSECD										
Maine										
Maryland										
Massachusetts CPPI										
Massachusetts Chapter 70										
Michigan <sup>6</sup>	215		215	829		829	11,437		11,437	
Minnesota HdSt										
Minnesota VPK/SRP	186		186	823		823	1,618		1,618	
Mississippi										
Missouri										
Nebraska	256	95	161	450	131	319	819	268	551	
Nevada										
New Jersey										
New Mexico										
New York <sup>5</sup>	1,380			19,829			27,625			
North Carolina										
North Dakota										
Ohio <sup>1</sup>	46			302	42	260	5,277	837	4,440	
Oklahoma										
Oregon Pre-K										
Oregon Preschool Promise										
Pennsylvania RTL										
Pennsylvania HSSAP										
Pennsylvania K4 & SBPK	25	3	20	331	98	230	2,579	747	1,784	
Pennsylvania PKC										
Rhode Island	9		9	82		82	384		384	
South Carolina										
Tennessee										
Texas										
Utah										
Vermont										
Virginia VPI <sup>2</sup>	64	2	62	843	54	789	7,386	604	6,782	
Virginia Mixed Delivery										
Washington ECEAP										
Washington TK <sup>3</sup>	56	2	53	328	13	311	291	5	283	
West Virginia	8		8	76	2	74	499	46	453	
Wisconsin	350		350	1,838	1	1,837	4,059	8	4,051	
Guam										

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 19B. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY**

STATE	HISPANIC OR LATINO			NATIVE HAWAIIAN / PACIFIC ISLANDER			WHITE		
	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama <sup>3</sup>	1,223		1,223	13		13	10,670		10,670
Alaska									
Arizona									
Arkansas									
California CSPP <sup>6</sup>	72,252	26,992	42,076	456	168	269	10,957	4,431	6,109
California TK									
Colorado									
Connecticut CDCC	206	85	102	1		1	817	332	367
Connecticut SR <sup>4</sup>	1,008	411	454	48	13	31	5,024	1,743	2,914
Connecticut Smart Start <sup>2</sup>	19	5	14	6	1	5	406	82	313
Delaware									
District of Columbia	1,743	760	983	16	7	9	2,686	1,309	1,377
Florida									
Georgia									
Hawaii EOEL	20%			19%			17%		
Hawaii SPCSP									
Illinois <sup>4</sup>	25,284	9,588	15,675	49	19	30	29,258	12,516	16,607
Iowa Shared Visions									
Iowa SWVPP <sup>4</sup>	3,122	197	2,925	117	8	109	19,723	1,142	18,581
Kansas <sup>9</sup>	5,774			61			19,312		
Kentucky <sup>4</sup>	2,200	411	1,789	23	7	16	12,548	3,468	9,080
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70									
Michigan <sup>6</sup>	3,881		3,881	43		43	19,610		19,610
Minnesota HdSt									
Minnesota VPK/SRP	1,144		1,144	24		24	2,894		2,894
Mississippi									
Missouri									
Nebraska	2,788	803	1,985	15	2	13	7,788	2,571	5,217
Nevada									
New Jersey									
New Mexico									
New York <sup>5</sup>	45,066			18,337			29,306		
North Carolina									
North Dakota									
Ohio <sup>1</sup>	1,622	243	1,379	22			9,019	1,308	7,711
Oklahoma									
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK	1,842	255	1,574	9	3	6	3,767	594	3,002
Pennsylvania PKC									
Rhode Island	792		792	2		2	715		715
South Carolina									
Tennessee									
Texas									
Utah									
Vermont									
Virginia VPI <sup>2</sup>	4,722	353	4,369	26		26	7,132	654	6,478
Virginia Mixed Delivery									
Washington ECEAP									
Washington TK <sup>3</sup>	1,678	108	1,529	49	1	46	2,435	126	2,214
West Virginia	228	27	201	10		10	11,623	1,067	10,556
Wisconsin	5,507	10	5,497	40		40	26,863	21	26,842
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 19C. PRESCHOOL ENROLLMENT BY CHILD RACE AND ETHNICITY

STATE	BIRACIAL/MULTI-RACIAL			Total	OTHER RACE		RACE IS UNSPECIFIED/NOT REPORTED		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama <sup>3</sup>	1,441		1,441	14		14	346		346
Alaska									
Arizona									
Arkansas									
California CSPP <sup>6</sup>	1,603	643	898						
California TK									
Colorado									
Connecticut CDCC	18	10	5				81	39	35
Connecticut SR <sup>4</sup>	216	53	139				719	258	391
Connecticut Smart Start <sup>2</sup>	24	4	16				35	2	33
Delaware									
District of Columbia	469	214	255						
Florida									
Georgia									
Hawaii EOEL	21%								
Hawaii SPCSP									
Illinois <sup>4</sup>	4,078	1,795	2,278						
Iowa Shared Visions									
Iowa SWVPP <sup>4</sup>	1,277	117	1,160						
Kansas <sup>9</sup>	1,987								
Kentucky <sup>4</sup>	1,444	264	1,180						
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70									
Michigan <sup>6</sup>	2,180		2,180						
Minnesota HdSt									
Minnesota VPK/SRP	538		538						
Mississippi									
Missouri									
Nebraska	530	153	377						
Nevada									
New Jersey									
New Mexico									
New York <sup>5</sup>	4,284								
North Carolina									
North Dakota									
Ohio <sup>1</sup>	1,712	280	1,432						
Oklahoma									
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK	878	230	639						
Pennsylvania PKC									
Rhode Island	380		380						
South Carolina									
Tennessee									
Texas									
Utah									
Vermont									
Virginia VPI <sup>2</sup>	1,498	107	1,391						
Virginia Mixed Delivery									
Washington ECEAP									
Washington TK <sup>3</sup>	402	8	384				5	4	1
West Virginia	645	34	611				158	2	156
Wisconsin	2,414	2	2,412						
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 20. AVAILABILITY OF PRESCHOOL ENROLLMENT BY FAMILY INCOME**

STATE	By free and/or reduced-price lunch (See Table 21)	By another measure of family income (See Table 22)	No
Alabama		✓	
Alaska			✓
Arizona		✓	
Arkansas		✓	
California CSPP		✓	
California TK			✓
Colorado			✓
Connecticut CDCC		✓	
Connecticut SR		✓	
Connecticut Smart Start		✓	
Delaware	✓		
District of Columbia		✓	
Florida			✓
Georgia		✓	
Hawaii EOEL		✓	
Hawaii SPCSP		✓	
Illinois		✓	
Iowa Shared Visions	✓		
Iowa SWVPP			✓
Kansas	✓		
Kentucky		✓	
Louisiana 8(g)			✓
Louisiana LA 4		✓	
Louisiana NSECD		✓	
Maine		✓	
Maryland			✓
Massachusetts CPPI		✓	
Massachusetts Chapter 70		✓	
Michigan		✓	
Minnesota HdSt <sup>†</sup>			✓
Minnesota VPK/SRP	✓		
Mississippi			✓
Missouri	✓		
Nebraska	✓		
Nevada		✓	
New Jersey			✓
New Mexico	✓		
New York			✓
North Carolina		✓	
North Dakota			✓
Ohio		✓	
Oklahoma	✓		
Oregon Pre-K		✓	
Oregon Preschool Promise		✓	
Pennsylvania RTL			✓
Pennsylvania HSSAP		✓	
Pennsylvania K4 & SBPK		✓	
Pennsylvania PKC		✓	
Rhode Island		✓	
South Carolina		✓	
Tennessee		✓	
Texas	✓		
Utah	✓		
Vermont	✓		
Virginia VPI		✓	
Virginia Mixed Delivery		✓	
Washington ECEAP	✓		
Washington TK	✓		
West Virginia			✓
Wisconsin	✓		
Guam	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 21. PRESCHOOL ENROLLMENT BY ELIGIBILITY FOR FREE AND/OR REDUCED-PRICE LUNCH**

STATE	FREE AND/OR REDUCED-PRICE LUNCH			Total	FREE LUNCH		REDUCED-PRICE LUNCH		
	Total	3-year-olds	4-year-olds		3-year-olds	4-year-olds	Total	3-year-olds	4-year-olds
Alabama									
Alaska									
Arizona									
Arkansas									
California CSPP									
California TK									
Colorado									
Connecticut CDCC									
Connecticut SR									
Connecticut Smart Start									
Delaware	844								
District of Columbia									
Florida									
Georgia									
Hawaii EOEL									
Hawaii SPCSP									
Illinois									
Iowa Shared Visions <sup>2</sup>				1,016					
Iowa SWVPP									
Kansas				11,251			1,650		
Kentucky									
Louisiana 8(g)									
Louisiana LA 4									
Louisiana NSECD									
Maine									
Maryland									
Massachusetts CPPI									
Massachusetts Chapter 70									
Michigan									
Minnesota HdSt									
Minnesota VPK/SRP <sup>8</sup>	4,915		4,915						
Mississippi									
Missouri <sup>1</sup>				5,441	817	4,534	934	103	822
Nebraska				5,668	1,748	3,920	963	292	671
Nevada									
New Jersey									
New Mexico				7,883			752		
New York									
North Carolina									
North Dakota									
Ohio									
Oklahoma <sup>4</sup>	7,911	421	7,232	11,994	479	10,732	2,640	58	2,412
Oregon Pre-K									
Oregon Preschool Promise									
Pennsylvania RTL									
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK									
Pennsylvania PKC									
Rhode Island									
South Carolina									
Tennessee									
Texas				142,362	23,074	119,288	13,478	1,449	12,029
Utah <sup>4</sup>	1,855								
Vermont				2,443	1,194	1,051	487	237	210
Virginia VPI									
Virginia Mixed Delivery									
Washington ECEAP <sup>5</sup>				11,888	4,992	6,896	2,229	936	1,293
Washington TK <sup>4</sup>				2,292	58	2,157	417	4	399
West Virginia									
Wisconsin	16,698	11	16,687						
Guam	57		57						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 22. PRESCHOOL ENROLLMENT BY OTHER MEASURES OF FAMILY INCOME

STATE	Preschool enrollment by family income
Alabama <sup>4</sup>	Poverty Indicator Count: 14,322 4-year-olds; Non-poverty Indicator Count: 9,066 4-year-olds
Alaska	
Arizona <sup>5</sup>	Below 100% FPL: 2,063 children (714 3-year-olds; 1,110 4-year-olds; 239 5-year-olds); 100%-149% FPL: 1,350 children (521 3-year-olds; 697 4-year-olds; 132 5-year-olds); 150% - 200% FPL: 2,575 children (973 3-year-olds; 1,307 4-year-olds; 295 5-year-olds)
Arkansas <sup>7</sup>	Up to 200% of FPL: 18,049 children (6,292 3-year-olds; 11,757 4-year-olds); 200% - 250% FPL on sliding fee: 284 children (100 3-year-olds; 184 4-year-olds)
California CSPP <sup>7</sup>	At or below 100% SMI: 98,854 (37,791 3-year-olds; 56,742 4-year-olds); Above 100% SMI: 1,216 (487 3-year-olds; 702 4-year-olds)
California TK	
Colorado	
Connecticut CDCC	Less than 50% of SMI: 1,200 children (487 3-year-olds; 539 4-year-olds); 50%-75% of SMI: 213 children (92 3-year-olds; 82 4-year-olds); Greater than 75% of SMI: 137 children (60 3-year-olds; 53 4-year-olds); Income Not Disclosed: 47 children (24 3-year-olds; 14 4-year-olds)
Connecticut SR	Less than 50% of SMI: 7,545 children (2,699 3-year-olds; 4,181 4-year-olds); 50%-75% of SMI: 1,234 children (487 3-year-olds; 654 4-year-olds); Greater than 75% of SMI: 1,324 children (506 3-year-olds; 696 4-year-olds); Income Not Disclosed: 502 children (162 3-year-olds; 288 4-year-olds)
Connecticut Smart Start	Less than 50% of SMI: 240 children (67 3-year-olds; 171 4-year-olds); 50%-75% of SMI: 81 children (15 3-year-olds; 64 4-year-olds); Greater than 75% of SMI: 142 children (23 3-year-olds; 117 4-year-olds); Income Not Disclosed: 205 children (37 3-year-olds; 157 4-year-olds)
Delaware	
District of Columbia	Free Lunch: 978 children (516 3-year-olds; 462 4-year-olds); Reduced-Price Lunch: 162 children (92 3-year-olds; 70 4-year-olds); Community Eligibility Provision (CEP): 8,456 children (3,919 3-year-olds; 4,537 4-year-olds)
Florida	
Georgia <sup>3</sup>	Category One: 34,600 4-year-olds; Category Two: 38,862 4-year-olds
Hawaii EOEL	At or below 300% FPL: 425 4-year-olds
Hawaii SPCSP <sup>3</sup>	At or below 300% FPL: 245 children; Above 300% FPL: 46 children; Not Disclosed: 33 children
Illinois	50% or below FPL: 15,814 children (5,787 3-year-olds; 10,008 4-year-olds; 19 5-year-olds); 51% to 100% FPL: 18,282 children (7,230 3-year-olds; 11,014 4-year-olds; 38 5-year-olds); 101% to 200% FPL: 25,794 children (10,769 3-year-olds; 14,965 4-year-olds; 60 5-year-olds); 201% to 400% FPL: 10,058 (4,063 3-year-olds; 5,970 4-year-olds; 25 5-year-olds); Above 400% FPL: 8,139 (2,946 3-year-olds; 5,173 4-year-olds; 20 5-year-olds); Data not collected: 3,094 children (1,709 3-year-olds; 1,370 4-year-olds; and 15 5-year-olds)
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky <sup>5</sup>	At or below 160% FPL: 10,617 4-year-olds; Above 160% FPL: 4,232 4-year-olds
Louisiana 8(g)	
Louisiana LA 4 <sup>5</sup>	At or below 200% FPL: 15,731 4-year-olds
Louisiana NSECD <sup>2</sup>	At or below 200% FPL: 1,001 children (155 3-year-olds; 846 4-year-olds)
Maine <sup>4</sup>	Not economically disadvantaged: 3,725 children; Economically disadvantaged: 2,512 children
Maryland	
Massachusetts CPP1 <sup>7</sup>	Family income \$0-\$30,000: 503 children (219 3-year-olds; 245 4-year-olds); Family Income \$30,000-\$60,000: 302 children (134 3-year-olds; 135 4-year-olds); Family income \$60,000-\$90,000: 82 children (38 3-year-olds; 37 4-year-olds); Family income \$90,000-\$125,000: 42 children (17 3-year-olds; 20 4-year-olds); Family income over \$125,000: 148 children (5 3-year-olds; 36 4-year-olds)
Massachusetts Chapter 70	Low Income: 14,188 children (4,250 3-year-olds; 8,836 4-year-olds; 1,102 5-year-olds)
Michigan <sup>6</sup>	Income Eligible: Less than 250% FPL: 34,377 4-year-olds; Over-income: 3,818 4-year-olds
Minnesota HdSt	
Minnesota VPK/SRP	
Mississippi	
Missouri	
Nebraska	
Nevada	At or below 200% FPL: 2,481 4-year-olds
New Jersey	
New Mexico	
New York	
North Carolina	Above 75% SMI: 2,539 4-year-olds; At or Below 75% SMI: 23,145 4-year-olds
North Dakota	
Ohio	Below 200% FPL: 18,000 children (2,724 3-year-olds; 15,276 4-year-olds)
Oklahoma	
Oregon Pre-K <sup>8</sup>	Less than 100% FPL: 1,855 children; 101-130% FPL: 548 children; Other/Unknown: 4,074
Oregon Preschool Promise <sup>5</sup>	0-100% FPL: 1,225 children; 101-130% FPL: 635 children; 131-200% FPL: 1,521 children
Pennsylvania RTL	
Pennsylvania HSSAP	0-100% FPL: 5,152 children (2,131 3-year-olds; 2,774 4-year-olds); 101-130% FPL: 547 children (216 3-year-olds; 301 4-year-olds); 131-200% FPL: 431 children (180 3-year-olds; 198 4-year-olds); Above 200% FPL: 176 children (71 3-year-olds; 193 4-year-olds)
Pennsylvania K4 & SBPK <sup>2</sup>	Economically Disadvantaged: 6,795 children (1,417 3-year-olds; 5,250 4-year-olds)
Pennsylvania PKC	0-100% FPL: 12,446 children (4,283 3-year-olds; 7,651 4-year-olds); 101-130% FPL: 3,955 children (1,392 3-year-olds; 2,402 4-year-olds); 131-200% FPL: 7,976 children (2,923 3-year-olds; 4,787 4-year-olds); Above 200% FPL: 5,917 children (2,206 3-year-olds; 3,515 4-year-olds)
Rhode Island	Below 185% FPL: 1,434 4-year-olds; Above 185% FPL: 930 4-year-olds
South Carolina <sup>8</sup>	185% FPL (Pupil in Poverty): 20,434 children (145 3-year-olds; 20,248 4-year-olds)
Tennessee	Below 185% FPL: 16,671 children (968 3-year-olds; 15,703 4-year-olds)
Texas	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 22. PRESCHOOL ENROLLMENT BY OTHER MEASURES OF FAMILY INCOME** (continued)

STATE	Preschool enrollment by family income
Utah	
Vermont	
Virginia VPI <sup>2, 6</sup>	At or below 200% FPL: 17,969 children; 201 to 350% FPL: 2,794 children; 351% FPL and above: 877 children; Missing data: 31 children
Virginia Mixed Delivery <sup>9</sup>	At or below 200% FPL: 1,525 children (783 3-year-olds; 728 4-year-olds; 14 5-year-olds); 201% FPL and above: 313 children (155 3-year-olds; 154 4-year-olds; 4 5-year-olds)
Washington ECEAP	
Washington TK	
West Virginia	
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 23A. PRESCHOOL ENROLLMENT BY PROGRAM LOCATION**

STATE	Public Schools	Head Start	Private Agencies	Faith-Based Centers	Family Child Care Homes
Alabama	17,834	1,651	2,724	718	
Alaska	1,040				
Arizona <sup>6</sup>	1,904		3,970		256
Arkansas	15,507	899	2,769	41	32
California CSPP <sup>8</sup>	69,848		27,684		
California TK <sup>4</sup>	109,000				
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start <sup>3</sup>	657				
Delaware	446	180	328		
District of Columbia <sup>6</sup>			1,001		
Florida <sup>4</sup>	38,909		119,208		230
Georgia	39,790	3,991	29,116		
Hawaii EOEL	380				
Hawaii SPCSP	324				
Illinois <sup>5</sup>	71,341		9,840		
Iowa Shared Visions	659	302	115	30	
Iowa SWVPP	20,793	320	2,488	3,487	
Kansas					
Kentucky					
Louisiana 8(g)	1,725				
Louisiana LA 4	15,534	53	144		
Louisiana NSECD			388	613	
Maine					
Maryland <sup>4</sup>	30,716	265	926		
Massachusetts CPPI	622	310	1,195		13
Massachusetts Chapter 70 <sup>5</sup>					
Michigan	26,617	5,079	6,444		
Minnesota HdSt					
Minnesota VPK/SRP <sup>9</sup>					
Mississippi	3,548	1,462	319		
Missouri	6,375				
Nebraska					
Nevada	1,851	252	378		
New Jersey <sup>4</sup>	36,162		22,225		
New Mexico	6,817	215	5,564	490	117
New York	60,581	8,288	71,499	5,422	4,090
North Carolina	13,507	3,042	9,135		
North Dakota <sup>8</sup>	499		22		
Ohio <sup>2</sup>	13,256		4,744		
Oklahoma					
Oregon Pre-K	687	5,791			
Oregon Preschool Promise <sup>6</sup>	1,775	760	1,617		1,055
Pennsylvania RTL					
Pennsylvania HSSAP	368	4,149	1,789		
Pennsylvania K4 & SBPK	9,431				
Pennsylvania PKC	6,172	7,653	16,469		
Rhode Island	664	918	782		
South Carolina	23,162		2,424	517	
Tennessee <sup>3</sup>					
Texas					
Utah	1,515		472		
Vermont <sup>5</sup>	7,521		812		
Virginia VPI <sup>2,7</sup>	20,765		905		
Virginia Mixed Delivery			1,808		30
Washington ECEAP	9,326	1,581	3,319	318	316
Washington TK	5,244				
West Virginia					
Wisconsin					
Guam	57				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 23B. PRESCHOOL ENROLLMENT BY PROGRAM LOCATION**

STATE	Other Agency
Alabama	University-operated: 286; Private schools: 175
Alaska	
Arizona <sup>6</sup>	39
Arkansas	
California CSPP <sup>8</sup>	2,549
California TK <sup>4</sup>	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start <sup>3</sup>	
Delaware	
District of Columbia <sup>6</sup>	DCPS: 5,573; PCS: 6,215
Florida <sup>4</sup>	
Georgia	565
Hawaii EOEL	
Hawaii SPCSP	
Illinois <sup>5</sup>	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland <sup>4</sup>	
Massachusetts CPPI	
Massachusetts Chapter 70 <sup>5</sup>	
Michigan	
Minnesota HdSt	
Minnesota VPK/SRP <sup>9</sup>	
Mississippi	
Missouri	
Nebraska	
Nevada	
New Jersey <sup>4</sup>	
New Mexico	Tribal Centers: 24
New York	Charter schools, BOCES, libraries, museums, other CBOs: 5,632
North Carolina	
North Dakota <sup>8</sup>	18
Ohio <sup>2</sup>	
Oklahoma	
Oregon Pre-K	
Oregon Preschool Promise <sup>6</sup>	35
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	
South Carolina	Charter Schools: 125; Non-profit Independent Schools: 66
Tennessee <sup>3</sup>	
Texas	
Utah	
Vermont <sup>5</sup>	
Virginia VPI <sup>2,7</sup>	
Virginia Mixed Delivery	
Washington ECEAP	Tribal, city, government, & higher education settings: 948
Washington TK	
West Virginia	Properties owned by county boards of education: 707; Properties not owned by county boards of education: 223
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 24. PRESCHOOL ENROLLMENT BY OPERATING SCHEDULE**

STATE	Extended Day	School Day	Part Day	Determined locally	Other
Alabama	23,388				
Alaska <sup>8</sup>					
Arizona <sup>7</sup>					
Arkansas <sup>8</sup>	19,248				
California CSPP <sup>9</sup>	34,138		65,943		
California TK					
Colorado <sup>4</sup>		7,980	13,360		
Connecticut CDCC <sup>5</sup>					
Connecticut SR	6,703	2,146	1,692		
Connecticut Smart Start		668			
Delaware <sup>2</sup>			954		
District of Columbia	12,789				
Florida	4,291	26,562	124,815		
Georgia	73,462				
Hawaii EOEL <sup>4</sup>		380			
Hawaii SPCSP		324			
Illinois <sup>6</sup>		26,016	55,149		
Iowa Shared Visions	889	114	103		
Iowa SWVPP	6,365	2,157	18,566		
Kansas					
Kentucky <sup>6</sup>	7,560	3,174	8,067	722	
Louisiana 8(g)		1,725			
Louisiana LA 4		15,731			
Louisiana NSECD		1,001			
Maine <sup>5</sup>					
Maryland	21,332		10,575		
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan	36,860		1,280		
Minnesota HdSt					
Minnesota VPK/SRP <sup>10</sup>	73 sites	71 sites	78 sites		✓
Mississippi		5,329			
Missouri					
Nebraska <sup>4</sup>					✓
Nevada <sup>4</sup>		2,481			
New Jersey <sup>5</sup>		57,469	918		
New Mexico		12,017	1,210		
New York		140,456	15,056		
North Carolina	25,684				
North Dakota		204	335		
Ohio <sup>3</sup>			18,000		
Oklahoma <sup>5</sup>		34,922	2,919	1,141	
Oregon Pre-K					
Oregon Preschool Promise	2,802	2,440			
Pennsylvania RTL					
Pennsylvania HSSAP		5,911	395		
Pennsylvania K4 & SBPK		7,819	1,612		
Pennsylvania PKC		29,146	1,148		
Rhode Island <sup>5</sup>		2,364			
South Carolina <sup>9</sup>	15,848			10,446	
Tennessee		17,837			
Texas <sup>6</sup>		215,813	25,532		
Utah <sup>7</sup>		466	1,521		
Vermont					
Virginia VPI <sup>2,8</sup>		21,258	1,072		
Virginia Mixed Delivery	1,838				
Washington ECEAP	865	5,994	8,949		
Washington TK		5,234	10		
West Virginia <sup>3</sup>		13,194	537		
Wisconsin					
Guam		57			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 25. DAILY AND WEEKLY PRESCHOOL OPERATING SCHEDULES USING STATE FUNDS

STATE	Minimum hours per day	Days per week
Alabama	6.5	5 days per week
Alaska <sup>9</sup>	Determined locally	Determined locally
Arizona <sup>8</sup>	34 hours per month	Other
Arkansas <sup>8</sup>	7	5 days per week
California CSPP <sup>9</sup>	3	5 days per week
California TK <sup>5</sup>	3	5 days per week
Colorado <sup>5</sup>	2.5	Determined locally
Connecticut CDCC <sup>6</sup>	10	5 days per week
Connecticut SR <sup>5</sup>	2.5	5 days per week
Connecticut Smart Start <sup>4</sup>	6	5 days per week
Delaware <sup>3</sup>	3.5	5 days per week
District of Columbia	6.5	5 days per week
Florida <sup>5</sup>	Minimum of 3 hours per day	Determined locally
Georgia	6.5	5 days per week
Hawaii EOEL <sup>5</sup>	Aligned to the Hawai'i DOE's school-day schedule (30.5 hours per week)	5 days per week
Hawaii SPCSP <sup>4</sup>	Aligned to the Hawai'i public school-day schedule (30.5 hours per week)	5 days per week
Illinois	2.5	5 days per week
Iowa Shared Visions <sup>3</sup>	No minimum requirement	Determined locally
Iowa SWVPP <sup>5</sup>	At least 10 hours per week	Determined locally
Kansas	465 hours per year	Determined locally
Kentucky <sup>7</sup>	2.5	Determined locally
Louisiana 8(g) <sup>4</sup>	6	5 days per week
Louisiana LA 4 <sup>6</sup>	6	5 days per week
Louisiana NSECD <sup>3</sup>	6	5 days per week
Maine <sup>6</sup>	2	Determined locally
Maryland <sup>5</sup>	2.5	5 days per week
Massachusetts CPPI	6	5 days per week
Massachusetts Chapter 70 <sup>6</sup>	Determined locally	Determined locally
Michigan <sup>7</sup>	3 hours per day for part-day programs	4 days per week
Minnesota HdSt <sup>5</sup>	Per Federal Head Start Performance standards	Determined locally
Minnesota VPK/SRP <sup>11</sup>	Minimum of 350 instructional hours per year	Determined locally
Mississippi <sup>6</sup>	4	5 days per week
Missouri	No minimum requirement	Determined locally
Nebraska <sup>5</sup>	12 hours per week	Determined locally
Nevada <sup>5</sup>	5 hours/day or 25 hours/week	Determined locally
New Jersey <sup>5</sup>	6 (Abbott/Expansion); 2.5 (ECPA and ELLI)	5 days per week
New Mexico	3	Determined locally
New York <sup>6</sup>	2.5	5 days per week
North Carolina	6.5	5 days per week
North Dakota <sup>9</sup>	400 hours	Determined locally
Ohio <sup>3</sup>	2.5	Determined locally
Oklahoma <sup>6</sup>	2.5	5 days per week
Oregon Pre-K <sup>9</sup>	3.5	Determined locally
Oregon Preschool Promise <sup>7</sup>	6	4 days per week
Pennsylvania RTL	2.5	5 days per week
Pennsylvania HSSAP <sup>2</sup>	3.5	Determined locally
Pennsylvania K4 & SBPK	2.5	5 days per week
Pennsylvania PKC <sup>3</sup>	2.5	5 days per week
Rhode Island	6	5 days per week
South Carolina <sup>9</sup>	CERDEP: 6.5; EIA 4K: 4	5 days per week
Tennessee	5.5 hours of instruction (excluding nap)	5 days per week
Texas <sup>7</sup>	32,400 minutes/year (part-day, PK3); 75,600 minutes/year (full-day, PK4)	Determined locally
Utah <sup>9</sup>	Determined Locally	Determined locally
Vermont <sup>6</sup>	10 hours per week	Determined locally
Virginia VPI <sup>9</sup>	Half day: 3 hours; Full day: 5.5 hours	5 days per week
Virginia Mixed Delivery	6.5 hours per day	5 days per week
Washington ECEAP <sup>6</sup>	3 hours	Determined locally
Washington TK <sup>5</sup>	Full-day: 1,000 hours/year; 27.75 hours/week	5 days per week
West Virginia <sup>4</sup>	1,500 minutes (25 hours) per week	At least 4 days per week
Wisconsin <sup>6</sup>	2.5	Determined locally
Guam	6	5 days per week

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 26. ANNUAL OPERATING SCHEDULE FOR PRESCHOOL USING STATE FUNDS

STATE	Hours per year	Annual operating schedule
Alabama	1,170	School year or academic year
Alaska <sup>9</sup>	Determined locally	Determined locally
Arizona <sup>8</sup>	Part-day: 400; Full-day: 1,120	Determined locally
Arkansas <sup>8</sup>	1,246	School year or academic year
California CSPP <sup>9</sup>	Part Day/Part Year: minimum of 175 days/year; Full Day/Full Year: minimum of 246 days/year	Determined locally
California TK <sup>5</sup>	600	Determined locally
Colorado	Half-day: 360; Full-day: 720	School year or academic year
Connecticut CDCC <sup>7</sup>	Minimum of 1,560 hours/year	Full calendar year
Connecticut SR	Full-day/full-year: 2,500; School-day: 1,080; Part-day: 450	Determined locally
Connecticut Smart Start	1,080	School year or academic year
Delaware <sup>4</sup>	At least 560	160 days per year
District of Columbia <sup>7</sup>	1,170	School year or academic year
Florida <sup>5</sup>	School-Year Programs: 540 hours; Summer Programs: 300 hours	Determined locally
Georgia	1,170	School year or academic year
Hawaii EOEL <sup>6</sup>	1,080	School year or academic year
Hawaii SPCSP <sup>4</sup>	1,080	School year or academic year
Illinois	2.5 to 5 hours/day, 5 days/week for approximately 165 days/year	School year or academic year
Iowa Shared Visions	Determined locally	Determined locally
Iowa SWVPP <sup>6</sup>	Approximately 350	Determined locally
Kansas	465	School year or academic year
Kentucky <sup>8</sup>	Unknown	School year or academic year
Louisiana 8(g)	1,062	School year or academic year
Louisiana LA 4	1,062	School year or academic year
Louisiana NSECD	1,050	School year or academic year
Maine <sup>6</sup>	Minimally 350 hours per year	School year or academic year
Maryland	Part-Day: 839.79; Extended-Day: 1,255.34	School year or academic year
Massachusetts CPP <sup>8</sup>	Determined locally	Determined locally
Massachusetts Chapter 70	Determined locally	Determined locally
Michigan <sup>7</sup>	Part-day: 360; School-day: 780	Determined locally
Minnesota HdSt <sup>5</sup>	Per Federal Head Start Performance Standards	Determined locally
Minnesota VPK/SRP <sup>12, 13</sup>	Minimum of 350 hours required; Funded up to 510 hours.	School year or academic year
Mississippi	Part-time: 540 hours; Full-time: 1,080 hours	School year or academic year
Missouri	522 hours/year (part-day); 1,044 hours/year (school-day)	School year or academic year
Nebraska <sup>5</sup>	450 if receiving a grant or qualified to have State Aid calculated	School year or academic year
Nevada <sup>6</sup>	Determined locally	Determined locally
New Jersey <sup>5</sup>	1,080	School year or academic year
New Mexico <sup>4</sup>	Part-day: 450 instructional hours; Extended-day: 900 instructional hours	Determined locally
New York	Part-day: 450; Full-day: 900	School year or academic year
North Carolina <sup>5</sup>	1,170	School year or academic year
North Dakota <sup>9</sup>	400	Determined locally
Ohio <sup>3</sup>	455	School year or academic year
Oklahoma <sup>6</sup>	1,080 hours or 175 school days	School year or academic year
Oregon Pre-K <sup>9</sup>	Per Head Start Program Performance Standards for the models selected	Determined locally
Oregon Preschool Promise <sup>7</sup>	900	School year or academic year
Pennsylvania RTL	450 to 900	School year or academic year
Pennsylvania HSSAP <sup>3</sup>	448 to 1380	Determined locally
Pennsylvania K4 & SBPK <sup>3</sup>	450 to 900	School year or academic year
Pennsylvania PKC	At least 180 days	School year or academic year
Rhode Island	1,080	School year or academic year
South Carolina <sup>9</sup>	CERDEP: 1,170 (public), 1,170 (First Steps); EIA 4K: 720	School year or academic year
Tennessee <sup>4</sup>	990	School year or academic year
Texas	540 (3-year-olds); 1,260 (4-year-olds)	School year or academic year
Utah	Determined locally	Determined locally
Vermont	350	School year or academic year
Virginia VPI	990 hours or 180 days	School year or academic year
Virginia Mixed Delivery	1,560 hours, at minimum (240 days, at least 6.5 hours/day)	Full calendar year
Washington ECEAP <sup>7</sup>	Part-day 360; School-day 1,000; Working-Day 2,370	School year (part-day and school-day models); Full calendar year (working-day model)
Washington TK <sup>5</sup>	1,000 instructional hours/year	School year or academic year
West Virginia	800 hours (48,000 minutes) per year	School year or academic year
Wisconsin <sup>7</sup>	437 hours of direct instruction (or 349.5 hours of direct instruction and 87.5 hours of parent outreach).	Determined locally
Guam	1,080	School year or academic year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 27. MINIMUM AGE FOR PRESCHOOL AND KINDERGARTEN ELIGIBILITY

STATE	Minimum age for preschool	Minimum age for kindergarten
Alabama	4 by September 1	5 by September 1
Alaska	3 by locally determined date	5 by September 1
Arizona <sup>9</sup>	No minimum age	5 by September 1
Arkansas <sup>9</sup>	3 by August 1	5 by August 1
California CSPP <sup>10</sup>	3 by June 30	5 by September 1
California TK <sup>6</sup>	5 by February 2	5 by September 1
Colorado <sup>6</sup>	3 on or before October 1 in alignment with school district kindergarten entry policy	5 on or before October 1 in alignment with school district kindergarten entry policy
Connecticut CDCC <sup>8</sup>	2 years, 8 months at enrollment	5 on or before January 1
Connecticut SR <sup>6</sup>	2 years, 8 months at enrollment	5 on or before January 1
Connecticut Smart Start <sup>5</sup>	No minimum age	5 on or before January 1
Delaware <sup>5</sup>	3 by August 31	5 by August 31
District of Columbia <sup>8</sup>	3 by September 30	5 by September 30
Florida	4 years old on or before September 1	5 years old on or before September 1
Georgia <sup>4</sup>	4 by September 1	5 by September 1
Hawaii EOEL	4 on or before July 31	5 on or before July 31
Hawaii SPCSP <sup>5</sup>	Age 3 on or before July 31	Age 5 on or before July 31
Illinois <sup>7</sup>	3 by September 1	5 by September 1
Iowa Shared Visions <sup>4</sup>	3 by September 15	5 by September 15
Iowa SWVPP <sup>7</sup>	4 on or before September 15	5 on or before September 15
Kansas	3 years old by August 31	5 years old by August 31
Kentucky <sup>9</sup>	3 by August 1	5 by August 1
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA 4	4 by September 30	5 by September 30
Louisiana NSECD	3 by September 30	5 by September 30
Maine	4 by October 15	5 by October 15
Maryland <sup>6</sup>	4 by September 1	5 by September 1
Massachusetts CPPI <sup>9</sup>	2 years, 9 months by locally determined date	5 by locally determined date
Massachusetts Chapter 70 <sup>7</sup>	3 by locally determined date	5 by locally determined date
Michigan <sup>8</sup>	4 by September 1	5 by September 1
Minnesota HdSt <sup>4</sup>	3 per Federal Head Start Performance Standards	5 by September 1
Minnesota VPK/SRP	4 by September 1	5 by September 1
Mississippi	4 by September 1	5 by September 1
Missouri	3 by July 31	5 by July 31
Nebraska	Determined locally	5 by August 1
Nevada	4 by August 1	5 by August 1
New Jersey <sup>6</sup>	3 by locally determined date	5 by locally determined date
New Mexico	3 prior to September 1	5 prior to September 1
New York <sup>7</sup>	3 by December 1	5 by December 1
North Carolina <sup>5</sup>	4 by August 31	5 by August 31
North Dakota <sup>10</sup>	4-years old before August 1st in the year of enrollment	5-years old before August 1st in the year of enrollment
Ohio <sup>4</sup>	4 by August 1 or September 30	5 by August 1 or September 30
Oklahoma <sup>7</sup>	4 by September 1	5 by September 1
Oregon Pre-K <sup>10</sup>	3 by locally determined date	5 by September 1
Oregon Preschool Promise <sup>8</sup>	3 by September 1	5 by September 1
Pennsylvania RTL	Determined locally	Determined locally
Pennsylvania HSSAP <sup>4</sup>	Determined locally	Determined locally
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania PKC <sup>4</sup>	Determined locally	Determined locally
Rhode Island	4 by September 1	5 by September 1
South Carolina <sup>10</sup>	4 by September 1	5 by September 1
Tennessee <sup>5</sup>	3 or 4 by August 15	5 by August 15
Texas	3 by September 1	5 by September 1
Utah <sup>7</sup>	3 at the time of enrollment	5 before September 2nd
Vermont <sup>7</sup>	3 by locally determined date	5 by locally determined date
Virginia VPI <sup>10</sup>	3 by September 30 (3-year-old slots) or 4 by September 30 (4-year-old slots)	5 by September 30
Virginia Mixed Delivery	3 by September 30	5 by September 30
Washington ECEAP	3 by August 31	5 by August 31
Washington TK <sup>6</sup>	4 on August 31	5 by August 31
West Virginia <sup>5</sup>	4 before July 1	5 before July 1
Wisconsin <sup>8</sup>	4 on or by September 1	5 on or by September 1
Guam	4 by July 31	5 by July 31

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 28A. ENROLLMENT IN STATE-FUNDED PRESCHOOL IF AGE ELIGIBLE FOR KINDERGARTEN**

STATE	At the local program's discretion	Per parent request	Children may repeat 4-year-old preschool	For children with documented disabilities	For children who are not developmentally ready for kindergarten
Alabama					
Alaska					
Arizona					
Arkansas <sup>9</sup>					
California CSPP <sup>11</sup>	✓	✓			
California TK <sup>7</sup>	✓	✓		✓	✓
Colorado			Not reported		
Connecticut CDCC					
Connecticut SR <sup>7</sup>	✓	✓	✓	✓	✓
Connecticut Smart Start					
Delaware					
District of Columbia <sup>9</sup>	✓				
Florida <sup>7</sup>					
Georgia <sup>4</sup>	✓	✓	✓	✓	✓
Hawaii EOEL					
Hawaii SPCSP <sup>6</sup>					
Illinois <sup>8</sup>					
Iowa Shared Visions <sup>4</sup>	✓				
Iowa SWVPP <sup>8</sup>	✓				
Kansas <sup>10</sup>	✓	✓	✓	✓	
Kentucky <sup>9</sup>					
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine <sup>7</sup>	✓				
Maryland <sup>6</sup>					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt <sup>7</sup>					
Minnesota VPK/SRP					
Mississippi					
Missouri	✓				
Nebraska <sup>6</sup>					
Nevada					
New Jersey					
New Mexico					
New York					
North Carolina <sup>7</sup>					
North Dakota	✓				
Ohio					
Oklahoma <sup>8</sup>	✓			✓	✓
Oregon Pre-K					
Oregon Preschool Promise <sup>8</sup>					
Pennsylvania RTL	✓				
Pennsylvania HSSAP <sup>5</sup>					
Pennsylvania K4 & SBPK	✓				
Pennsylvania PKC					
Rhode Island					
South Carolina <sup>10</sup>				✓	✓
Tennessee					
Texas <sup>8</sup>		✓	✓		
Utah <sup>7</sup>					
Vermont <sup>8</sup>		✓		✓	✓
Virginia VPI <sup>11</sup>					
Virginia Mixed Delivery		✓			✓
Washington ECEAP					
Washington TK					
West Virginia <sup>6</sup>	✓				
Wisconsin <sup>9</sup>		✓		✓	
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 28B. ENROLLMENT IN STATE-FUNDED PRESCHOOL IF AGE ELIGIBLE FOR KINDERGARTEN**

STATE	Only if they have not yet attended 4-year-old preschool or transitional K	No	No state policy	Other
Alabama		✓		
Alaska				Determined locally
Arizona		✓		
Arkansas <sup>9</sup>				✓
California CSPP <sup>11</sup>				
California TK <sup>7</sup>	✓			
Colorado				
Connecticut CDCC		✓		
Connecticut SR <sup>7</sup>				
Connecticut Smart Start			✓	
Delaware		✓		
District of Columbia <sup>9</sup>				✓
Florida <sup>7</sup>				✓
Georgia <sup>4</sup>	✓			
Hawaii EOEL		✓		
Hawaii SPCSP <sup>6</sup>				✓
Illinois <sup>8</sup>		✓		
Iowa Shared Visions <sup>4</sup>				
Iowa SWVPP <sup>8</sup>				✓
Kansas <sup>10</sup>				
Kentucky <sup>9</sup>				✓
Louisiana 8(g)		✓		
Louisiana LA 4		✓		
Louisiana NSECD		✓		
Maine <sup>7</sup>				
Maryland <sup>6</sup>				Determined locally
Massachusetts CPPI		✓		
Massachusetts Chapter 70			✓	
Michigan		✓		
Minnesota HdSt <sup>7</sup>		✓		
Minnesota VPK/SRP		✓		
Mississippi			✓	
Missouri				
Nebraska <sup>6</sup>				✓
Nevada		✓		
New Jersey		✓		
New Mexico		✓		
New York		✓		
North Carolina <sup>7</sup>		✓		
North Dakota				
Ohio		✓		
Oklahoma <sup>8</sup>				
Oregon Pre-K		✓		
Oregon Preschool Promise <sup>8</sup>		✓		
Pennsylvania RTL				
Pennsylvania HSSAP <sup>5</sup>				✓
Pennsylvania K4 & SBPK				
Pennsylvania PKC		✓		
Rhode Island		✓		
South Carolina <sup>10</sup>	✓ (First Steps only)			
Tennessee		✓		
Texas <sup>8</sup>				
Utah <sup>7</sup>		✓		
Vermont <sup>8</sup>				
Virginia VPI <sup>11</sup>				✓
Virginia Mixed Delivery				
Washington ECEAP		✓		
Washington TK			✓	
West Virginia <sup>6</sup>				✓
Wisconsin <sup>9</sup>				✓
Guam		✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 29. ELIGIBILITY FOR STATE-FUNDED PRESCHOOL (BEYOND AGE)

STATE	All age-eligible children are eligible for preschool	Eligibility is determined by individual child or family characteristics
Alabama	✓	
Alaska <sup>10</sup>		✓
Arizona <sup>10</sup>		✓
Arkansas <sup>10</sup>		✓
California CSPP <sup>12</sup>		✓
California TK <sup>6</sup>	✓	
Colorado <sup>7</sup>		✓
Connecticut CDCC <sup>9</sup>		✓
Connecticut SR <sup>6</sup>		✓
Connecticut Smart Start <sup>6</sup>		✓
Delaware <sup>5</sup>		✓
District of Columbia	✓	
Florida <sup>8</sup>	✓	
Georgia	✓	
Hawaii EOEL <sup>7</sup>		✓
Hawaii SPCSP <sup>7</sup>	✓	
Illinois <sup>9</sup>		✓
Iowa Shared Visions <sup>5</sup>		✓
Iowa SWVPP <sup>9</sup>	✓	
Kansas <sup>11</sup>		✓
Kentucky <sup>10</sup>		✓
Louisiana 8(g) <sup>5</sup>		✓
Louisiana LA 4		✓
Louisiana NSECD		✓
Maine <sup>8</sup>	✓	
Maryland <sup>7</sup>		✓
Massachusetts CPPI <sup>10</sup>	✓	
Massachusetts Chapter 70 <sup>7</sup>	✓	
Michigan <sup>9</sup>		✓
Minnesota HdSt <sup>8</sup>		✓
Minnesota VPK/SRP <sup>14</sup>	✓	
Mississippi <sup>7</sup>		✓ for some programs
Missouri <sup>2</sup>		✓
Nebraska <sup>7</sup>		✓
Nevada <sup>7</sup>		✓
New Jersey <sup>7</sup>	✓	
New Mexico <sup>5</sup>	✓	
New York <sup>8</sup>	✓	
North Carolina <sup>8</sup>		✓
North Dakota <sup>11</sup>		✓
Ohio <sup>5</sup>		✓
Oklahoma <sup>9</sup>	✓	
Oregon Pre-K <sup>11</sup>		✓
Oregon Preschool Promise <sup>9</sup>		✓
Pennsylvania RTL <sup>3</sup>		✓
Pennsylvania HSSAP <sup>6</sup>		✓
Pennsylvania K4 & SBPK <sup>4</sup>	✓ (K4)	✓ (SBPK)
Pennsylvania PKC <sup>5</sup>		✓
Rhode Island <sup>6</sup>	✓	
South Carolina		✓
Tennessee <sup>6</sup>		✓
Texas <sup>9</sup>		✓
Utah <sup>10</sup>		✓
Vermont <sup>2</sup>	✓	
Virginia VPI <sup>12</sup>		✓
Virginia Mixed Delivery <sup>10</sup>		✓
Washington ECEAP <sup>8</sup>		✓
Washington TK <sup>7</sup>		✓
West Virginia	✓	
Wisconsin <sup>10</sup>	✓	
Guam	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 30. INCOME ELIGIBILITY FOR PRESCHOOL**

STATE	Income requirement
Alabama	None
Alaska	None
Arizona	200% of FPL initially, raised to 300% of FPL part way through the school year
Arkansas <sup>7</sup>	200% of FPL
California CSPP <sup>12</sup>	100% of SMI
California TK	None
Colorado	Eligible for free or reduced-price lunch, or 185% of FPL
Connecticut CDCC	60% of families must fall below 75% of SMI or below
Connecticut SR	60% of families must fall below 75% of SMI
Connecticut Smart Start <sup>6</sup>	60% of families enrolled fall at or below 75% of SMI or at least 50% families must be eligible for FRPL
Delaware <sup>5</sup>	100% of FPL
District of Columbia	None
Florida	None
Georgia	None
Hawaii EOEL	300% of FPL
Hawaii SPCSP	None
Illinois	None
Iowa Shared Visions <sup>5</sup>	130% of FPL
Iowa SWVPP	None
Kansas	130% of FPL
Kentucky <sup>10</sup>	160% of FPL
Louisiana 8(g) <sup>5</sup>	200% of FPL
Louisiana LA 4	200% of FPL
Louisiana NSECD	200% of FPL
Maine	None
Maryland <sup>7</sup>	185% of FPL and below (part-day); up to 300% of FPL (full-day)
Massachusetts CPPI	None
Massachusetts Chapter 70	None
Michigan	250% of FPL
Minnesota HdSt <sup>9</sup>	Per Federal Head Start: 100% of FPL
Minnesota VPK/SRP	None
Mississippi	None
Missouri	Eligible for free or reduced-price lunch, or 185% of FPL
Nebraska <sup>7</sup>	Eligible for free or reduced-price lunch, or 185% of FPL
Nevada	200% of FPL
New Jersey	None
New Mexico	None
New York	None
North Carolina <sup>8</sup>	75% of SMI
North Dakota <sup>11</sup>	Eligible for Free or Reduce priced lunch or 60% or less of ND State Median Income or on Child Care Assistance or have a disability or delay for 50% of enrollment.
Ohio <sup>5</sup>	At or below 200% of FPL
Oklahoma	None
Oregon Pre-K <sup>11</sup>	100% of FPL
Oregon Preschool Promise <sup>10</sup>	200% of FPL
Pennsylvania RTL	None
Pennsylvania HSSAP	Per Federal Head Start: 100% of FPL
Pennsylvania K4 & SBPK	None
Pennsylvania PKC	300% of FPL
Rhode Island	None
South Carolina	185% FPL
Tennessee	Eligible for free or reduced-priced lunch, or 185% of FPL
Texas <sup>9</sup>	Eligible for free or reduced-price lunch, or 185% of FPL
Utah <sup>10</sup>	Eligible for free or reduced-price lunch, or 185% of FPL
Vermont	None
Virginia VPI <sup>12</sup>	200% of FPL
Virginia Mixed Delivery	200% of FPL
Washington ECEAP <sup>8</sup>	36% SMI for non-tribal children or 100% SMI for tribal children
Washington TK	None
West Virginia	None
Wisconsin	None
Guam	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 31. USE OF INCOME REQUIREMENT FOR PRESCHOOL

STATE	Use of income requirement for preschool
Alabama	NA
Alaska	NA
Arizona	100% of children must meet the income requirement
Arkansas	98.5% of the enrolled children met the 200% FPL income criteria & 1.5% of the enrolled children were on the sliding fee scale for families with an income between 200% and 250% FPL
California CSPP <sup>12</sup>	Once all eligible children are enrolled, up to 10% of children whose families exceed 100% SMI by no more than 15% can enroll; eligibility also based on child disability or CSPP neighborhood school eligibility
California TK	NA
Colorado	Income is one of several eligibility criteria for children
Connecticut CDCC <sup>10</sup>	60% of children must meet the income requirement
Connecticut SR	A minimum of 60% of enrolled families must fall below 75% SMI
Connecticut Smart Start	A minimum of 60% of enrolled families must fall below 75% SMI or at least 50% families must be eligible for FRPL
Delaware <sup>5</sup>	Per the Federal Head Start Program Performance Standards
District of Columbia	NA
Florida	NA
Georgia	NA
Hawaii EOEL <sup>7</sup>	Priority is given to families at or below 300% FPL
Hawaii SPCSP	NA
Illinois	NA
Iowa Shared Visions <sup>5</sup>	At least 80% of children must meet the income criteria
Iowa SWVPP	NA
Kansas <sup>11</sup>	Other
Kentucky <sup>10</sup>	Once all at-risk 4-year-olds (160% FPL) and 3- and 4-year-olds with disabilities are served, other children may enroll if space is available
Louisiana 8(g) <sup>5</sup>	Priority is usually given to students at or below 200% FPL
Louisiana LA 4	100% of children must meet the income requirement
Louisiana NSECD	100% of children must meet the income requirement
Maine	NA
Maryland <sup>7</sup>	100% of children must first meet the income, homelessness, or foster care requirement
Massachusetts CPPI	NA
Massachusetts Chapter 70	NA
Michigan <sup>9</sup>	85% of children must meet income eligibility of 250% FPL or less
Minnesota HdSt <sup>8</sup>	Per the Federal Head Start Program Performance Standards
Minnesota VPK/SRP	NA
Mississippi	NA
Missouri	100% of children must meet the income requirement
Nebraska <sup>7</sup>	70% of children must have one risk factor
Nevada	All children must be income eligible
New Jersey	NA
New Mexico	NA
New York	NA
North Carolina <sup>8</sup>	20% of a county's NC Pre-K slots allocation may be used to serve children above 75% of SMI, if they have another designated risk factor.
North Dakota <sup>11</sup>	50% of children were to meet 60% State median income or less or have a disability or delay
Ohio <sup>5</sup>	Income requirement is for all children, except those who are eligible due to having an IEP in Preschool Special Education, identified as Homeless, or in Kinship or Foster Care
Oklahoma	NA
Oregon Pre-K <sup>11</sup>	Per the Federal Head Start Program Performance Standards
Oregon Preschool Promise <sup>10</sup>	100% of children must meet the income requirement
Pennsylvania RTL	NA
Pennsylvania HSSAP <sup>6</sup>	Per the Federal Head Start Program Performance Standards: at least 90% of children
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	100% of children must meet the income requirement
Rhode Island	NA
South Carolina	Providers may enroll pay-lunch children who score at or below the 25th national percentile on two of the three DIAL-4 subscales by July 1 if at least 75% of the total number of children eligible for the CERDEP in a district/county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CERDEP.
Tennessee <sup>5</sup>	Goal for at least 90% of children must meet the income requirement
Texas <sup>9</sup>	Eligibility for free and reduced price lunch is one way to qualify
Utah <sup>10</sup>	Children must be English Language Learners, in foster care, or qualify for Free or Reduced lunch in addition to experiencing at least one risk factor
Vermont	NA
Virginia VPI <sup>12</sup>	85% of children had to meet the income requirement (including homelessness or dropout). However, if a VPI program determined that more than 15% of slots need to be filled using local eligibility due to other at-risk factors, the program could apply for a waiver to increase the use of local criteria above 15%.
Virginia Mixed Delivery <sup>10</sup>	85% of children had to meet the income requirements or have other automatic eligibility status (homelessness, parents did not complete high school, or disability). 15% may be served using local eligibility criteria.
Washington ECEAP	90% of children must meet the income requirement
Washington TK	NA
West Virginia	NA
Wisconsin	NA
Guam	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 32A. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY

STATE	NA	Child disability or developmental delay	Low parent education	History of abuse, neglect, or family violence	Homelessness or unstable housing	Home language other than English
Alabama	✓					
Alaska	✓					
Arizona	✓					
Arkansas		✓	✓	✓	✓	✓
California CSPP <sup>12</sup>		✓		✓	✓	
California TK	✓					
Colorado <sup>7</sup>		✓	✓	✓	✓	✓
Connecticut CDCC					✓	
Connecticut SR	✓					
Connecticut Smart Start <sup>7</sup>		✓			✓	✓
Delaware <sup>6</sup>		✓	✓	✓	✓	✓
District of Columbia	✓					
Florida	✓					
Georgia	✓					
Hawaii EOEL <sup>7</sup>		✓		✓	✓	✓
Hawaii SPCSP	✓					
Illinois <sup>9</sup>		✓	✓	✓	✓	✓
Iowa Shared Visions <sup>5</sup>		✓	✓	✓	✓	✓
Iowa SWVPP	✓					
Kansas <sup>11</sup>		✓	✓	✓	✓	✓
Kentucky <sup>10</sup>		✓			✓	
Louisiana 8(g) <sup>5</sup>		✓	✓	✓	✓	✓
Louisiana LA 4					✓	
Louisiana NSECD					✓	
Maine	✓					
Maryland <sup>7</sup>		✓	✓	✓	✓	✓
Massachusetts CPPI	✓					
Massachusetts Chapter 70	✓					
Michigan <sup>9</sup>		✓	✓	✓	✓	✓
Minnesota HdSt <sup>8</sup>		✓	✓	✓	✓	✓
Minnesota VPK/SRP	✓					
Mississippi <sup>7</sup>		✓			✓	✓
Missouri	✓					
Nebraska <sup>7</sup>		✓	✓			✓
Nevada <sup>8</sup>		✓	✓	✓	✓	✓
New Jersey	✓					
New Mexico	✓					
New York	✓					
North Carolina <sup>8</sup>		✓			✓	✓
North Dakota <sup>11</sup>		✓				
Ohio		✓			✓	
Oklahoma	✓					
Oregon Pre-K <sup>11</sup>		✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>9</sup>						
Pennsylvania RTL	✓					
Pennsylvania HSSAP <sup>6</sup>		✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓					
Pennsylvania PKC <sup>5</sup>		✓	✓	✓	✓	✓
Rhode Island	✓					
South Carolina <sup>11</sup>		✓	✓	✓	✓	✓
Tennessee <sup>6</sup>		✓			✓	
Texas <sup>9</sup>					✓	✓
Utah <sup>10</sup>			✓	✓	✓	✓
Vermont	✓					
Virginia VPI <sup>12</sup>		✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>10</sup>		✓	✓		✓	
Washington ECEAP <sup>9</sup>		✓	✓	✓	✓	✓
Washington TK <sup>7</sup>		✓	✓	✓	✓	✓
West Virginia	✓					
Wisconsin	✓					
Guam	✓					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 32B. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY

STATE	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	Parent on active military duty
Alabama						
Alaska						
Arizona						
Arkansas	✓		✓	✓	✓	✓
California CSPP <sup>12</sup>					✓	
California TK						
Colorado <sup>7</sup>	✓	✓	✓		✓	
Connecticut CDCC					✓	
Connecticut SR						
Connecticut Smart Start <sup>7</sup>					✓	✓
Delaware <sup>6</sup>	✓	✓	✓	✓	✓	✓
District of Columbia						
Florida						
Georgia						
Hawaii EOEL <sup>7</sup>	✓		✓		✓	
Hawaii SPCSP						
Illinois <sup>9</sup>	✓	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>5</sup>	✓		✓	✓	✓	
Iowa SWVPP						
Kansas <sup>11</sup>	✓	✓	✓		✓	
Kentucky <sup>10</sup>					✓	
Louisiana 8(g) <sup>5</sup>	✓	✓	✓	✓	✓	✓
Louisiana LA 4					✓	
Louisiana NSECD					✓	
Maine						
Maryland <sup>7</sup>	✓	✓	✓	✓	✓	✓
Massachusetts CPPI						
Massachusetts Chapter 70						
Michigan <sup>9</sup>	✓		✓	✓	✓	✓
Minnesota HdSt <sup>8</sup>	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP						
Mississippi <sup>7</sup>		✓			✓	✓
Missouri						
Nebraska <sup>7</sup>			✓	✓		
Nevada <sup>8</sup>	✓	✓	✓	✓	✓	✓
New Jersey						
New Mexico						
New York						
North Carolina <sup>8</sup>		✓		✓	✓	✓
North Dakota <sup>11</sup>					✓	
Ohio					✓	
Oklahoma						
Oregon Pre-K <sup>11</sup>	✓	✓	✓	✓	✓	
Oregon Preschool Promise <sup>9</sup>					✓	
Pennsylvania RTL						
Pennsylvania HSSAP <sup>6</sup>	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK						
Pennsylvania PKC <sup>5</sup>	✓	✓	✓	✓	✓	✓
Rhode Island						
South Carolina <sup>11</sup>	✓	✓	✓	✓	✓	✓
Tennessee <sup>6</sup>					✓	
Texas <sup>9</sup>					✓	✓
Utah <sup>10</sup>	✓		✓		✓	
Vermont						
Virginia VPI <sup>12</sup>	✓	✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>10</sup>						
Washington ECEAP <sup>9</sup>	✓	✓	✓	✓	✓	
Washington TK <sup>7</sup>	✓	✓	✓	✓	✓	✓
West Virginia						
Wisconsin						
Guam						

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 32C. RISK FACTORS BESIDES INCOME THAT CAN BE USED TO DETERMINE PRESCHOOL ELIGIBILITY**

STATE	Other
Alabama	
Alaska	
Arizona	
Arkansas	✓ Child has an incarcerated parent; Child is in custody or living with a family member other than parent
California CSPP <sup>12</sup>	
California TK	
Colorado <sup>7</sup>	✓
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start <sup>7</sup>	
Delaware <sup>6</sup>	✓
District of Columbia	
Florida	
Georgia	
Hawaii EOEL <sup>7</sup>	
Hawaii SPCSP	
Illinois <sup>9</sup>	
Iowa Shared Visions <sup>5</sup>	✓ Parent is chronically, mentally ill; Parent is illiterate; Parent is incarcerated; Other locally determined risk factors
Iowa SWVPP	
Kansas <sup>11</sup>	✓
Kentucky <sup>10</sup>	
Louisiana 8(g) <sup>5</sup>	✓ Developmentally unprepared
Louisiana LA 4	
Louisiana NSECD	
Maine	
Maryland <sup>7</sup>	
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan <sup>9</sup>	✓
Minnesota HdSt <sup>9</sup>	✓
Minnesota VPK/SRP	
Mississippi <sup>7</sup>	
Missouri	
Nebraska <sup>7</sup>	✓
Nevada <sup>8</sup>	✓ Challenging behaviors or behavioral needs as documented by professional
New Jersey	
New Mexico	
New York	
North Carolina <sup>8</sup>	✓ Chronic health condition
North Dakota <sup>11</sup>	
Ohio	
Oklahoma	
Oregon Pre-K <sup>11</sup>	✓ Food insecurity, Domestic violence, Refugee status
Oregon Preschool Promise <sup>9</sup>	✓ Living in an area with low access to care
Pennsylvania RTL	
Pennsylvania HSSAP <sup>6</sup>	
Pennsylvania K4 & SBPK	
Pennsylvania PKC <sup>5</sup>	
Rhode Island	
South Carolina <sup>11</sup>	
Tennessee <sup>6</sup>	✓
Texas <sup>9</sup>	
Utah <sup>10</sup>	✓ A member of the child's household is incarcerated; living in a neighborhood with high violence or crime; moving at least once in the past year; living with multiple families in the same household; death or chronic illness of parent or sibling; someone with mental illness in the home
Vermont	
Virginia VPI <sup>12</sup>	✓
Virginia Mixed Delivery <sup>10</sup>	✓
Washington ECEAP <sup>9</sup>	✓
Washington TK <sup>7</sup>	
West Virginia	
Wisconsin	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 33. SLIDING FEE SCALE BASED ON INCOME FOR PRESCHOOL**

STATE	Sliding fee scale based on income	Number of children enrolled in preschool that pay a sliding scale fee
Alabama <sup>5</sup>	Yes	5,338 <sup>5</sup>
Alaska <sup>11</sup>	Determined locally	Data not collected
Arizona	No	
Arkansas <sup>11</sup>	Yes	284
California CSPP <sup>13</sup>	Yes	None for 2022-2023
California TK	No	
Colorado	No	
Connecticut CDCC <sup>11</sup>	Yes	Data not collected
Connecticut SR <sup>8</sup>	Yes	All children the program enrollment
Connecticut Smart Start <sup>9</sup>	Yes	Unknown
Delaware	No	
District of Columbia	No	
Florida	No	
Georgia	No	
Hawaii EOEL	No	
Hawaii SPCSP	No	
Illinois	No	
Iowa Shared Visions <sup>6</sup>	Determined locally	No more than 20% of funded slots
Iowa SWVPP	No	
Kansas	No	
Kentucky <sup>11</sup>	Determined locally	Unknown
Louisiana 8(g)	Determined locally	Unknown
Louisiana LA 4	No	
Louisiana NSECD	No	
Maine	No	
Maryland	No	
Massachusetts CPPI	No	
Massachusetts Chapter 70	Determined locally	Unknown
Michigan <sup>10</sup>	Yes	3,818
Minnesota HdSt	No	
Minnesota VPK/SRP	No	
Mississippi	No	
Missouri	No	
Nebraska <sup>8</sup>	Determined locally	Unknown
Nevada	No	
New Jersey	No	
New Mexico	No	
New York	No	
North Carolina	No	
North Dakota <sup>12</sup>	Yes	Unknown
Ohio <sup>5</sup>	Determined locally	Unknown
Oklahoma	No	
Oregon Pre-K	No	
Oregon Preschool Promise	No	
Pennsylvania RTL	No	
Pennsylvania HSSAP	No	
Pennsylvania K4 & SBPK	No	
Pennsylvania PKC	No	
Rhode Island	No	
South Carolina	No	
Tennessee	No	
Texas	No	
Utah	No	
Vermont	No	
Virginia VPI	No	
Virginia Mixed Delivery	No	
Washington ECEAP	No	
Washington TK	No	
West Virginia	No	
Wisconsin	No	
Guam	No	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 34. REASSESSMENT OF CHILD ELIGIBILITY AFTER A CHILD HAS BEEN ENROLLED**

STATE	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	No
Alaska	No
Arizona <sup>11</sup>	Yes
Arkansas	No
California CSPP <sup>14</sup>	Yes
California TK	No
Colorado <sup>8</sup>	Yes
Connecticut CDCC <sup>9</sup>	Yes
Connecticut SR	No
Connecticut Smart Start	No
Delaware <sup>6</sup>	Yes
District of Columbia	No
Florida	No
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas <sup>12</sup>	Yes
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD <sup>4</sup>	Yes
Maine <sup>9</sup>	Yes
Maryland	No
Massachusetts CPPI	No
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt <sup>9</sup>	Yes
Minnesota VPK/SRP <sup>15</sup>	Yes
Mississippi	No
Missouri	No
Nebraska	No
Nevada	No
New Jersey <sup>7</sup>	Yes
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	No
Utah <sup>11</sup>	Yes
Vermont	No
Virginia VPI <sup>13</sup>	Yes
Virginia Mixed Delivery <sup>11</sup>	No
Washington ECEAP	No
Washington TK	No
West Virginia	No
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 35. MAXIMUM PRESCHOOL CLASS SIZE

STATE	3-year-olds	4-year-olds	Mixed age classes
Alabama <sup>6</sup>		20	
Alaska	Determined locally	Determined locally	Determined locally
Arizona <sup>12</sup>	26	30	26
Arkansas <sup>12</sup>	20	20	20
California CSPP <sup>15</sup>	No Limit	No Limit	No Limit
California TK <sup>8</sup>		24	24
Colorado	16	16	16
Connecticut CDCC	20	20	20
Connecticut SR	20	20	20
Connecticut Smart Start	18	18	18
Delaware	17	20	17
District of Columbia <sup>10</sup>	16 (DCPS and CBOs)	20 (DCPS and CBOs)	17 (DCPS), 16 (CBOs)
Florida		20 (School-Year); 12 (Summer)	
Georgia <sup>5</sup>		22	
Hawaii EOEL <sup>8</sup>		20	
Hawaii SPCSP			20
Illinois	20	20	20
Iowa Shared Visions <sup>7</sup>	17	20	17
Iowa SWVPP	20	20	20
Kansas	20	20	20
Kentucky <sup>12</sup>	20	20	20
Louisiana 8(g)		20	
Louisiana LA 4		20	
Louisiana NSECD	20	20	
Maine		16	
Maryland <sup>8</sup>	20	20	20
Massachusetts CPP1 <sup>11</sup>	20	20	20
Massachusetts Chapter 70 <sup>8</sup>	No limit	No limit	No limit
Michigan <sup>11</sup>		18	
Minnesota HdSt <sup>10</sup>	15	20	20
Minnesota VPK/SRP <sup>16</sup>		20	20
Mississippi <sup>8</sup>		20	14
Missouri <sup>3</sup>	No limit	No limit	No limit
Nebraska	20	20	20
Nevada		20	
New Jersey	15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI)	15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI)	15 (Abbott/Expansion); 18 (ECPA); 20 (ELLI)
New Mexico <sup>6</sup>	16	20	16
New York <sup>9</sup>	20	20	
North Carolina <sup>9</sup>		18	
North Dakota		20	
Ohio <sup>6</sup>	24	28	24
Oklahoma	18	20	18
Oregon Pre-K	17	20	17 or 20, depending on the ratio of 3- and 4-year-olds
Oregon Preschool Promise <sup>11</sup>	18, up to 20 with a waiver	18, up to 20 with a waiver	18, up to 20 with a waiver
Pennsylvania RTL	20	20	20
Pennsylvania HSSAP	20	20	20
Pennsylvania K4 & SBPK <sup>5</sup>	20 (SBPK); No limit (K4)	20 (SBPK); No limit (K4)	20 (SBPK); No limit (K4)
Pennsylvania PKC	20	20	20
Rhode Island		20	
South Carolina	20	20	20
Tennessee	20	20	20
Texas	22	22	22
Utah	20	20	20
Vermont	20	20	20
Virginia VPI <sup>14</sup>	20	20	20
Virginia Mixed Delivery	30	30	30
Washington ECEAP	20	20	20
Washington TK <sup>8</sup>	No Limit	No Limit	
West Virginia <sup>7</sup>	20	20	20
Wisconsin <sup>11</sup>	Determined locally	Determined locally	Determined locally
Guam		18	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 36. STAFF TO CHILD RATIO REQUIREMENT IN PRESCHOOL

STATE	3-year-olds	4-year-olds	Mixed age classes
Alabama <sup>6</sup>		1:10	
Alaska	Determined locally	Determined locally	Determined locally
Arizona <sup>12</sup>	1:13	1:15	1:13
Arkansas	1:10	1:10	1:10
California CSPP <sup>15</sup>	1:8	1:8	1:8
California TK <sup>8</sup>		1:12 (average)	1:8 (Blended and commingled TK and CSPP classrooms)
Colorado	1:8	1:8	1:8
Connecticut CDCC	1:10	1:10	1:10
Connecticut SR	1:10	1:10	1:10
Connecticut Smart Start	1:9	1:9	1:9
Delaware	2:17	1:10	2:17
District of Columbia <sup>10</sup>	1:8 (DCPS and CBOs)	1:10 (DCPS and CBOs)	2:17 (DCPS), 1:8 (CBOs)
Florida		1:11 or 2:12-20 (School-Year); 1:12 (Summer)	
Georgia <sup>5</sup>		1:11	
Hawaii EOEL <sup>8</sup>		1:10	
Hawaii SPCSP			1:10
Illinois <sup>10</sup>	1:10	1:10	1:10
Iowa Shared Visions <sup>7</sup>	1:8	1:8	1:8
Iowa SWVPP	1:10	1:10	1:10
Kansas	1:10	1:10	1:10
Kentucky <sup>12</sup>	1:10	1:10	1:10
Louisiana 8(g)		1:10	
Louisiana LA 4		1:10	
Louisiana NSECD	1:10	1:10	
Maine <sup>10</sup>		1:8	
Maryland <sup>8</sup>	1:10	1:10	1:10
Massachusetts CPPI <sup>11</sup>	1:10	1:10	1:10
Massachusetts Chapter 70 <sup>8</sup>	No limit	No limit	No limit
Michigan <sup>11</sup>		1:8	
Minnesota HdSt <sup>10</sup>	2:15	1:10	1:10
Minnesota VPK/SRP <sup>16</sup>		1:10	1:10
Mississippi <sup>8</sup>		1:10	1:7
Missouri <sup>3</sup>	1:10	1:10	1:10
Nebraska	1:10	1:10	1:10
Nevada		1:10	
New Jersey	2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI)	2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI)	2:15 (Abbott/Expansion); 1:9 (ECPA); 1:10 (ELLI)
New Mexico <sup>6</sup>	1:8	1:10	1:8
New York <sup>9</sup>	1:9	1:9	
North Carolina <sup>9</sup>		1:9	
North Dakota <sup>13</sup>		1:10	
Ohio <sup>5</sup>	1:12	1:14	1:12
Oklahoma	1:9	1:10	1:9
Oregon Pre-K	2:17	1:10	2:17 or 1:10, depending on the ratio of 3- and 4-year-olds
Oregon Preschool Promise <sup>11</sup>	1:10 with 18, 1:9 with 20	1:10 with 18, 1:9 with 20	1:10 with 18, 1:9 with 20
Pennsylvania RTL	1:10	1:10	1:10
Pennsylvania HSSAP	1:10	1:10	1:10
Pennsylvania K4 & SBPK <sup>5</sup>	1:10 (SBPK); No limit (K4)	1:10 (SBPK); No limit (K4)	1:10 (SBPK); No limit (K4)
Pennsylvania PKC	1:10	1:10	1:10
Rhode Island <sup>7</sup>		1:10	
South Carolina	1:10	1:10	1:10
Tennessee	1:10	1:10	1:10
Texas <sup>10</sup>	No limit	Must strive for 1:11	Must strive for 1:11
Utah	1:10	1:10	1:10
Vermont	1:10	1:10	1:10
Virginia VPI <sup>14</sup>	1:10	1:10	1:10
Virginia Mixed Delivery	1:10	1:10	1:10
Washington ECEAP	1:10	1:10	1:10
Washington TK <sup>8</sup>	No Limit	No Limit	
West Virginia <sup>7</sup>	1:10	1:10	1:10
Wisconsin <sup>11</sup>	Determined locally	Determined locally	Determined locally
Guam		1:9	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 37. PRESCHOOL MEAL REQUIREMENTS

STATE	No meal required	Breakfast	Lunch	Snack	Requirements depend on length of program day	At least one meal per day	Other
Alabama <sup>7</sup>			✓				
Alaska	✓						
Arizona <sup>13</sup>					✓		
Arkansas		✓	✓	✓			
California CSPP <sup>16</sup>					✓		✓
California TK <sup>9</sup>		✓	✓			✓	
Colorado <sup>9</sup>					✓		
Connecticut CDCC <sup>12</sup>		✓	✓	✓			
Connecticut SR <sup>9</sup>					✓		
Connecticut Smart Start	✓						
Delaware <sup>7</sup>					✓	✓	✓
District of Columbia <sup>11</sup>		✓	✓				
Florida <sup>9</sup>							✓
Georgia <sup>6</sup>			✓		✓	✓	
Hawaii EOEL		✓	✓			✓	
Hawaii SPCSP <sup>8</sup>			✓		✓	✓	
Illinois <sup>11</sup>					✓		✓
Iowa Shared Visions <sup>8</sup>					✓	✓	✓
Iowa SWVPP <sup>10</sup>					✓		
Kansas <sup>13</sup>					✓		
Kentucky <sup>13</sup>					✓	✓	
Louisiana 8(g) <sup>6</sup>		✓	✓	✓			
Louisiana LA 4		✓	✓	✓			
Louisiana NSECD		✓	✓	✓			
Maine <sup>11</sup>				✓	✓		
Maryland			✓		✓	✓	
Massachusetts CPPI <sup>12</sup>					✓	✓	
Massachusetts Chapter 70	✓						
Michigan <sup>12</sup>					✓		
Minnesota HdSt <sup>11</sup>						✓	
Minnesota VPK/SRP <sup>17</sup>					✓		✓
Mississippi <sup>9</sup>						✓	
Missouri	✓						
Nebraska <sup>9</sup>							✓
Nevada <sup>9</sup>			✓			✓	
New Jersey <sup>8</sup>		✓	✓	✓			
New Mexico <sup>7</sup>					✓	✓	
New York <sup>10</sup>					✓		
North Carolina <sup>10</sup>			✓	✓		✓	✓
North Dakota <sup>14</sup>				✓	✓		
Ohio <sup>7</sup>					✓		
Oklahoma <sup>10</sup>		✓	✓		✓	✓	
Oregon Pre-K <sup>12</sup>			✓		✓	✓	
Oregon Preschool Promise <sup>12</sup>						✓	✓
Pennsylvania RTL	✓						
Pennsylvania HSSAP <sup>7</sup>						✓	
Pennsylvania K4 & SBPK <sup>6</sup>						✓	
Pennsylvania PKC <sup>6</sup>					✓	✓	
Rhode Island <sup>8</sup>			✓	✓			
South Carolina <sup>12</sup>						✓	
Tennessee		✓	✓	✓			
Texas <sup>11</sup>	✓						
Utah <sup>12</sup>					✓		
Vermont							
Virginia VPI <sup>15</sup>	✓						
Virginia Mixed Delivery	✓						
Washington ECEAP <sup>10</sup>					✓	✓	
Washington TK <sup>9</sup>							✓
West Virginia <sup>8</sup>			✓				✓
Wisconsin <sup>12</sup>					✓		✓
Guam		✓	✓				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 38. REQUIRED SCREENINGS FOR PRESCHOOLERS

STATE	Vision	Hearing	Height/Weight/ BMI	Blood Pressure	Immunizations	Psychosocial/ Behavioral	Dental	Developmental	Full physical exam
Alabama <sup>8</sup>	✓	✓	✓	✓	✓	✓	✓	✓	
Alaska					None				
Arizona <sup>14</sup>					✓				
Arkansas <sup>13</sup>	✓	✓	✓	✓	✓	✓		✓	✓
California CSPP <sup>17</sup>	✓	✓			✓				✓
California TK <sup>10</sup>	✓	✓			✓		✓		✓
Colorado <sup>10</sup>					None				
Connecticut CDCC <sup>13</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Connecticut SR	✓	✓	✓	✓	✓		✓	✓	✓
Connecticut Smart Start <sup>9</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Delaware <sup>8</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
District of Columbia <sup>12</sup>	✓	✓	✓	✓	✓		✓	✓	✓
Florida <sup>10</sup>	✓	✓			✓				✓
Georgia <sup>7</sup>	✓	✓	✓		✓		✓		
Hawaii EOEL <sup>9</sup>	✓	✓	✓	✓	✓				✓
Hawaii SPCSP <sup>9</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Illinois <sup>12</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Iowa Shared Visions <sup>9</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Iowa SWVPP <sup>11</sup>	✓	✓			✓		✓		✓
Kansas <sup>14</sup>	✓	✓			✓		✓	✓	✓
Kentucky <sup>14</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Louisiana 8(g) <sup>7</sup>					None				
Louisiana LA 4 <sup>7</sup>	✓	✓			✓				
Louisiana NSECD <sup>5</sup>	✓	✓			✓				
Maine	✓	✓			✓	✓		✓	
Maryland <sup>9</sup>	✓	✓	✓	✓	✓	✓			✓
Massachusetts CPPI <sup>13</sup>								✓	
Massachusetts Chapter 70 <sup>9</sup>	✓	✓							✓
Michigan	✓	✓	✓	✓	✓		✓	✓	✓
Minnesota HdSt <sup>12</sup>	✓	✓	✓	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>18</sup>	✓	✓	✓		✓	✓		✓	
Mississippi <sup>10</sup>	✓	✓	✓		✓			✓	
Missouri					None				
Nebraska					Determined locally				
Nevada <sup>10</sup>	✓	✓			✓		✓	✓	
New Jersey <sup>9</sup>	✓	✓	✓		✓		✓	✓	
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Carolina <sup>11</sup>	✓	✓	✓		✓		✓	✓	✓
North Dakota <sup>15</sup>	✓	✓	✓	✓			✓	✓	
Ohio	✓	✓	✓		✓	✓	✓	✓	✓
Oklahoma <sup>11</sup>	✓	✓			✓				
Oregon Pre-K <sup>13</sup>	✓	✓	✓		✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>13</sup>					✓			✓	
Pennsylvania RTL					Determined locally				
Pennsylvania HSSAP	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓		✓		✓
Pennsylvania PKC	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓
South Carolina <sup>13</sup>					✓			✓	
Tennessee <sup>17</sup>	✓	✓	✓	✓	✓	✓		✓	✓
Texas	✓	✓			✓				
Utah <sup>13</sup>					None				
Vermont <sup>9</sup>	✓	✓	✓		✓	✓		✓	✓
Virginia VPI <sup>16</sup>	✓	✓			✓				✓
Virginia Mixed Delivery					✓				✓
Washington ECEAP <sup>11</sup>	✓	✓	✓		✓		✓	✓	✓
Washington TK	✓	✓			✓				
West Virginia	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wisconsin <sup>13</sup>	✓				✓				
Guam <sup>3</sup>					✓				✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 39. REFERRALS FOR PRESCHOOL CHILDREN

STATE	Are referrals required for preschoolers who screen positive?
Alabama	Yes
Alaska	No
Arizona <sup>14</sup>	NA
Arkansas <sup>14</sup>	Yes
California CSPP	Yes
California TK	No
Colorado <sup>11</sup>	No
Connecticut CDCC <sup>14</sup>	No
Connecticut SR <sup>10</sup>	No
Connecticut Smart Start	No
Delaware	Yes
District of Columbia	Yes
Florida <sup>10</sup>	No
Georgia <sup>7</sup>	Yes
Hawaii EOEL	Yes
Hawaii SPCSP <sup>10</sup>	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP <sup>11</sup>	Yes
Kansas <sup>14</sup>	Yes
Kentucky <sup>14</sup>	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts CPPI	No
Massachusetts Chapter 70 <sup>10</sup>	Yes
Michigan <sup>13</sup>	Yes
Minnesota HdSt <sup>13</sup>	Yes
Minnesota VPK/SRP <sup>19</sup>	Yes
Mississippi <sup>10</sup>	Yes
Missouri	No
Nebraska	Determined locally
Nevada	Yes
New Jersey	Yes
New Mexico	Yes
New York	Yes
North Carolina <sup>11</sup>	Yes
North Dakota <sup>16</sup>	Recommendations for further evaluation
Ohio	Yes
Oklahoma	Yes
Oregon Pre-K <sup>14</sup>	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Determined locally
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Utah <sup>13</sup>	No
Vermont <sup>10</sup>	Yes
Virginia VPI <sup>17</sup>	No
Virginia Mixed Delivery	No
Washington ECEAP	Yes
Washington TK	Yes
West Virginia	Yes
Wisconsin <sup>14</sup>	No
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 40A. COMPREHENSIVE SUPPORT SERVICES REQUIRED FOR ALL PRESCHOOL PROGRAMS**

STATE	Education services or job training for parents	Parenting support or training	Parent involvement activities	Health services for parents	Health services for children	Information about nutrition
Alabama			✓		✓	
Alaska <sup>12</sup>				None		
Arizona <sup>14</sup>				None		
Arkansas <sup>15</sup>		✓	✓		✓	✓
California CSPP	✓	✓	✓	✓	✓	✓
California TK <sup>11</sup>						
Colorado <sup>12</sup>		✓	✓			
Connecticut CDCC <sup>15</sup>				None		
Connecticut SR	✓	✓	✓	✓	✓	✓
Connecticut Smart Start <sup>10</sup>				None		
Delaware <sup>9</sup>	✓	✓	✓	✓	✓	✓
District of Columbia <sup>13</sup>						
Florida				None		
Georgia		✓	✓			
Hawaii EOEL		✓	✓		✓	
Hawaii SPCSP <sup>11</sup>		✓	✓		✓	✓
Illinois		✓	✓		✓	
Iowa Shared Visions <sup>10</sup>		✓	✓	✓	✓	✓
Iowa SWVPP <sup>12</sup>		✓	✓		✓	✓
Kansas		✓	✓			
Kentucky <sup>15</sup>	✓	✓	✓	✓	✓	✓
Louisiana 8(g) <sup>8</sup>				None		
Louisiana LA 4 <sup>8</sup>	✓	✓	✓	✓	✓	✓
Louisiana NSECD <sup>6</sup>	✓	✓	✓	✓	✓	✓
Maine <sup>12</sup>			✓			
Maryland						
Massachusetts CPPI <sup>14</sup>		✓	✓			
Massachusetts Chapter 70				Determined locally		
Michigan		✓	✓	✓	✓	
Minnesota HdSt	✓	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>20</sup>	✓	✓	✓	✓	✓	✓
Mississippi			✓			
Missouri				None		
Nebraska <sup>10</sup>			✓			
Nevada <sup>11</sup>			✓		✓	
New Jersey <sup>10</sup>	✓	✓	✓		✓	✓
New Mexico			✓			
New York		✓	✓	✓	✓	✓
North Carolina <sup>12</sup>			✓		✓	✓
North Dakota <sup>17</sup>			✓			
Ohio <sup>8</sup>			✓		✓	✓
Oklahoma <sup>12</sup>			✓			
Oregon Pre-K <sup>15</sup>	✓	✓	✓	✓	✓	✓
Oregon Preschool Promise			✓			
Pennsylvania RTL				None		
Pennsylvania HSSAP	✓	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK				None		
Pennsylvania PKC			✓		✓	
Rhode Island	✓	✓	✓	✓	✓	✓
South Carolina <sup>14</sup>		✓	✓			
Tennessee		✓	✓		✓	✓
Texas				None		
Utah			✓			
Vermont		✓	✓	✓	✓	✓
Virginia VPI		✓	✓		✓	
Virginia Mixed Delivery <sup>12</sup>		✓				
Washington ECEAP <sup>12</sup>		✓	✓		✓	✓
Washington TK						
West Virginia <sup>9</sup>			✓		✓	
Wisconsin <sup>15</sup>				None		
Guam		✓	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 40B. COMPREHENSIVE SUPPORT SERVICES REQUIRED FOR ALL PRESCHOOL PROGRAMS

STATE	Referral to social services	Transition to kindergarten activities	Parent conferences and/or home visits	Comprehensive services are required but determined locally	Other
Alabama	✓	✓	✓	✓	
Alaska <sup>12</sup>			None		
Arizona <sup>14</sup>			None		
Arkansas <sup>15</sup>	✓	✓	✓	✓	✓
California CSPP	✓	✓	✓	✓	✓
California TK <sup>11</sup>			✓		
Colorado <sup>12</sup>					
Connecticut CDCC <sup>15</sup>			None		
Connecticut SR	✓	✓	✓	✓	✓
Connecticut Smart Start <sup>10</sup>			None		
Delaware <sup>9</sup>	✓	✓	✓	✓	✓
District of Columbia <sup>13</sup>					✓ (CBOs, Head Start, & DCPS)
Florida			None		
Georgia		✓	✓	✓	
Hawaii EOEL	✓	✓	✓		
Hawaii SPCSP <sup>11</sup>	✓	✓	✓		
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>10</sup>	✓	✓	✓		
Iowa SWVPP <sup>12</sup>	✓	✓	✓	✓	
Kansas	✓	✓			
Kentucky <sup>15</sup>	✓		✓		✓
Louisiana 8(g) <sup>8</sup>			None		
Louisiana LA 4 <sup>8</sup>	✓	✓	✓	✓	
Louisiana NSECD <sup>6</sup>	✓	✓	✓	✓	
Maine <sup>12</sup>	✓	✓	✓	✓	
Maryland		✓			
Massachusetts CPPI <sup>14</sup>		✓	✓	✓	✓
Massachusetts Chapter 70			Determined locally		
Michigan	✓	✓	✓	✓	
Minnesota HdSt	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>20</sup>	✓	✓	✓	✓	✓
Mississippi	✓	✓	✓		
Missouri			None		
Nebraska <sup>10</sup>		✓	✓		
Nevada <sup>11</sup>				✓	
New Jersey <sup>10</sup>	✓	✓	✓		✓
New Mexico		✓	✓	✓	
New York	✓	✓	✓	✓	
North Carolina <sup>12</sup>	✓	✓	✓		✓
North Dakota <sup>17</sup>					
Ohio <sup>8</sup>	✓	✓	✓		
Oklahoma <sup>12</sup>	✓		✓	✓	
Oregon Pre-K <sup>15</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise		✓	✓		
Pennsylvania RTL			None		
Pennsylvania HSSAP	✓	✓	✓	✓	
Pennsylvania K4 & SBPK			None		
Pennsylvania PKC	✓	✓	✓	✓	
Rhode Island	✓	✓	✓	✓	
South Carolina <sup>14</sup>	✓	✓	✓	✓	
Tennessee	✓	✓	✓		
Texas			None		
Utah		✓		✓	
Vermont	✓	✓	✓	✓	
Virginia VPI	✓	✓	✓		
Virginia Mixed Delivery <sup>12</sup>		✓	✓		
Washington ECEAP <sup>12</sup>	✓	✓	✓		
Washington TK				✓	
West Virginia <sup>9</sup>		✓	✓		
Wisconsin <sup>15</sup>			None		
Guam	✓		✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 41. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)**

STATE	Title of the document
Alabama	Alabama Standards for Early Learning and Development
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards; Infant Toddler Developmental Guidelines
Arkansas	Arkansas Child Development and Early Learning Standards: Birth through 60 Months
California CSPP <sup>18</sup>	California Preschool Learning Foundations
California TK <sup>12</sup>	California Preschool Learning Foundations
Colorado <sup>13</sup>	Colorado Early Learning and Development Guidelines
Connecticut CDCC	Connecticut Early Learning and Development Standards
Connecticut SR	Connecticut Early Learning and Development Standards
Connecticut Smart Start	Connecticut Early Learning and Development Standards
Delaware	Delaware Early Learning Foundations
District of Columbia <sup>14</sup>	District of Columbia Early Learning Standards (DC ELS)
Florida	Florida Early Learning and Developmental Standards Birth to Kindergarten
Georgia	Georgia Early Learning and Development Standards
Hawaii EOEL	Hawaii Early Learning and Development Standards
Hawaii SPCSP	Hawaii Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards - 3rd Edition
Iowa SWVPP	Iowa Early Learning Standards - 3rd Edition
Kansas <sup>15</sup>	Kansas Early Learning Standards
Kentucky <sup>16</sup>	Kentucky Early Childhood Standards
Louisiana 8(g)	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Louisiana LA 4	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Louisiana NSECD	The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years
Maine	Maine's Early Learning and development Standards
Maryland	Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy
Massachusetts CPPI	EEC Learning Standards and Curriculum Guidelines
Massachusetts Chapter 70	Massachusetts Curriculum Frameworks
Michigan	Early Childhood Standards of Quality for Birth to Kindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Minnesota VPK/SRP	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Mississippi	Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children
Missouri	Missouri Early Learning Standards
Nebraska	Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards
Nevada	Nevada Pre-Kindergarten Standards
New Jersey	New Jersey Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines, Birth to Kindergarten
New York	Resource Guides for School Success: The Prekindergarten Early Learning Standards
North Carolina	North Carolina Foundations for Early Learning and Development
North Dakota	North Dakota Early Learning Standards Birth to Kindergarten
Ohio	Ohio's Early Learning and Development Standards
Oklahoma	Oklahoma Academic Standards
Oregon Pre-K	Oregon Early Learning and Kindergarten Guidelines
Oregon Preschool Promise	Oregon Early Learning and Kindergarten Guidelines
Pennsylvania RTL	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania PKC	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina	South Carolina Early Learning Standards (SC-ELS)
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Utah	Utah Core State Standards for Early Learning for Ages 3 to 5
Vermont	Vermont Early Learning Standards
Virginia VPI <sup>18</sup>	Virginia's Early Learning and Development Standards
Virginia Mixed Delivery	Virginia's Early Learning and Development Standards
Washington ECEAP	Washington State Early Learning and Development Guidelines
Washington TK	Washington State Early Learning and Development Guidelines
West Virginia	West Virginia Pre-K Standards (Ages 3-5)
Wisconsin	Wisconsin Model Early Learning Standards
Guam	Guam Early Learning Guidelines

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

## APPENDIX TABLE 42. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS URL

STATE	ELDS URL
Alabama	<a href="https://children.alabama.gov/for-educators/aseld/">https://children.alabama.gov/for-educators/aseld/</a>
Alaska	<a href="https://www.alaskaed.org/">https://www.alaskaed.org/</a>
Arizona	<a href="https://www.azed.gov/sites/default/files/2023/04/Arizona%20Early%20Learning%20Standards%204th%20Edition.pdf">https://www.azed.gov/sites/default/files/2023/04/Arizona%20Early%20Learning%20Standards%204th%20Edition.pdf</a> <a href="https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf">https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf</a>
Arkansas	<a href="https://dese.ade.arkansas.gov/Files/AR-Early-Learning-Standards-2016-1-1_20230508135636.pdf">https://dese.ade.arkansas.gov/Files/AR-Early-Learning-Standards-2016-1-1_20230508135636.pdf</a>
California CSPP	<a href="https://www.cde.ca.gov/sp/cd/re/psfoundations.asp">https://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
California TK	<a href="https://www.cde.ca.gov/sp/cd/re/psfoundations.asp">https://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
Colorado	<a href="https://earlylearningco.org/">https://earlylearningco.org/</a>
Connecticut CDCC	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Connecticut SR	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Connecticut Smart Start	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Delaware	<a href="https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf">https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf</a>
District of Columbia	<a href="https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els">https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els</a>
Florida	<a href="https://flbt5.floridaearlylearning.com">https://flbt5.floridaearlylearning.com</a>
Georgia	<a href="https://gelds.dec.al.gov/">https://gelds.dec.al.gov/</a>
Hawaii EOEL	<a href="https://earlylearning.hawaii.gov/we-support-early-childhood/we-value-children-and-families/helds/">https://earlylearning.hawaii.gov/we-support-early-childhood/we-value-children-and-families/helds/</a>
Hawaii SPCSP	<a href="https://earlylearning.hawaii.gov/we-support-early-childhood/we-value-children-and-families/helds/">https://earlylearning.hawaii.gov/we-support-early-childhood/we-value-children-and-families/helds/</a>
Illinois	<a href="https://www.isbe.net/documents/early_learning_standards.pdf">https://www.isbe.net/documents/early_learning_standards.pdf</a>
Iowa Shared Visions	<a href="https://educate.iowa.gov/pk-12/early-childhood/standards">https://educate.iowa.gov/pk-12/early-childhood/standards</a>
Iowa SWVPP	<a href="https://educate.iowa.gov/pk-12/early-childhood/standards">https://educate.iowa.gov/pk-12/early-childhood/standards</a>
Kansas	<a href="https://www.ksde.org/Portals/0/Early%20Childhood/Kansas_Early_Learning_Standards.pdf">https://www.ksde.org/Portals/0/Early%20Childhood/Kansas_Early_Learning_Standards.pdf</a>
Kentucky	<a href="https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx">https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx</a>
Louisiana 8(g)	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf</a>
Louisiana LA 4	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf</a>
Louisiana NSECD	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf</a>
Maine	<a href="https://www.maine.gov/doe/index.php/learning/earlychildhood/publicpreschool/standards">https://www.maine.gov/doe/index.php/learning/earlychildhood/publicpreschool/standards</a>
Maryland	<a href="https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf">https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf</a>
Massachusetts CPPI	<a href="https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines">https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines</a>
Massachusetts Chapter 70	<a href="http://www.doe.mass.edu/frameworks/">www.doe.mass.edu/frameworks/</a>
Michigan	<a href="https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/standards/ECSO-B-K_Final.pdf">https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/standards/ECSO-B-K_Final.pdf</a>
Minnesota HdSt	<a href="https://education.mn.gov/MDE/dse/early/highqualel/ind/index.htm">https://education.mn.gov/MDE/dse/early/highqualel/ind/index.htm</a>
Minnesota VPK/SRP	<a href="https://education.mn.gov/MDE/dse/early/highqualel/ind/">https://education.mn.gov/MDE/dse/early/highqualel/ind/</a>
Mississippi	<a href="https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf">https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf</a>
Missouri	<a href="https://dese.mo.gov/childhood/quality-programs/preschool-programs/early-learning-standards">https://dese.mo.gov/childhood/quality-programs/preschool-programs/early-learning-standards</a>
Nebraska	<a href="https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf">https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf</a>
Nevada	<a href="https://webapp-strap1-paas-prod-nde-001.azurewebsites.net/uploads/6_II_NV_Pre_K_Standards508_Compliant_f5394f0938.pdf">https://webapp-strap1-paas-prod-nde-001.azurewebsites.net/uploads/6_II_NV_Pre_K_Standards508_Compliant_f5394f0938.pdf</a>
New Jersey	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Mexico	<a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf</a>
New York	<a href="https://www.nysed.gov/early-learning/resource-guides-school-success-early-learning">https://www.nysed.gov/early-learning/resource-guides-school-success-early-learning</a>
North Carolina	<a href="https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953">https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf?ver=2017-05-16-105950-953</a>
North Dakota	<a href="https://www.hhs.nd.gov/sites/www/files/documents/early-learning-standards-2018.pdf">https://www.hhs.nd.gov/sites/www/files/documents/early-learning-standards-2018.pdf</a>
Ohio	<a href="https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards">https://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards</a>
Oklahoma	<a href="https://sde.ok.gov/oklahoma-academic-standards">https://sde.ok.gov/oklahoma-academic-standards</a>
Oregon Pre-K	<a href="https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf">https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf</a>
Oregon Preschool Promise	<a href="https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf">https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf</a>
Pennsylvania RTL	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania HSSAP	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania K4 & SBPK	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania PKC	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Rhode Island	<a href="http://www.rields.com">www.rields.com</a>
South Carolina	<a href="https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/">https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/</a>
Tennessee	<a href="https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf">https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf</a>
Texas	<a href="https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines">https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines</a>
Utah	<a href="https://jobs.utah.gov/occ/urpd/coreearlylearningstandards.pdf">https://jobs.utah.gov/occ/urpd/coreearlylearningstandards.pdf</a>
Vermont	<a href="https://education.vermont.gov/student-support/early-education/vermont-early-learning-standards">https://education.vermont.gov/student-support/early-education/vermont-early-learning-standards</a>
Virginia VPI	<a href="https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/early-childhood-standards-instructional-supports">https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/early-childhood-standards-instructional-supports</a>
Virginia Mixed Delivery	<a href="https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/early-childhood-standards-instructional-supports">https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/early-childhood-standards-instructional-supports</a>
Washington ECEAP	<a href="https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf">https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</a>
Washington TK	<a href="https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf">https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</a>
West Virginia	<a href="https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=55504&amp;Format=PDF">https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=55504&amp;Format=PDF</a>
Wisconsin	<a href="https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf">https://dpi.wi.gov/sites/default/files/imce/early-childhood/wmels_5theditionfinal.pdf</a>
Guam	<a href="https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf">https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf</a>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 43. YEAR ELDS WAS LAST REVISED**

STATE	Year
Alabama	2020
Alaska	2019
Arizona	Arizona Early Learning Standards 4th Edition: 2018; Infant Toddler Developmental Guidelines 2nd Edition: 2020
Arkansas	2016
California CSPP <sup>18</sup>	2015, under revision
California TK <sup>12</sup>	2015, under revision
Colorado <sup>13</sup>	2019
Connecticut CDCC	2013
Connecticut SR	2013
Connecticut Smart Start	2013
Delaware	2010
District of Columbia	2019
Florida	2017
Georgia	2018-2019
Hawaii EOEL	2014
Hawaii SPCSP	2014
Illinois	2013
Iowa Shared Visions	2018
Iowa SWVPP	2018
Kansas	2023
Kentucky <sup>16</sup>	2021
Louisiana 8(g)	2013
Louisiana LA 4 <sup>9</sup>	2013
Louisiana NSECD <sup>7</sup>	2013
Maine	2014
Maryland <sup>10</sup>	2015
Massachusetts CPPI	Varies by content
Massachusetts Chapter 70	Each content area has been revised at different times
Michigan	2022
Minnesota HdSt	2017 (currently under review and alignment with K)
Minnesota VPK/SRP	2017 (currently under review and alignment with K)
Mississippi	2018
Missouri	2021
Nebraska	2018
Nevada <sup>12</sup>	2023
New Jersey	2014 (currently under revision)
New Mexico	School Based: 6/2020 Community Based: 9/2017.
New York	2021
North Carolina	2013
North Dakota	2018
Ohio	2021
Oklahoma	Subject matter standards are revised every 6 years in accordance with subject matter state textbook adoption.
Oregon Pre-K	2016
Oregon Preschool Promise	2016
Pennsylvania RTL	2014
Pennsylvania HSSAP	2014
Pennsylvania K4 & SBPK	2014
Pennsylvania PKC	2014
Rhode Island	January 2023
South Carolina	2017
Tennessee	2018
Texas	2022
Utah <sup>14</sup>	2020
Vermont <sup>11</sup>	2015, under revision
Virginia VPI <sup>18</sup>	2021
Virginia Mixed Delivery	2021
Washington ECEAP	2012
Washington TK	2012
West Virginia	Revised 2017; Effective 2019
Wisconsin	2017 the state is currently developing a process for revision, completion date is TBD
Guam	2015

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 44. DOMAINS ADDRESSED IN THE STATE'S ELDS

STATE	Physical and motor development	Social and emotional development	Approaches toward learning	Language development	Cognitive development and general knowledge
Alabama	✓	✓	✓	✓	✓
Alaska	✓	✓	✓	✓	✓
Arizona	✓	✓	✓	✓	✓
Arkansas <sup>16</sup>	✓	✓	✓	✓	✓
California CSPP	✓	✓	✓	✓	✓
California TK	✓	✓	✓	✓	✓
Colorado	✓	✓	✓	✓	✓
Connecticut CDCC	✓	✓	✓	✓	✓
Connecticut SR	✓	✓	✓	✓	✓
Connecticut Smart Start	✓	✓	✓	✓	✓
Delaware	✓	✓	✓	✓	✓
District of Columbia	✓	✓	✓	✓	✓
Florida	✓	✓	✓	✓	✓
Georgia	✓	✓	✓	✓	✓
Hawaii EOEL	✓	✓	✓	✓	✓
Hawaii SPCSP	✓	✓	✓	✓	✓
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>11</sup>	✓	✓	✓	✓	✓
Iowa SWVPP	✓	✓	✓	✓	✓
Kansas <sup>15</sup>	✓	✓	✓	✓	✓
Kentucky <sup>16</sup>	✓	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA 4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓	✓
Massachusetts CPPI	✓	✓	✓	✓	✓
Massachusetts Chapter 70	✓	✓	✓	✓	✓
Michigan	✓	✓	✓	✓	✓
Minnesota HdSt	✓	✓	✓	✓	✓
Minnesota VPK/SRP	✓	✓	✓	✓	✓
Mississippi <sup>11</sup>	✓	✓	✓	✓	✓
Missouri	✓	✓	✓	✓	✓
Nebraska	✓	✓	✓	✓	✓
Nevada	✓	✓	✓	✓	✓
New Jersey	✓	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	✓
North Carolina	✓	✓	✓	✓	✓
North Dakota	✓	✓	✓	✓	✓
Ohio	✓	✓	✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓
Oregon Pre-K <sup>16</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>14</sup>	✓	✓	✓	✓	✓
Pennsylvania RTL	✓	✓	✓	✓	✓
Pennsylvania HSSAP	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓
Pennsylvania PKC	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓	✓
Texas	✓	✓	✓	✓	✓
Utah <sup>14</sup>	✓	✓	✓	✓	✓
Utah <sup>14</sup>	✓	✓	✓	✓	✓
Virginia VPI	✓	✓	✓	✓	✓
Virginia Mixed Delivery	✓	✓	✓	✓	✓
Washington ECEAP	✓	✓	✓	✓	✓
Washington TK	✓	✓	✓	✓	✓
West Virginia	✓	✓	✓	✓	✓
Wisconsin	✓	✓	✓	✓	✓
Guam	✓	✓	✓	✓	✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 45. CONTENT RELATED TO SERVING DUAL LANGUAGE LEARNERS (DLLS) AND/OR CULTURAL AWARENESS**

STATE	Content related to DLLs and/or cultural awareness in ELDS or Preschool Guidance
Alabama	✓
Alaska	✓
Arizona	✓
Arkansas	✓
California CSPP <sup>18</sup>	✓
California TK <sup>12</sup>	✓
Colorado	✓
Connecticut CDCC	✓
Connecticut SR	✓
Connecticut Smart Start	✓
Delaware	✓
District of Columbia	✓
Florida	✓
Georgia <sup>8</sup>	✓
Hawaii EOEL	✓
Hawaii SPCSP	✓
Illinois	✓
Iowa Shared Visions	✓
Iowa SWVPP	✓
Kansas <sup>15</sup>	✓
Kentucky <sup>16</sup>	✓
Louisiana 8(g)	✓
Louisiana LA 4	✓
Louisiana NSECD	✓
Maine	✓
Maryland	✓
Massachusetts CPPI	✓
Massachusetts Chapter 70	✓
Michigan	✓
Minnesota HdSt	✓
Minnesota VPK/SRP	✓
Mississippi	✓
Missouri	✓
Nebraska	✓
Nevada	✓
New Jersey	✓
New Mexico <sup>9</sup>	✓
New York	✓
North Carolina	✓
North Dakota	✓
Ohio	✓
Oklahoma	✓
Oregon Pre-K	✓
Oregon Preschool Promise	✓
Pennsylvania RTL <sup>4</sup>	✓
Pennsylvania HSSAP <sup>8</sup>	✓
Pennsylvania K4 & SBPK <sup>7</sup>	✓
Pennsylvania PKC <sup>7</sup>	✓
Rhode Island	✓
South Carolina	✓
Tennessee	✓
Texas	✓
Utah	✓
Vermont	✓
Virginia VPI	✓
Virginia Mixed Delivery	✓
Washington ECEAP	✓
Washington TK	✓
West Virginia <sup>10</sup>	✓
Wisconsin	✓
Guam	✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 46A. ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

STATE	State K–3 Standards	State developed/adopted college and career ready standards for early grades	State infant and toddler development standards
Alabama <sup>9</sup>	Yes	Yes	Yes
Alaska	Yes		Yes
Arizona	Yes	Yes	Yes
Arkansas <sup>16</sup>	Yes	Yes	Yes
California CSPP <sup>19</sup>	Yes	Yes	Yes
California TK <sup>13</sup>	Yes	Yes	Yes
Colorado <sup>13</sup>	Included in ELDS	Included in ELDS	Included in ELDS
Connecticut CDCC	Yes	Yes	Included in ELDS
Connecticut SR	Yes	Yes	Included in ELDS
Connecticut Smart Start	Yes	Yes	Included in ELDS
Delaware	Yes	Yes	Yes
District of Columbia <sup>14</sup>	Yes	Yes	Yes
Florida <sup>11</sup>	Yes	Yes	Yes
Georgia <sup>8</sup>	Yes	Yes	Yes
Hawaii EOEL <sup>10</sup>	Yes	Yes	Yes
Hawaii SPCSP <sup>12</sup>	Yes	Yes	Yes
Illinois	Yes	Yes	Yes
Iowa Shared Visions <sup>12</sup>	Yes	Yes	Yes
Iowa SWVPP <sup>13</sup>	Yes	Yes	Yes
Kansas <sup>16</sup>	Yes	Yes	Yes
Kentucky <sup>17</sup>	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes	Yes
Louisiana LA 4	Yes	Yes	Yes
Louisiana NSECD	Yes	Yes	Yes
Maine <sup>13</sup>	Yes	Yes	Yes
Maryland <sup>13</sup>	Yes	Yes	Yes
Massachusetts CPPI <sup>15</sup>	Yes	Alignment is in Progress	Yes
Massachusetts Chapter 70	Yes	Yes	Yes
Michigan	Yes	Yes	Yes
Minnesota HdSt	Yes	Yes	Yes
Minnesota VPK/SRP	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes
Missouri <sup>4</sup>	Yes		Yes
Nebraska <sup>11</sup>	Alignment is in Progress	Yes	Yes
Nevada <sup>12</sup>	Alignment is in Progress	Alignment is in Progress	Alignment is in Progress
New Jersey	Yes	Yes	Yes
New Mexico <sup>9</sup>	Yes	Yes	Yes
New York <sup>11</sup>	Yes	Yes	Included in ELDS
North Carolina <sup>13</sup>	Yes	Yes	Yes
North Dakota <sup>18</sup>	Yes	Yes	Yes
Ohio	Yes	Yes	Yes
Oklahoma <sup>13</sup>	Yes	Yes	Yes
Oregon Pre-K <sup>17</sup>	Yes	Yes	Yes
Oregon Preschool Promise <sup>15</sup>	Yes	Yes	Yes
Pennsylvania RTL <sup>4</sup>	Yes	Yes	Yes
Pennsylvania HSSAP <sup>8</sup>	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>7</sup>	Yes	Yes	Yes
Pennsylvania PKC <sup>7</sup>	Yes	Yes	Yes
Rhode Island <sup>9</sup>	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes
Texas	Yes	Yes	Yes
Utah <sup>15</sup>	Yes		Alignment is in Progress
Vermont <sup>11</sup>	Yes	Yes	Yes
Virginia VPI <sup>19</sup>	Yes	Yes	Included in ELDS
Virginia Mixed Delivery <sup>13</sup>	Yes	Yes	Included in ELDS
Washington ECEAP <sup>13</sup>	Yes		Yes
Washington TK <sup>10</sup>	Yes		Yes
West Virginia	Yes	Yes	Yes
Wisconsin <sup>16</sup>			Included in ELDS
Guam	Yes		Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 46B. ALIGNMENT OF ELDS WITH OTHER STATE STANDARDS

STATE	Head Start Standards	WIDA English Language Development Standards Framework	Other standards
Alabama <sup>9</sup>	Yes	Yes	Yes
Alaska	Yes		
Arizona	Yes		
Arkansas <sup>16</sup>	Yes	Included in ELDS	Yes: Kindergarten Language Arts & Math Standards
California CSPP <sup>19</sup>	Yes		Yes
California TK <sup>13</sup>	Yes		Yes
Colorado <sup>13</sup>	Included in ELDS	Not reported	Yes
Connecticut CDCC	Yes		
Connecticut SR	Yes		
Connecticut Smart Start	Yes		
Delaware	Yes		
District of Columbia <sup>14</sup>	Yes	Yes	Yes
Florida <sup>11</sup>	Yes		
Georgia <sup>8</sup>	Yes	Yes	Yes: WSS indicators for 4-year-olds
Hawaii EOEL <sup>10</sup>			Yes: Common Core State Standards
Hawaii SPCSP <sup>12</sup>			Yes: Common Core State Standards
Illinois	Yes		
Iowa Shared Visions <sup>12</sup>	Yes		
Iowa SWVPP <sup>13</sup>	Yes		
Kansas <sup>16</sup>			Yes
Kentucky <sup>17</sup>	Yes		
Louisiana 8(g)			
Louisiana LA 4			
Louisiana NSECD			
Maine <sup>13</sup>	Yes		
Maryland <sup>13</sup>	Yes		
Massachusetts CPPI <sup>15</sup>	Yes		
Massachusetts Chapter 70		Yes	
Michigan	Yes	Yes	Yes: NAEYC
Minnesota HdSt	Alignment is in Progress		
Minnesota VPK/SRP	Alignment is in Progress		
Mississippi	Yes		
Missouri <sup>4</sup>	Yes		
Nebraska <sup>11</sup>	Yes	Yes	
Nevada <sup>12</sup>	Alignment is in Progress	Alignment is in Progress	
New Jersey	Yes	Yes	
New Mexico <sup>9</sup>	Yes	Yes	Yes
New York <sup>11</sup>	Yes	NA	Yes
North Carolina <sup>13</sup>	Yes	Yes	Yes
North Dakota <sup>18</sup>	Yes		Yes
Ohio	Yes		
Oklahoma <sup>13</sup>	Yes	Yes	
Oregon Pre-K <sup>17</sup>	Yes		Yes: K-12 Core Standards
Oregon Preschool Promise <sup>15</sup>	Yes		Yes: K-12 Core Standards
Pennsylvania RTL <sup>4</sup>	Yes	Yes	Yes
Pennsylvania HSSAP <sup>8</sup>	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>7</sup>	Yes	Yes	Yes
Pennsylvania PKC <sup>7</sup>	Yes	Yes	Yes
Rhode Island <sup>9</sup>	Yes	Yes	Yes
South Carolina	Yes	Yes	
Tennessee			
Texas			
Utah <sup>15</sup>	Yes	Yes	
Vermont <sup>11</sup>	Yes	Yes	Yes
Virginia VPI <sup>19</sup>	Yes	Yes	
Virginia Mixed Delivery <sup>13</sup>	Yes	Yes	
Washington ECEAP <sup>13</sup>			Yes
Washington TK <sup>10</sup>			Yes
West Virginia	Yes		
Wisconsin <sup>16</sup>	Yes	Yes	
Guam	Yes		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 47A. STATE POLICY REQUIREMENTS FOR ALIGNMENT BETWEEN PRESCHOOL CHILD ASSESSMENTS AND ELDS

STATE	At least one specific child assessment (aligned with the ELDS) must be used by all programs	All programs select at least one child assessment that is aligned with the ELDS	State-level approval process for locally selected child assessments that are aligned with the ELDS
Alabama <sup>10</sup>	✓		
Alaska <sup>13</sup>	✓		
Arizona <sup>15</sup>			
Arkansas <sup>17</sup>	✓		
California CSPP <sup>20</sup>	✓		
California TK <sup>14</sup>			
Colorado <sup>14</sup>		✓	
Connecticut CDCC <sup>16</sup>		✓	
Connecticut SR <sup>11</sup>		✓	
Connecticut Smart Start <sup>11</sup>		✓	
Delaware		✓	
District of Columbia <sup>15</sup>	✓ (CBO)		✓ (DCPS & PCS)
Florida <sup>12</sup>	✓		
Georgia <sup>9</sup>	✓		
Hawaii EOEL	✓		
Hawaii SPCSP <sup>13</sup>			
Illinois		✓	
Iowa Shared Visions <sup>13</sup>	✓		
Iowa SWVPP <sup>14</sup>	✓		
Kansas <sup>15</sup>		✓	
Kentucky <sup>18</sup>	✓		
Louisiana 8(g) <sup>9</sup>	✓		
Louisiana LA 4 <sup>10</sup>	✓		
Louisiana NSECD <sup>8</sup>	✓		
Maine		✓	
Maryland <sup>12</sup>		✓	
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan <sup>14</sup>		✓	
Minnesota HdSt <sup>14</sup>		✓ per Parent Aware	
Minnesota VPK/SRP <sup>21</sup>		✓	
Mississippi	✓		
Missouri			
Nebraska <sup>12</sup>	✓		
Nevada <sup>13</sup>	✓		
New Jersey		✓	
New Mexico <sup>10</sup>	✓		
New York <sup>12</sup>		✓	
North Carolina		✓	
North Dakota <sup>19</sup>	✓		
Ohio		✓	
Oklahoma			
Oregon Pre-K <sup>18</sup>		✓	
Oregon Preschool Promise		✓	
Pennsylvania RTL <sup>5</sup>		✓	
Pennsylvania HSSAP <sup>9</sup>		✓	
Pennsylvania K4 & SBPK <sup>8</sup>		✓	
Pennsylvania PKC <sup>8</sup>		✓	
Rhode Island <sup>10</sup>		✓	
South Carolina <sup>15</sup>		✓	
Tennessee <sup>8</sup>	✓		
Texas <sup>12</sup>			
Utah <sup>16</sup>	✓		
Vermont <sup>12</sup>	✓		
Virginia VPI <sup>20</sup>	✓		
Virginia Mixed Delivery	✓		
Washington ECEAP	✓		
Washington TK <sup>11</sup>	✓		
West Virginia <sup>11</sup>	✓		
Wisconsin <sup>17</sup>			
Guam		✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 47B. STATE POLICY REQUIREMENTS FOR ALIGNMENT BETWEEN PRESCHOOL CHILD ASSESSMENTS AND ELDS**

STATE	Some programs are required to use a child assessment aligned with the ELDS	Child assessments are not required to align with the ELDS	Child assessments are not required
Alabama <sup>10</sup>			
Alaska <sup>13</sup>			
Arizona <sup>15</sup>			✓
Arkansas <sup>17</sup>			
California CSPP <sup>20</sup>			
California TK <sup>14</sup>	✓		
Colorado <sup>14</sup>			
Connecticut CDCC <sup>16</sup>			
Connecticut SR <sup>11</sup>			
Connecticut Smart Start <sup>11</sup>			
Delaware			
District of Columbia <sup>15</sup>			
Florida <sup>12</sup>			
Georgia <sup>9</sup>			
Hawaii EOEL			
Hawaii SPCSP <sup>13</sup>	✓		
Illinois			
Iowa Shared Visions <sup>13</sup>			
Iowa SWVPP <sup>14</sup>			
Kansas <sup>15</sup>			
Kentucky <sup>18</sup>			
Louisiana 8(g) <sup>9</sup>			
Louisiana LA 4 <sup>10</sup>			
Louisiana NSECD <sup>8</sup>			
Maine			
Maryland <sup>12</sup>			
Massachusetts CPPI			✓
Massachusetts Chapter 70			✓
Michigan <sup>14</sup>			
Minnesota HdSt <sup>14</sup>			
Minnesota VPK/SRP <sup>21</sup>			
Mississippi			
Missouri			✓
Nebraska <sup>12</sup>			
Nevada <sup>13</sup>			
New Jersey			
New Mexico <sup>10</sup>			
New York <sup>12</sup>			
North Carolina			
North Dakota <sup>19</sup>			
Ohio			
Oklahoma			✓
Oregon Pre-K <sup>18</sup>			
Oregon Preschool Promise			
Pennsylvania RTL <sup>5</sup>			
Pennsylvania HSSAP <sup>9</sup>			
Pennsylvania K4 & SBPK <sup>8</sup>			
Pennsylvania PKC <sup>8</sup>			
Rhode Island <sup>10</sup>			
South Carolina <sup>15</sup>			
Tennessee <sup>8</sup>			
Texas <sup>12</sup>	✓		
Utah <sup>16</sup>			
Vermont <sup>12</sup>			
Virginia VPI <sup>20</sup>			
Virginia Mixed Delivery			
Washington ECEAP			
Washington TK <sup>11</sup>			
West Virginia <sup>11</sup>			
Wisconsin <sup>17</sup>		✓	
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 48. STATE SUPPORTS FOR THE USE OF THE ELDS IN PRESCHOOL

STATE	Guidance on selecting curricula aligned with ELDS	Professional development to support use of the ELDS	Child assessments are required to be aligned with the ELDS	Additional resources are provided to implement the ELDS	Other supports
Alabama <sup>11</sup>	✓	✓	✓	✓	✓
Alaska <sup>14</sup>		✓	✓		✓
Arizona <sup>16</sup>	✓	✓	✓	✓	
Arkansas <sup>18</sup>	✓	✓	✓	✓	✓
California CSPP <sup>21</sup>	✓	✓	✓	✓	✓
California TK <sup>15</sup>	✓	✓	✓ (for commingled TK & CSPP)		
Colorado <sup>15</sup>		✓	✓	✓	✓
Connecticut CDCC <sup>17</sup>	✓	✓	✓	✓	✓
Connecticut SR <sup>12</sup>	✓	✓	✓	✓	✓
Connecticut Smart Start <sup>12</sup>	✓	✓	✓	✓	✓
Delaware	✓	✓	✓	✓	
District of Columbia <sup>16</sup>	✓	✓	✓ (CBO); Alignment ensured through review and approval process (DCPS & PCS)	✓	✓
Florida <sup>13</sup>	✓	✓	✓	✓	✓
Georgia <sup>10</sup>	✓	✓	✓	✓	✓
Hawaii EOEL	✓	✓	✓	✓	
Hawaii SPCSP	✓	✓	✓	✓	
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>12</sup>	✓	✓	✓		✓
Iowa SWVPP <sup>13</sup>	✓	✓	✓		✓
Kansas	✓	✓	✓	✓	
Kentucky <sup>19</sup>	✓	✓	✓	✓	✓
Louisiana 8(g) <sup>10</sup>	✓	✓	✓	✓	✓
Louisiana LA 4 <sup>11</sup>	✓	✓	✓	✓	✓
Louisiana NSECD <sup>9</sup>	✓	✓	✓	✓	✓
Maine <sup>14</sup>	✓	✓	✓		✓
Maryland	✓	✓	✓	✓	
Massachusetts CPP1 <sup>16</sup>	✓	✓		✓	✓
Massachusetts Chapter 70 <sup>11</sup>	✓	✓		✓	
Michigan <sup>15</sup>	✓	✓	✓		
Minnesota HdSt <sup>15</sup>	✓	✓	✓		✓
Minnesota VPK/SRP <sup>22</sup>	✓	✓	✓	✓	✓
Mississippi <sup>12</sup>	✓	✓	✓	✓	✓
Missouri	✓	✓			
Nebraska	✓	✓	✓	✓	
Nevada	✓	✓	✓	✓	
New Jersey	✓	✓	✓		
New Mexico <sup>11</sup>	✓	✓	✓	✓	✓
New York		✓	✓	✓	
North Carolina	✓	✓	✓	✓	
North Dakota <sup>20</sup>	✓	✓	✓	✓	✓
Ohio <sup>9</sup>	✓	✓	✓	✓	✓
Oklahoma <sup>14</sup>	✓	✓		✓	✓
Oregon Pre-K <sup>19</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>16</sup>	✓	✓	✓	✓	✓
Pennsylvania RTL <sup>6</sup>	✓	✓	✓	✓	✓
Pennsylvania HSSAP <sup>10</sup>	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓		
Pennsylvania PKC	✓	✓	✓	✓	
Rhode Island <sup>11</sup>	✓	✓	✓	✓	✓
South Carolina <sup>16</sup>	✓	✓	✓	✓	✓
Tennessee <sup>9</sup>	✓	✓	✓	✓	✓
Texas <sup>12</sup>	✓	✓ (PK4 only)	✓	✓	
Utah <sup>17</sup>		✓	✓	✓	
Vermont <sup>12</sup>	✓	✓	✓	✓	✓
Virginia VPI <sup>21</sup>	✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>14</sup>	✓	✓	✓	✓	✓
Washington ECEAP <sup>14</sup>	✓	✓	✓	✓	✓
Washington TK	✓		✓	✓	
West Virginia <sup>12</sup>	✓	✓	✓	✓	✓
Wisconsin <sup>18</sup>	✓	✓		✓	✓
Guam	✓	✓	✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 49A. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	Guidance on selecting evidence-based curricula	List of state approved curricula	List of state recommended curricula	Requires adoption of specific curricula by all	Requires alignment of curricula with ELDS
Alabama <sup>12</sup>	✓				✓
Alaska <sup>15</sup>					✓
Arizona <sup>17</sup>	✓				
Arkansas <sup>19</sup>	✓	✓			✓
California CSPP <sup>21, 22</sup>	✓				
California TK <sup>16</sup>	✓				
Colorado <sup>16</sup>	✓				
Connecticut CDCC <sup>18</sup>	✓				✓
Connecticut SR <sup>13</sup>	✓				✓
Connecticut Smart Start <sup>13</sup>	✓				✓
Delaware	✓		✓		✓
District of Columbia <sup>17</sup>		✓			
Florida <sup>14</sup>		✓			✓
Georgia	✓	✓		✓	✓
Hawaii EOEL <sup>11</sup>	✓				✓
Hawaii SPCSP	✓				✓
Illinois <sup>13</sup>	✓				✓
Iowa Shared Visions <sup>14</sup>	✓				✓
Iowa SWVPP <sup>15</sup>	✓				✓
Kansas <sup>17</sup>	✓				✓
Kentucky <sup>19</sup>	✓				
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA 4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine <sup>15</sup>	✓				✓
Maryland <sup>13</sup>	✓				✓
Massachusetts CPPI <sup>17</sup>	✓				
Massachusetts Chapter 70 <sup>12</sup>	✓				✓
Michigan <sup>16</sup>	✓	✓			✓
Minnesota HdSt <sup>16</sup>	✓	✓	✓	✓	✓
Minnesota VPK/SRP <sup>23</sup>	✓	✓	✓	✓	✓
Mississippi	✓	✓		✓	✓
Missouri <sup>5</sup>	✓	✓	✓	✓	✓
Nebraska <sup>13</sup>					✓
Nevada	✓				✓
New Jersey <sup>11</sup>	✓		✓		✓
New Mexico <sup>12</sup>	✓				✓
New York <sup>13</sup>	✓				✓
North Carolina <sup>14</sup>	✓	✓			✓
North Dakota <sup>21</sup>	✓				✓
Ohio <sup>10</sup>	✓				✓
Oklahoma <sup>15</sup>	✓	✓			✓
Oregon Pre-K <sup>20</sup>	✓				✓
Oregon Preschool Promise <sup>17</sup>	✓				✓
Pennsylvania RTL <sup>7</sup>	✓		✓		✓
Pennsylvania HSSAP	✓	✓	✓		✓
Pennsylvania K4 & SBPK	✓		✓		✓
Pennsylvania PKC	✓	✓	✓		✓
Rhode Island <sup>12</sup>	✓	✓	✓	✓	✓
South Carolina <sup>17</sup>	✓	✓	✓		✓
Tennessee <sup>10</sup>	✓	✓		✓	✓
Texas	✓	✓	✓		✓ (PK4)
Utah <sup>18</sup>			✓		✓
Vermont <sup>13</sup>	✓				✓
Virginia VPI <sup>22</sup>	✓	✓	✓	✓	✓
Virginia Mixed Delivery <sup>15</sup>	✓	✓	✓	✓	✓
Washington ECEAP <sup>15</sup>	✓	✓	✓	✓	✓
Washington TK <sup>12</sup>	✓				
West Virginia	✓	✓		✓	✓
Wisconsin <sup>19</sup>	✓				
Guam	✓	✓	✓	✓	✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 49B. STATE SUPPORTS FOR CURRICULUM DECISION-MAKING AND IMPLEMENTATION

STATE	SEA/Office of Early Learning sponsored training	On-going technical assistance on curriculum implementation	Funding to support curriculum implementation or training	Other supports
Alabama <sup>12</sup>	✓	✓	✓	✓
Alaska <sup>15</sup>				
Arizona <sup>17</sup>		✓	✓	
Arkansas <sup>19</sup>	✓	✓	✓	✓
California CSPP <sup>21, 22</sup>	✓	✓		✓
California TK <sup>16</sup>			✓	✓
Colorado <sup>16</sup>				
Connecticut CDCC <sup>18</sup>	✓	✓		✓
Connecticut SR <sup>13</sup>	✓	✓	✓	✓
Connecticut Smart Start <sup>13</sup>	✓	✓		✓
Delaware	✓	✓	✓	
District of Columbia <sup>17</sup>	✓	✓	✓	✓
Florida <sup>14</sup>		✓		✓
Georgia			✓	
Hawaii EOEL <sup>11</sup>	✓	✓	✓	
Hawaii SPCSP	✓	✓	✓	
Illinois <sup>13</sup>	✓	✓	✓	✓
Iowa Shared Visions <sup>14</sup>		✓	✓	
Iowa SWVPP <sup>15</sup>			✓	
Kansas <sup>17</sup>		✓	✓	✓
Kentucky <sup>19</sup>	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	
Louisiana LA 4	✓	✓	✓	
Louisiana NSECD	✓	✓	✓	
Maine <sup>15</sup>	✓	✓		✓
Maryland <sup>13</sup>	✓	✓	✓	
Massachusetts CPPI <sup>17</sup>				✓
Massachusetts Chapter 70 <sup>12</sup>	✓	✓	✓	
Michigan <sup>16</sup>			✓	✓
Minnesota HdSt <sup>16</sup>	✓	✓		
Minnesota VPK/SRP <sup>23</sup>	✓	✓	✓	✓
Mississippi	✓	✓	✓	
Missouri <sup>5</sup>				
Nebraska <sup>13</sup>	✓		✓	✓
Nevada		✓		
New Jersey <sup>11</sup>	✓		✓	
New Mexico <sup>12</sup>	✓	✓	✓	✓
New York <sup>13</sup>	✓	✓	✓	✓
North Carolina <sup>14</sup>	✓	✓	✓	✓
North Dakota <sup>21</sup>	✓	✓	✓	✓
Ohio <sup>10</sup>	✓	✓		✓
Oklahoma <sup>15</sup>	✓	✓	✓	✓
Oregon Pre-K <sup>20</sup>	✓	✓	✓	✓
Oregon Preschool Promise <sup>17</sup>		✓	✓	✓
Pennsylvania RTL <sup>7</sup>	✓			✓
Pennsylvania HSSAP	✓		✓	
Pennsylvania K4 & SBPK	✓		✓	
Pennsylvania PKC	✓		✓	
Rhode Island <sup>12</sup>	✓	✓	✓	
South Carolina <sup>17</sup>	✓	✓	✓	
Tennessee <sup>10</sup>	✓	✓	✓	✓
Texas				
Utah <sup>18</sup>			✓	
Vermont <sup>13</sup>	✓	✓	✓	✓
Virginia VPI <sup>22</sup>	✓	✓	✓	✓
Virginia Mixed Delivery <sup>15</sup>	✓	✓	✓	
Washington ECEAP <sup>15</sup>	✓	✓	✓	✓
Washington TK <sup>12</sup>		✓		
West Virginia		✓	✓	
Wisconsin <sup>19</sup>	✓	✓		✓
Guam	✓	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 50A. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	Big Day for PreK (Houghton-Mifflin)	Connect4Learning (Kaplan Early Learning Company)	Core Knowledge Curriculum Series (Preschool)
Alabama			
Alaska			
Arizona			
Arkansas	✓	✓	✓
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	✓	✓	✓
District of Columbia <sup>18</sup>		✓	✓
Florida	✓	✓	
Georgia <sup>11</sup>		✓	
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>	✓	✓	
Louisiana LA 4 <sup>12</sup>	✓	✓	
Louisiana NSECD <sup>10</sup>	✓	✓	
Maine			
Maryland <sup>14</sup>			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan		✓	
Minnesota HdSt	✓	✓	✓
Minnesota VPK/SRP <sup>24</sup>	✓	✓	✓
Mississippi <sup>13</sup>			
Missouri <sup>6</sup>			
Nebraska			
Nevada			
New Jersey		✓	
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>			
Pennsylvania HSSAP <sup>11</sup>			
Pennsylvania K4 & SBPK <sup>9</sup>			
Pennsylvania PKC <sup>9</sup>			
Rhode Island			
South Carolina	✓ (public schools)		
Tennessee	✓	✓	
Texas <sup>13</sup>		✓	
Utah	✓	✓	
Vermont			
Virginia VPI <sup>23</sup>	✓	✓	✓
Virginia Mixed Delivery <sup>16</sup>	✓	✓	✓
Washington ECEAP <sup>15, 16</sup>			
Washington TK			
West Virginia			
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 50B. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	The Creative Curriculum for Preschool (Teaching Strategies)	Curiosity Corner (Success for All Foundation)	DLM Early Childhood Express (McGraw-Hill)
Alabama			
Alaska			
Arizona			
Arkansas	✓	✓	✓
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	✓	✓	✓
District of Columbia <sup>18</sup>	✓		
Florida			
Georgia <sup>11</sup>	✓		
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>	✓		
Louisiana LA 4 <sup>12</sup>	✓		
Louisiana NSECD <sup>10</sup>	✓		
Maine			
Maryland <sup>14</sup>			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan	✓		
Minnesota HdSt	✓	✓	✓
Minnesota VPK/SRP <sup>24</sup>	✓	✓	✓
Mississippi <sup>13</sup>			
Missouri <sup>6</sup>	✓	✓	
Nebraska			
Nevada			
New Jersey	✓		
New Mexico			
New York			
North Carolina	✓	✓	
North Dakota			
Ohio			
Oklahoma	✓		
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>		✓	
Pennsylvania HSSAP <sup>11</sup>		✓	
Pennsylvania K4 & SBPK <sup>9</sup>		✓	
Pennsylvania PKC <sup>9</sup>		✓	
Rhode Island	✓		
South Carolina	✓		
Tennessee	✓		
Texas <sup>13</sup>	✓		
Utah			
Vermont			
Virginia VPI <sup>23</sup>	✓	✓	
Virginia Mixed Delivery <sup>16</sup>	✓	✓	
Washington ECEAP <sup>15, 16</sup>	✓		
Washington TK	✓		
West Virginia	✓		
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 50C. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	Frog Street Pre-K	HighReach Learning Curriculum (Carson-Dellosa Publishing)	HighScope Preschool Curriculum
Alabama			
Alaska			
Arizona			
Arkansas	✓	✓	✓
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	✓		✓
District of Columbia <sup>18</sup>	✓		✓
Florida	✓		✓
Georgia <sup>11</sup>	✓		✓
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>	✓		
Louisiana LA 4 <sup>12</sup>	✓		
Louisiana NSECD <sup>10</sup>	✓		
Maine			
Maryland <sup>14</sup>			✓
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			✓
Minnesota HdSt	✓	✓	✓
Minnesota VPK/SRP <sup>24</sup>	✓	✓	✓
Mississippi <sup>13</sup>			
Missouri <sup>6</sup>			✓
Nebraska			
Nevada			
New Jersey			✓
New Mexico			
New York			
North Carolina	✓	✓	✓
North Dakota			
Ohio			
Oklahoma	✓		
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>	✓		✓
Pennsylvania HSSAP <sup>11</sup>	✓		✓
Pennsylvania K4 & SBPK <sup>9</sup>	✓		✓
Pennsylvania PKC <sup>9</sup>	✓		✓
Rhode Island			✓
South Carolina	✓ (public schools)		✓
Tennessee			
Texas <sup>13</sup>	✓		✓
Utah			
Vermont			
Virginia VPI <sup>23</sup>	✓	✓	✓
Virginia Mixed Delivery <sup>16</sup>	✓	✓	✓
Washington ECEAP <sup>15, 16</sup>			✓
Washington TK	✓		✓
West Virginia			
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 50D. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	InvestiGator Club (Robert-Leslie Publishing)	Little Treasures (Macmillan/McGraw-Hill)	Montessori Curriculum
Alabama			
Alaska			
Arizona			
Arkansas	✓		✓
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	✓		✓
District of Columbia <sup>18</sup>			✓
Florida	✓		
Georgia <sup>11</sup>	✓		
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>	✓		
Louisiana LA 4 <sup>12</sup>	✓		
Louisiana NSECD <sup>10</sup>	✓		
Maine			
Maryland <sup>14</sup>			✓
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			✓
Minnesota HdSt	✓		✓
Minnesota VPK/SRP <sup>24</sup>	✓		✓
Mississippi <sup>13</sup>			
Missouri <sup>6</sup>			✓
Nebraska			
Nevada			
New Jersey			
New Mexico			
New York			
North Carolina	✓		
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>	✓		
Pennsylvania HSSAP <sup>11</sup>	✓		
Pennsylvania K4 & SBPK <sup>9</sup>	✓		
Pennsylvania PKC <sup>9</sup>	✓		
Rhode Island	✓		
South Carolina	✓ (public schools)		✓
Tennessee			
Texas <sup>13</sup>	✓		
Utah			
Vermont			
Virginia VPI <sup>23</sup>	✓		✓
Virginia Mixed Delivery <sup>16</sup>	✓		✓
Washington ECEAP <sup>15, 16</sup>			
Washington TK			
West Virginia			
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 50E. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	Opening the World of Learning (OWL; Savvas Learning Company)	PreK On My Way (Scholastic)	Reggio Emilia Curriculum
Alabama			
Alaska			
Arizona			
Arkansas	✓	✓	✓
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	✓		
District of Columbia <sup>18</sup>	✓		
Florida			
Georgia <sup>11</sup>			
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>		✓	
Louisiana LA 4 <sup>12</sup>		✓	
Louisiana NSECD <sup>10</sup>		✓	
Maine			
Maryland <sup>14</sup>			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			✓
Minnesota HdSt	✓	✓	
Minnesota VPK/SRP <sup>24</sup>	✓	✓	
Mississippi <sup>13</sup>	✓		
Missouri <sup>6</sup>		✓	
Nebraska			
Nevada			
New Jersey			
New Mexico			
New York			
North Carolina		✓	
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>		✓	
Pennsylvania HSSAP <sup>11</sup>		✓	
Pennsylvania K4 & SBPK <sup>9</sup>		✓	
Pennsylvania PKC <sup>9</sup>		✓	
Rhode Island			
South Carolina		✓ (public schools)	
Tennessee			
Texas <sup>13</sup>		✓	
Utah			
Vermont			
Virginia VPI <sup>23</sup>	✓	✓	
Virginia Mixed Delivery <sup>16</sup>	✓	✓	
Washington ECEAP <sup>15, 16</sup>			
Washington TK			
West Virginia			
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 50F. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	Tools of the Mind	Waldorf Curriculum	We Can Early Learning Curriculum (Voyager Sopris Company)
Alabama			
Alaska			
Arizona			
Arkansas			
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware	✓		
District of Columbia <sup>18</sup>	✓		
Florida	✓		
Georgia <sup>11</sup>			✓
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>			✓
Louisiana LA 4 <sup>12</sup>			✓
Louisiana NSECD <sup>10</sup>			✓
Maine			
Maryland <sup>14</sup>		✓	
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			
Minnesota HdSt	✓		
Minnesota VPK/SRP <sup>24</sup>	✓		
Mississippi <sup>13</sup>			
Missouri <sup>6</sup>			
Nebraska			
Nevada			
New Jersey	✓		
New Mexico			
New York			
North Carolina	✓		
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>			
Pennsylvania HSSAP <sup>11</sup>			
Pennsylvania K4 & SBPK <sup>9</sup>			
Pennsylvania PKC <sup>9</sup>			
Rhode Island	✓		
South Carolina			
Tennessee			
Texas <sup>13</sup>			
Utah			
Vermont			
Virginia VPI <sup>23</sup>	✓		
Virginia Mixed Delivery <sup>16</sup>	✓		
Washington ECEAP <sup>15, 16</sup>			
Washington TK			
West Virginia			
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 50G. COMPREHENSIVE CURRICULA ON APPROVED OR RECOMMENDED LIST**

STATE	State development curriculum	Locally developed curriculum	Other
Alabama			
Alaska			
Arizona			
Arkansas	✓		
California CSPP			
California TK <sup>16</sup>			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware			
District of Columbia <sup>18</sup>			✓ <sup>18</sup>
Florida			
Georgia <sup>11</sup>			✓ <sup>11</sup>
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g) <sup>11</sup>			✓ <sup>11</sup>
Louisiana LA 4 <sup>12</sup>			✓ <sup>12</sup>
Louisiana NSECD <sup>10</sup>			✓ <sup>10</sup>
Maine			
Maryland <sup>14</sup>			✓ <sup>14</sup>
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			
Minnesota HdSt		✓	✓
Minnesota VPK/SRP <sup>24</sup>		✓	
Mississippi <sup>13</sup>			✓ <sup>13</sup>
Missouri <sup>6</sup>	✓ <sup>6</sup>		
Nebraska			
Nevada			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL <sup>7</sup>		✓ <sup>7</sup>	✓ <sup>7</sup>
Pennsylvania HSSAP <sup>11</sup>		✓ <sup>11</sup>	✓ <sup>11</sup>
Pennsylvania K4 & SBPK <sup>9</sup>		✓ <sup>9</sup>	✓ <sup>9</sup>
Pennsylvania PKC <sup>9</sup>		✓ <sup>9</sup>	✓ <sup>9</sup>
Rhode Island			✓ Boston Public Schools K-1
South Carolina		✓	✓ McGraw-Hill Worlds of Wonder (public schools)
Tennessee			
Texas <sup>13</sup>			✓
Utah			✓ World of Wonders; Voyager Passport; Ready to Advance early learning; FOSS Next Generation; Delta Science
Vermont			
Virginia VPI <sup>23</sup>		✓	✓ <sup>23</sup>
Virginia Mixed Delivery <sup>16</sup>		✓	✓ <sup>16</sup>
Washington ECEAP <sup>15, 16</sup>			✓ <sup>15,16</sup>
Washington TK		✓	
West Virginia			
Wisconsin			
Guam		✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 51. PROGRAMS ARE REQUIRED TO SELECT A CURRICULUM FROM THE APPROVED/RECOMMENDED LIST**

STATE	Are programs required to select a curriculum from the approved/recommended list?
Alabama	
Alaska	
Arizona	
Arkansas	Yes
California CSPP	
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	No
District of Columbia	No
Florida	No
Georgia	Yes
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	Yes
Nebraska	
Nevada	
New Jersey	Yes
New Mexico	
New York	
North Carolina	Yes
North Dakota	
Ohio	
Oklahoma	No
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	No
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes (CERDEP only)
Tennessee	Yes
Texas	No
Utah	No
Vermont	
Virginia VPI	Yes
Virginia Mixed Delivery	Yes
Washington ECEAP	Yes
Washington TK	No
West Virginia <sup>13</sup>	No
Wisconsin	
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 52. YEAR APPROVED/RECOMMENDED CURRICULUM LIST WAS LAST UPDATED**

STATE	Year
Alabama	
Alaska	
Arizona	
Arkansas	2021
California CSPP	
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	Not reported
District of Columbia	2023
Florida	2018
Georgia	2019-2020
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	2022
Louisiana LA 4	2022
Louisiana NSECD	2022
Maine	
Maryland	NA
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan	2020
Minnesota HdSt	November 2022
Minnesota VPK/SRP	November 2022
Mississippi	2022
Missouri	2023
Nebraska	
Nevada	
New Jersey	2019
New Mexico	
New York	
North Carolina	2023
North Dakota	
Ohio	
Oklahoma	2023
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	2023 (updated annually)
Pennsylvania HSSAP	2023 (updated annually)
Pennsylvania K4 & SBPK	2023 (updated annually)
Pennsylvania PKC	2023 (updated annually)
Rhode Island	2021
South Carolina	2022
Tennessee	2023
Texas	2021
Utah	2022
Vermont	
Virginia VPI	2023 (updated monthly)
Virginia Mixed Delivery	2023 (updated monthly)
Washington ECEAP	2018-2019
Washington TK	
West Virginia <sup>13</sup>	2019
Wisconsin	
Guam	Not reported

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 53A. FACTORS THAT DETERMINE WHICH CURRICULA ARE ON THE STATE APPROVED/RECOMMENDED LIST**

STATE	Cost	Ease of use for teachers	Alignment with ELDS	Research on curriculum developers	Conversations with curriculum developers
Alabama					
Alaska					
Arizona					
Arkansas			✓	✓	✓
California CSPP					
California TK					
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware <sup>10</sup>					
District of Columbia <sup>20</sup>			✓	✓	
Florida <sup>14</sup>			✓	✓	
Georgia			✓	✓	
Hawaii EOEL					
Hawaii SPCSP					
Illinois					
Iowa Shared Visions					
Iowa SWVPP					
Kansas					
Kentucky					
Louisiana 8(g) <sup>12</sup>			✓		
Louisiana LA 4 <sup>13</sup>			✓		
Louisiana NSECD <sup>11</sup>			✓		
Maine					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan	✓	✓	✓	✓	
Minnesota HdSt <sup>16,17</sup>			✓		
Minnesota VPK/SRP <sup>25</sup>			✓		
Mississippi			✓	✓	
Missouri <sup>7</sup>			✓	✓	
Nebraska					
Nevada					
New Jersey			✓	✓	✓
New Mexico					
New York					
North Carolina <sup>15</sup>		✓	✓	✓	✓
North Dakota					
Ohio					
Oklahoma <sup>16</sup>		✓	✓	✓	
Oregon Pre-K					
Oregon Preschool Promise					
Pennsylvania RTL			✓		
Pennsylvania HSSAP			✓		
Pennsylvania K4 & SBPK			✓		
Pennsylvania PKC			✓		
Rhode Island		✓	✓	✓	
South Carolina		✓	✓	✓	
Tennessee <sup>11</sup>		✓	✓	✓	
Texas			✓		
Utah <sup>18</sup>			✓	✓	
Vermont					
Virginia VPI <sup>24</sup>			✓		
Virginia Mixed Delivery <sup>17</sup>			✓		
Washington ECEAP <sup>17</sup>		✓	✓	✓	
Washington TK					
West Virginia <sup>14</sup>			✓	✓	
Wisconsin					
Guam <sup>4</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 53B. FACTORS THAT DETERMINE WHICH CURRICULA ARE ON THE STATE APPROVED/RECOMMENDED LIST**

STATE	Procurement limitations	Alignment with approved/recommended K-3 curricula	Accessibility of curriculum developer approved trainers	Other
Alabama				
Alaska				
Arizona				
Arkansas		✓		
California CSPP				
California TK				
Colorado				
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware <sup>10</sup>				✓ <sup>10</sup>
District of Columbia <sup>20</sup>				
Florida <sup>14</sup>				
Georgia		✓		
Hawaii EOEL				
Hawaii SPCSP				
Illinois				
Iowa Shared Visions				
Iowa SWVPP				
Kansas				
Kentucky				
Louisiana 8(g) <sup>12</sup>				✓ <sup>12</sup>
Louisiana LA 4 <sup>13</sup>				✓ <sup>13</sup>
Louisiana NSECD <sup>11</sup>				✓ <sup>11</sup>
Maine				
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan		✓		
Minnesota HdSt <sup>16,17</sup>				
Minnesota VPK/SRP <sup>25</sup>				
Mississippi				
Missouri <sup>7</sup>			✓	
Nebraska				
Nevada				
New Jersey			✓	
New Mexico				
New York				
North Carolina <sup>15</sup>				✓ NC Criteria for review <sup>15</sup>
North Dakota				
Ohio				
Oklahoma <sup>16</sup>		✓		
Oregon Pre-K				
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island		✓	✓	
South Carolina				
Tennessee <sup>11</sup>	✓	✓	✓	
Texas				✓ Free from factual error, and suitable for the subject and grade level
Utah <sup>18</sup>				✓ Review process conducted by EC educators <sup>18</sup>
Vermont				
Virginia VPI <sup>24</sup>				✓ <sup>24</sup>
Virginia Mixed Delivery <sup>17</sup>				✓ <sup>17</sup>
Washington ECEAP <sup>17</sup>		✓	✓	
Washington TK				
West Virginia <sup>14</sup>				✓ <sup>14</sup>
Wisconsin				
Guam <sup>4</sup>				✓ <sup>4</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 54A. WHO IS INVOLVED IN DECISIONS ABOUT WHICH CURRICULA ARE ON THE STATE APPROVED/RECOMMENDED LIST?

STATE	State pre-K administrator(s)	Local pre-K administrator(s)	State curriculum review committee	State advisory council	Local school board representative
Alabama					
Alaska					
Arizona					
Arkansas	✓		✓		
California CSPP					
California TK					
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware	Not reported				
District of Columbia	✓		✓		
Florida	✓	✓	✓		
Georgia	✓		✓		
Hawaii EOEL					
Hawaii SPCSP					
Illinois					
Iowa Shared Visions					
Iowa SWVPP					
Kansas					
Kentucky					
Louisiana 8(g)			✓		
Louisiana LA 4			✓		
Louisiana NSECD			✓		
Maine					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan			✓		
Minnesota HdSt			✓		
Minnesota VPK/SRP			✓		
Mississippi	✓	✓			
Missouri			✓		
Nebraska					
Nevada					
New Jersey	✓		✓		
New Mexico					
New York					
North Carolina	✓	✓	✓	✓	
North Dakota					
Ohio					
Oklahoma			✓	✓	
Oregon Pre-K					
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island	✓		✓		
South Carolina	✓ (Public 4K)		✓	✓ (Public 4K)	
Tennessee		✓	✓		
Texas <sup>14</sup>					
Utah <sup>18</sup>					
Vermont					
Virginia VPI <sup>25</sup>	✓		✓		
Virginia Mixed Delivery <sup>18</sup>	✓		✓		
Washington ECEAP	✓	✓	✓		
Washington TK					
West Virginia	✓	✓			✓
Wisconsin					
Guam			✓		✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 54B. WHO IS INVOLVED IN DECISIONS ABOUT WHICH CURRICULA ARE ON THE STATE APPROVED/RECOMMENDED LIST?**

STATE	Higher education representatives	State-employed curriculum specialist	State QRIS administrator	Schools Principals/Child Care Center Director/Head Start Director	Family Child Care providers
Alabama					
Alaska					
Arizona					
Arkansas		✓			
California CSPP					
California TK					
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware					
District of Columbia					
Florida	✓	✓		✓	✓
Georgia					
Hawaii EOEL					
Hawaii SPCSP					
Illinois					
Iowa Shared Visions					
Iowa SWVPP					
Kansas					
Kentucky					
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt					
Minnesota VPK/SRP					
Mississippi		✓			
Missouri		✓			
Nebraska					
Nevada					
New Jersey	✓		✓	✓	
New Mexico					
New York					
North Carolina	✓			✓	✓
North Dakota					
Ohio					
Oklahoma					
Oregon Pre-K					
Oregon Preschool Promise					
Pennsylvania RTL		✓			
Pennsylvania HSSAP		✓			
Pennsylvania K4 & SBPK		✓			
Pennsylvania PKC		✓			
Rhode Island		✓			
South Carolina					
Tennessee					
Texas <sup>14</sup>					
Utah <sup>18</sup>					
Vermont					
Virginia VPI <sup>25</sup>		✓			
Virginia Mixed Delivery <sup>18</sup>		✓			
Washington ECEAP	✓	✓	✓	✓	
Washington TK					
West Virginia				✓	
Wisconsin					
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 54C. WHO IS INVOLVED IN DECISIONS ABOUT WHICH CURRICULA ARE ON THE STATE APPROVED/RECOMMENDED LIST?**

STATE	Teachers	Families	Other
Alabama			
Alaska			
Arizona			
Arkansas			
California CSPP			
California TK			
Colorado			
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware			
District of Columbia			
Florida	✓		
Georgia			
Hawaii EOEL			
Hawaii SPCSP			
Illinois			
Iowa Shared Visions			
Iowa SWVPP			
Kansas			
Kentucky			
Louisiana 8(g)			
Louisiana LA 4			
Louisiana NSECD			
Maine			
Maryland			
Massachusetts CPPI			
Massachusetts Chapter 70			
Michigan			
Minnesota HdSt			
Minnesota VPK/SRP			
Mississippi			
Missouri			
Nebraska			
Nevada			
New Jersey	✓		
New Mexico			
New York			
North Carolina	✓		✓ CCR&R, Intervention, Department of Public Instruction
North Dakota			
Ohio			
Oklahoma			
Oregon Pre-K			
Oregon Preschool Promise			
Pennsylvania RTL			
Pennsylvania HSSAP			
Pennsylvania K4 & SBPK			
Pennsylvania PKC			
Rhode Island	✓		
South Carolina			
Tennessee	✓		
Texas <sup>14</sup>			✓ State Board of Education <sup>14</sup>
Utah <sup>18</sup>			✓ <sup>18</sup>
Vermont			
Virginia VPI <sup>25</sup>			✓ <sup>25</sup>
Virginia Mixed Delivery <sup>18</sup>			✓ <sup>18</sup>
Washington ECEAP			
Washington TK			
West Virginia	✓		✓ Local preschool special needs representatives
Wisconsin			
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 55. FINAL DECISION MAKER REGARDING CURRICULA ON THE STATE'S APPROVED/RECOMMENDED LIST**

STATE	Individual who makes the final decision
Alabama	
Alaska	
Arizona	
Arkansas	State Board of Education
California CSPP	
California TK	
Colorado	
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware <sup>11</sup>	Not reported
District of Columbia <sup>21</sup>	OSSE, Division of Early Learning, Quality Initiatives Unit
Florida	The Chancellor of Early Learning, Florida Department of Education, and the Florida Commissioner of Education
Georgia	Director of Pre-K, Director of Research
Hawaii EOEL	
Hawaii SPCSP	
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g) <sup>13</sup>	Louisiana Department of Education
Louisiana LA 4 <sup>14</sup>	Louisiana Department of Education
Louisiana NSECD <sup>12</sup>	Louisiana Department of Education
Maine	
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan	Curriculum Review Committee
Minnesota HdSt	State Curriculum Review Team
Minnesota VPK/SRP <sup>26</sup>	Parent Aware Appointed Committee
Mississippi <sup>14</sup>	The Mississippi Department of Education, Office of Early Childhood works with the Office of Instructional Materials to provide the list to programs
Missouri	Preschool Programs Coordinators and Specialists (Review Team)
Nebraska	
Nevada	
New Jersey	An outside of team of early childhood experts from across multiple domains review curricula to determine alignment and make the final decision
New Mexico	
New York	
North Carolina <sup>16</sup>	NC Curriculum Review Committee
North Dakota	
Ohio	
Oklahoma <sup>17</sup>	The State Textbook Committee
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	Early Education Advisor 2
Pennsylvania HSSAP	Early Education Advisor 2
Pennsylvania K4 & SBPK	Early Education Advisor 2
Pennsylvania PKC	Early Education Advisor 2
Rhode Island	Rhode Island Early Learning Specialist
South Carolina <sup>18</sup>	State Curriculum Review Team (public schools); 4K State Director (First Steps)
Tennessee	A curriculum review committee consisting of pre-K directors, teachers, coaches, and district administrators
Texas <sup>14</sup>	State Board of Education
Utah <sup>18</sup>	USBE Curriculum Review Specialist
Vermont	
Virginia VPI <sup>26</sup>	Expert Reviewers in the Division for Early Childhood Care and Education, Office of Early Childhood Learning
Virginia Mixed Delivery <sup>19</sup>	Expert Reviewers in the Division for Early Childhood Care and Education, Office of Early Childhood Learning
Washington ECEAP	Agency leadership based on higher education analysis
Washington TK	
West Virginia <sup>15</sup>	The designated instructional materials committee
Wisconsin	
Guam	Guam Education Board

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 56A. WHO DELIVERS SUPPORT, COACHING, PROFESSIONAL DEVELOPMENT ON CURRICULUM IMPLEMENTATION TO STATE-FUNDED PRESCHOOL TEACHERS?**

STATE	Child Care Center Director/Schools Principals/ Head Start Directors	Coaches/Mentors	Curriculum specialists employed by the state/SEA	Curriculum specialists employed by the curriculum company	QRIS specialists
Alabama	✓	✓			✓
Alaska					
Arizona		✓			
Arkansas	✓		✓		✓
California CSPP					
California TK					
Colorado					
Connecticut CDCC <sup>19</sup>					
Connecticut SR <sup>14</sup>					
Connecticut Smart Start <sup>14</sup>					
Delaware					✓
District of Columbia	✓	✓		✓	✓
Florida <sup>15</sup>	✓	✓	✓	✓	
Georgia	✓	✓		✓	
Hawaii EOEL		✓	✓		
Hawaii SPCSP		✓			
Illinois	✓	✓			
Iowa Shared Visions	✓	✓		✓	✓
Iowa SWVPP	✓	✓		✓	✓
Kansas					
Kentucky <sup>20</sup>	✓	✓			
Louisiana 8(g)	✓				
Louisiana LA 4	✓				
Louisiana NSECD	✓				
Maine <sup>16</sup>					
Maryland <sup>15</sup>					
Massachusetts CPPI	✓	✓		✓	
Massachusetts Chapter 70					
Michigan	✓	✓		✓	
Minnesota HdSt		✓			
Minnesota VPK/SRP	✓	✓	✓	✓	✓
Mississippi	✓	✓	✓		
Missouri					
Nebraska		✓			✓
Nevada					
New Jersey	✓	✓		✓	✓
New Mexico		✓			
New York					
North Carolina					
North Dakota		✓		✓	
Ohio			✓	✓	
Oklahoma			✓	✓	
Oregon Pre-K <sup>21</sup>	✓	✓		✓	
Oregon Preschool Promise <sup>18</sup>	✓	✓			✓
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC				✓	
Rhode Island		✓	✓		
South Carolina	✓ (public schools)	✓		✓	
Tennessee	✓	✓		✓	
Texas					
Utah		✓			
Vermont	✓	✓	✓	✓	✓
Virginia VPI					
Virginia Mixed Delivery <sup>20</sup>	✓				
Washington ECEAP <sup>18</sup>	✓	✓	✓		
Washington TK					
West Virginia		✓	✓	✓	
Wisconsin	✓	✓			✓
Guam			✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 56B. WHO DELIVERS SUPPORT, COACHING, PROFESSIONAL DEVELOPMENT ON CURRICULUM IMPLEMENTATION TO STATE-FUNDED PRESCHOOL TEACHERS?**

STATE	Child Care Resource and Referral Agencies	Other	Not specified
Alabama			
Alaska			
Arizona			
Arkansas			
California CSPP			✓
California TK			✓
Colorado			
Connecticut CDCC <sup>19</sup>		✓ <sup>19</sup>	
Connecticut SR <sup>14</sup>		✓ <sup>14</sup>	
Connecticut Smart Start <sup>14</sup>		✓ <sup>14</sup>	
Delaware		✓ Delaware Stars Quality Improvement Specialists	
District of Columbia	✓		
Florida <sup>15</sup>		✓	
Georgia		✓ Pre-K Specialists employed by Georgia Department of Early Care and Learning ✓ Curriculum specialists employed by the state - Executive Office on Early Learning State Office Teachers	
Hawaii EOEL			
Hawaii SPCSP			
Illinois		✓ State funded technical assistance provider	
Iowa Shared Visions	✓	✓ Area Education Agency staff	
Iowa SWVPP	✓	✓ Area Education Agency staff	
Kansas		✓ TASN contractors, education service centers	
Kentucky <sup>20</sup>		✓	
Louisiana 8(g)	✓		
Louisiana LA 4	✓		
Louisiana NSECD	✓		
Maine <sup>16</sup>		✓ <sup>16</sup>	
Maryland <sup>15</sup>		✓ <sup>15</sup>	
Massachusetts CPPI		✓ Consultants	
Massachusetts Chapter 70			✓
Michigan			
Minnesota HdSt		✓ Office of Head Start Training and Technical Assistance network	
Minnesota VPK/SRP	✓	✓ Individuals contracted by districts	
Mississippi			
Missouri			
Nebraska		✓ Intermediate Service Agency	
Nevada			✓
New Jersey	✓		
New Mexico			
New York			✓
North Carolina			✓
North Dakota		✓	
Ohio	✓		
Oklahoma			
Oregon Pre-K <sup>21</sup>		✓ <sup>21</sup>	
Oregon Preschool Promise <sup>18</sup>	✓	✓ <sup>18</sup>	
Pennsylvania RTL			✓
Pennsylvania HSSAP			✓
Pennsylvania K4 & SBPK			✓
Pennsylvania PKC		✓ PK specialist (state funded)	
Rhode Island			
South Carolina		✓ Early childhood experts	
Tennessee			
Texas			
Utah			
Vermont	✓		
Virginia VPI			✓
Virginia Mixed Delivery <sup>20</sup>		✓ <sup>20</sup>	
Washington ECEAP <sup>18</sup>	✓	✓ <sup>18</sup>	
Washington TK			✓
West Virginia		✓ Determined locally as part of the county continuous quality improvement process	
Wisconsin	✓		
Guam			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 57. STATE POLICY REQUIRES PRESCHOOLERS' LEARNING & DEVELOPMENT TO BE ASSESSED IN PRESCHOOL**

STATE	State policy requires preschool child assessments
Alabama	Yes
Alaska	Yes
Arizona	No
Arkansas	Yes
California CSPP	Yes
California TK <sup>17</sup>	Yes (for children with disabilities and/or comingled with CSPP)
Colorado	Yes
Connecticut CDCC	Yes
Connecticut SR	Yes
Connecticut Smart Start	Yes
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes
Hawaii EOEL	Yes
Hawaii SPCSP	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas	Yes
Kentucky	Yes
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts CPPI	No
Massachusetts Chapter 70	No
Michigan	Yes
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	No
Nebraska	Yes
Nevada	Yes
New Jersey	Yes
New Mexico	Yes
New York	Yes
North Carolina	Yes
North Dakota	Yes
Ohio	Yes
Oklahoma	No
Oregon Pre-K	Yes
Oregon Preschool Promise	Yes
Pennsylvania RTL	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania PKC	Yes
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	Yes
Utah	Yes
Vermont	Yes
Virginia VPI	Yes
Virginia Mixed Delivery	Yes
Washington ECEAP	Yes
Washington TK	Yes
West Virginia	Yes
Wisconsin	Yes
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 58A. PRESCHOOL CHILD ASSESSMENT TOOLS

STATE	Determined locally	Assessment, Evaluation, and Programming System (AEPS)	Desired Results Developmental Profile (DRDP)	Early Learning Scale (ELS)	HighScope COR
Alabama <sup>13</sup>					
Alaska <sup>13</sup>					
Arizona					
Arkansas					
California CSPP <sup>23</sup>			Programs Must Use		
California TK <sup>17</sup>			Programs Must Use		
Colorado		Programs Must Choose			Programs Must Choose
Connecticut CDCC <sup>16</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Connecticut SR <sup>11</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Connecticut Smart Start <sup>11</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Delaware					
District of Columbia <sup>22</sup>					
Florida <sup>16</sup>					
Georgia					
Hawaii EOEL					
Hawaii SPCSP <sup>13</sup>					
Illinois <sup>14</sup>					
Iowa Shared Visions <sup>15</sup>					
Iowa SWVPP					
Kansas <sup>18</sup>	Yes				
Kentucky		Programs May Choose			Programs May Choose
Louisiana 8(g) <sup>9</sup>					
Louisiana LA 4 <sup>15</sup>					
Louisiana NSECD <sup>8</sup>					
Maine <sup>17</sup>	Yes				
Maryland <sup>16</sup>					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan <sup>18</sup>			Programs Must Choose		Programs Must Choose
Minnesota HdSt <sup>18</sup>			Programs Must Choose from		Programs Must Choose from
Minnesota VPK/SRP <sup>27</sup>			Programs Must Choose		Programs Must Choose
Mississippi <sup>15</sup>					
Missouri					
Nebraska					
Nevada <sup>13</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
New Jersey <sup>12</sup>					Programs May Choose
New Mexico <sup>10</sup>					
New York <sup>14</sup>	Yes				
North Carolina <sup>17</sup>					Programs Must Choose
North Dakota					
Ohio <sup>12</sup>					
Oklahoma					
Oregon Pre-K <sup>22</sup>					
Oregon Preschool Promise <sup>19</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Pennsylvania RTL <sup>8</sup>	Yes				
Pennsylvania HSSAP <sup>12</sup>			Programs May Choose	Programs May Choose	Programs May Choose
Pennsylvania K4 & SBPK <sup>10</sup>	Yes				
Pennsylvania PKC <sup>10</sup>			Programs May Choose	Programs May Choose	Programs May Choose
Rhode Island					
South Carolina <sup>19</sup>					Programs May Choose
Tennessee <sup>8</sup>					
Texas <sup>15</sup>					
Utah <sup>20</sup>		Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Vermont <sup>14</sup>					
Virginia VPI <sup>27</sup>					
Virginia Mixed Delivery <sup>21</sup>					
Washington ECEAP					
Washington TK					
West Virginia <sup>16</sup>				Programs Must Use	
Wisconsin <sup>20</sup>					
Guam <sup>5</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 58B. PRESCHOOL CHILD ASSESSMENT TOOLS

STATE	Phonological Awareness Literacy Screening (PALS)	Teaching Strategies GOLD (TS GOLD)/Creative Curriculum Developmental Continuum	Work Sampling System	State developed assessment
Alabama <sup>13</sup>		Programs Must Use		
Alaska <sup>13</sup>		Programs Must Use		
Arizona				
Arkansas			Programs Must Use	
California CSPP <sup>23</sup>				Programs Must Use
California TK <sup>17</sup>				
Colorado		Programs Must Choose		
Connecticut CDCC <sup>16</sup>	Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Connecticut SR <sup>11</sup>	Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Connecticut Smart Start <sup>11</sup>	Programs May Choose	Programs May Choose	Programs May Choose	Programs May Choose
Delaware		Programs Must Use		
District of Columbia <sup>22</sup>				
Florida <sup>16</sup>				
Georgia			Programs Must Use	
Hawaii EOEL		Programs Must Use		
Hawaii SPCSP <sup>13</sup>		Programs Must Use		
Illinois <sup>14</sup>				
Iowa Shared Visions <sup>15</sup>		Programs Must Use		
Iowa SWVPP		Programs Must Use		
Kansas <sup>18</sup>				
Kentucky		Programs May Choose	Programs May Choose	
Louisiana 8(g) <sup>9</sup>		Programs Must Use		
Louisiana LA 4 <sup>15</sup>		Programs Must Use		
Louisiana NSECD <sup>8</sup>		Programs Must Use		
Maine <sup>17</sup>				
Maryland <sup>16</sup>				Programs May Choose
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan <sup>18</sup>		Programs Must Choose		
Minnesota HdSt <sup>18</sup>		Programs Must Choose from		
Minnesota VPK/SRP <sup>27</sup>		Programs Must Choose	Programs Must Choose	
Mississippi <sup>15</sup>				
Missouri				
Nebraska		Programs Must Use		
Nevada <sup>13</sup>	Programs May Choose	Programs May Choose	Programs May Choose	
New Jersey <sup>12</sup>		Programs May Choose	Programs May Choose	
New Mexico <sup>10</sup>				Programs Must Use: New Mexico Preschool Observational Assessment
New York <sup>14</sup>				
North Carolina <sup>17</sup>		Programs Must Choose	Programs Must Choose	
North Dakota		Programs Must Use		
Ohio <sup>12</sup>				Programs Must Use: Ohio's Early Learning Assessment
Oklahoma				
Oregon Pre-K <sup>22</sup>				
Oregon Preschool Promise <sup>19</sup>	Programs May Choose	Programs May Choose		
Pennsylvania RTL <sup>8</sup>				
Pennsylvania HSSAP <sup>12</sup>		Programs May Choose	Programs May Choose	
Pennsylvania K4 & SBPK <sup>10</sup>				
Pennsylvania PKC <sup>10</sup>	Programs May Choose	Programs May Choose	Programs May Choose	
Rhode Island		Programs Must Use		
South Carolina <sup>19</sup>	Programs May Choose	Programs May Choose From Those Selected Below; Programs Must Use (First Steps only)	Programs May Choose	
Tennessee <sup>8</sup>				Programs Must Use
Texas <sup>15</sup>		Programs May Choose		
Utah <sup>20</sup>	Programs May Choose	Programs May Choose	Programs May Choose	Programs Must Use
Vermont <sup>14</sup>		Programs Must Use		
Virginia VPI <sup>27</sup>	Programs Must Use			
Virginia Mixed Delivery <sup>21</sup>	Programs Must Use			
Washington ECEAP		Programs Must Use		
Washington TK		Programs Must Use		
West Virginia <sup>16</sup>	Programs May Choose			
Wisconsin <sup>20</sup>	Programs May Choose			
Guam <sup>5</sup>				Programs Must Use

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 58C. PRESCHOOL CHILD ASSESSMENT TOOLS

STATE	Other
Alabama <sup>13</sup>	Programs Must Use: ASQ-3 and DECA-P2 <sup>13</sup>
Alaska <sup>13</sup>	
Arizona	
Arkansas	
California CSPP <sup>23</sup>	
California TK <sup>17</sup>	
Colorado	
Connecticut CDCC <sup>16</sup>	Programs May Choose <sup>16</sup>
Connecticut SR <sup>11</sup>	Programs May Choose <sup>11</sup>
Connecticut Smart Start <sup>11</sup>	Programs May Choose <sup>11</sup>
Delaware	
District of Columbia <sup>22</sup>	Programs Must use: Teaching Strategies GOLD, Required Curricular Tasks, Ages & Stages Questionnaires (DCPS); Determined locally, but must be aligned with DC ELS, other Developmental Screening (CBO); Determined locally (PCS) <sup>22</sup>
Florida <sup>16</sup>	Programs Must Use: Star Early Literacy <sup>16</sup>
Georgia	
Hawaii EOEL	
Hawaii SPCSP <sup>13</sup>	Programs May Choose <sup>13</sup>
Illinois <sup>14</sup>	Programs May Choose <sup>14</sup>
Iowa Shared Visions <sup>15</sup>	Programs May Choose <sup>15</sup>
Iowa SWVPP	
Kansas <sup>18</sup>	
Kentucky	Programs May Choose: Carolina Curriculum for Preschoolers with Special Needs (CCPSN)
Louisiana 8(g) <sup>9</sup>	
Louisiana LA 4 <sup>15</sup>	
Louisiana NSECD <sup>8</sup>	
Maine <sup>17</sup>	
Maryland <sup>16</sup>	Programs May Choose <sup>16</sup>
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan <sup>18</sup>	Programs Must Choose: Learning Accomplishment Profile (LAP) <sup>18</sup>
Minnesota HdSt <sup>18</sup>	
Minnesota VPK/SRP <sup>27</sup>	
Mississippi <sup>15</sup>	Programs must use: Mississippi State Kindergarten Readiness Assessment and Brigance Screen III <sup>15</sup>
Missouri	
Nebraska	
Nevada <sup>13</sup>	
New Jersey <sup>12</sup>	
New Mexico <sup>10</sup>	Programs Must Use: New Mexico Preschool Observational Assessment <sup>10</sup>
New York <sup>14</sup>	
North Carolina <sup>17</sup>	Programs Must Choose <sup>17</sup>
North Dakota	
Ohio <sup>12</sup>	Programs Must Use: Ohio's Early Learning Assessment <sup>12</sup>
Oklahoma	
Oregon Pre-K <sup>22</sup>	Programs May Choose <sup>22</sup>
Oregon Preschool Promise <sup>19</sup>	Programs May Choose <sup>19</sup>
Pennsylvania RTL <sup>8</sup>	
Pennsylvania HSSAP <sup>12</sup>	Programs May Choose <sup>12</sup>
Pennsylvania K4 & SBPK <sup>10</sup>	
Pennsylvania PKC <sup>10</sup>	Programs May Choose <sup>10</sup>
Rhode Island	
South Carolina <sup>19</sup>	Programs May Choose <sup>19</sup>
Tennessee <sup>8</sup>	
Texas <sup>15</sup>	Programs Must Choose <sup>15</sup>
Utah <sup>20</sup>	Programs Must Use <sup>20</sup>
Vermont <sup>14</sup>	Programs Must Use <sup>21</sup>
Virginia VPI <sup>27</sup>	Programs Must Use: Virginia Kindergarten Readiness Program (VKRP) <sup>27</sup>
Virginia Mixed Delivery <sup>21</sup>	Programs Must Use: Virginia Kindergarten Readiness Program (VKRP) <sup>21</sup>
Washington ECEAP	
Washington TK	
West Virginia <sup>16</sup>	
Wisconsin <sup>20</sup>	
Guam <sup>5</sup>	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 59. ARE PRESCHOOL CHILD ASSESSMENTS REQUIRED TO BE ALIGNED WITH THE CURRICULUM?**

STATE	Alignment between child assessments and curriculum
Alabama	Yes
Alaska	Yes
Arizona	NA
Arkansas	Yes
California CSPP	No
California TK	No
Colorado	Not reported
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes
District of Columbia	Yes
Florida	Yes
Georgia	Yes
Hawaii EOEL	Yes
Hawaii SPCSP	Yes
Illinois	No
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas	No
Kentucky	No
Louisiana 8(g)	Yes
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	No
Maryland	No
Massachusetts CPPI	NA
Massachusetts Chapter 70	NA
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	Yes
Mississippi	No
Missouri	NA
Nebraska	Yes
Nevada	Yes
New Jersey	Yes
New Mexico	No
New York	No
North Carolina	No
North Dakota	Yes
Ohio	No
Oklahoma	NA
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Yes
South Carolina	Yes
Tennessee	Yes
Texas	No
Utah	No
Vermont	Yes
Virginia VPI	No
Virginia Mixed Delivery	No
Washington ECEAP	Yes
Washington TK	No
West Virginia	Yes
Wisconsin	No
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 60A. CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY PRESCHOOL CHILD ASSESSMENTS

STATE	Language/Literacy	Math	Science	Social and emotional development
Alabama	✓	✓	✓	✓
Alaska	✓	✓		✓
Arizona				
Arkansas	✓	✓	✓	✓
California CSPP	✓	✓	✓	✓
California TK	✓	✓	✓	✓
Colorado			Not reported	
Connecticut CDCC	✓	✓	✓	✓
Connecticut SR	✓	✓	✓	✓
Connecticut Smart Start	✓	✓	✓	✓
Delaware	✓	✓		✓
District of Columbia <sup>23</sup>			Varies by sector	
Florida	✓	✓		
Georgia	✓	✓	✓	✓
Hawaii EOEL	✓	✓		✓
Hawaii SPCSP	✓	✓		✓
Illinois	✓	✓	✓	✓
Iowa Shared Visions	✓	✓	✓	✓
Iowa SWVPP	✓	✓	✓	✓
Kansas	✓	✓		✓
Kentucky	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	✓
Louisiana LA 4	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓
Maine	✓	✓	✓	✓
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan	✓	✓	✓	✓
Minnesota HdSt	✓	✓	✓	✓
Minnesota VPK/SRP	✓	✓		✓
Mississippi	✓	✓		✓
Missouri				
Nebraska	✓	✓	✓	✓
Nevada	✓	✓	✓	✓
New Jersey	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓
New York	✓			✓
North Carolina				✓
North Dakota	✓	✓		✓
Ohio	✓	✓	✓	✓
Oklahoma				
Oregon Pre-K	✓	✓	✓	✓
Oregon Preschool Promise	✓	✓		✓
Pennsylvania RTL			Determined locally	
Pennsylvania HSSAP	✓	✓		✓
Pennsylvania K4 & SBPK			Determined locally	
Pennsylvania PKC	✓	✓		✓
Rhode Island	✓	✓	✓	✓
South Carolina	✓	✓	✓	✓
Tennessee	✓	✓		
Texas	✓	✓	✓	✓
Utah	✓	✓	✓	✓
Vermont	✓	✓	✓	✓
Virginia VPI	✓	✓		✓
Virginia Mixed Delivery	✓	✓		✓
Washington ECEAP	✓	✓		✓
Washington TK	✓	✓		✓
West Virginia	✓	✓	✓	✓
Wisconsin	✓			
Guam	✓	✓	✓	✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 60B. CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY PRESCHOOL CHILD ASSESSMENTS

STATE	Approaches toward learning	Physical/motor development	General cognitive development	Other domains
Alabama	✓	✓	✓	
Alaska	✓	✓	✓	
Arizona				
Arkansas	✓	✓	✓	✓ The Arts
California CSPP		✓	✓	
California TK		✓	✓	
Colorado			Not reported	
Connecticut CDCC	✓	✓	✓	
Connecticut SR	✓	✓	✓	
Connecticut Smart Start	✓	✓	✓	
Delaware	✓	✓	✓	
District of Columbia <sup>23</sup>			Varies by sector	
Florida				
Georgia	✓	✓	✓	
Hawaii EOEL	✓	✓	✓	
Hawaii SPCSP	✓	✓	✓	
Illinois		✓		✓ Fine Arts and English Language Learners, if applicable
Iowa Shared Visions	✓	✓	✓	✓ Creative Arts
Iowa SWVPP	✓	✓	✓	
Kansas				
Kentucky		✓	✓	
Louisiana 8(g)	✓	✓	✓	
Louisiana LA 4	✓	✓	✓	
Louisiana NSECD	✓	✓	✓	
Maine	✓	✓	✓	
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan	✓	✓	✓	
Minnesota HdSt	✓	✓	✓	
Minnesota VPK/SRP	✓	✓	✓	
Mississippi	✓	✓	✓	
Missouri				
Nebraska	✓	✓	✓	
Nevada	✓	✓	✓	
New Jersey	✓	✓	✓	
New Mexico	✓	✓	✓	
New York		✓	✓	
North Carolina	✓	✓	✓	
North Dakota		✓	✓	
Ohio	✓	✓	✓	✓ Creative Arts & Social Studies
Oklahoma				
Oregon Pre-K	✓	✓	✓	✓ English Language Acquisition
Oregon Preschool Promise	✓	✓	✓	
Pennsylvania RTL			Determined locally	
Pennsylvania HSSAP	✓	✓	✓	
Pennsylvania K4 & SBPK			Determined locally	
Pennsylvania PKC	✓	✓	✓	
Rhode Island		✓	✓	✓ Creative Arts
South Carolina	✓	✓	✓	
Tennessee				
Texas				✓ Health and Wellness
Utah	✓	✓	✓	✓ Fine Arts, Health
Vermont	✓	✓	✓	
Virginia VPI				
Virginia Mixed Delivery				
Washington ECEAP		✓	✓	
Washington TK	✓	✓	✓	
West Virginia	✓	✓	✓	✓ The Arts
Wisconsin				
Guam	✓	✓	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 61. FREQUENCY OF PRESCHOOL CHILD ASSESSMENTS**

STATE	Frequency of preschool child assessments
Alabama	Multiple times during the year
Alaska	Fall & Spring required; Winter optional
Arizona	NA
Arkansas	Multiple times during the year
California CSPP <sup>24</sup>	Other
California TK <sup>17</sup>	Other
Colorado	Not reported
Connecticut CDCC	Unspecified
Connecticut SR	Unspecified
Connecticut Smart Start	Unspecified
Delaware	Multiple times during the year
District of Columbia <sup>24</sup>	Other
Florida	Multiple times during the program
Georgia	Continually throughout the year
Hawaii EOEL	Multiple times during the year
Hawaii SPCSP	Multiple times during the year
Illinois	Multiple times during the year
Iowa Shared Visions	Multiple times during the year
Iowa SWVPP	At the end of the year only
Kansas	At the beginning and end of the year
Kentucky	Continually throughout the year
Louisiana 8(g)	Multiple times during the year
Louisiana LA 4	Multiple times during the year
Louisiana NSECD	Multiple times during the year
Maine	Continually throughout the year
Maryland	Unspecified
Massachusetts CPPI	NA
Massachusetts Chapter 70	NA
Michigan	Multiple times during the year
Minnesota HdSt <sup>19</sup>	Per federal Head Start Program Performance Standards
Minnesota VPK/SRP <sup>28</sup>	At the beginning and end of the year
Mississippi	At the beginning and end of the year
Missouri	NA
Nebraska <sup>14</sup>	Other
Nevada	Multiple times during the year
New Jersey	Multiple times during the year
New Mexico	Multiple times during the year
New York	Multiple times during the year
North Carolina	Continually throughout the year
North Dakota	Multiple times during the year: Fall, Winter and Spring
Ohio	Multiple times during the year
Oklahoma	NA
Oregon Pre-K	Multiple times during the year
Oregon Preschool Promise	Multiple times during the year
Pennsylvania RTL	Unspecified
Pennsylvania HSSAP	Unspecified
Pennsylvania K4 & SBPK	Unspecified
Pennsylvania PKC	Varies based on chosen assessment
Rhode Island	Continually throughout the year
South Carolina	Continually throughout the year (First Steps); Multiple times during the year (public schools)
Tennessee	At the beginning and end of the year
Texas	At the beginning and end of the year
Utah	Multiple times during the year
Vermont	At the beginning and end of the year
Virginia VPI	At the beginning and end of the year
Virginia Mixed Delivery	At the beginning and end of the year
Washington ECEAP <sup>19</sup>	Multiple times during the year
Washington TK	At the beginning of the year only
West Virginia	Multiple times during the year
Wisconsin <sup>21</sup>	Other
Guam	At the beginning and end of the year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 62A. WHO IS REQUIRED BY STATE POLICY TO CONDUCT PRESCHOOL CHILD ASSESSMENTS?**

STATE	No policy	Child's lead teacher	Another lead teacher	Child's assistant teacher	Principal/director/ other administrator
Alabama		✓		✓	
Alaska	✓				
Arizona					
Arkansas		✓			
California CSPP <sup>24</sup>					
California TK <sup>17</sup>	✓				
Colorado	Not reported				
Connecticut CDCC	✓				
Connecticut SR	✓				
Connecticut Smart Start	✓				
Delaware		✓		✓	
District of Columbia <sup>24</sup>	✓				
Florida					
Georgia		✓			
Hawaii EOEL		✓		✓	
Hawaii SPCSP		✓			
Illinois		✓		✓	
Iowa Shared Visions		✓			
Iowa SWVPP		✓			
Kansas	✓				
Kentucky	✓				
Louisiana 8(g)		✓			
Louisiana LA 4		✓			
Louisiana NSECD		✓			
Maine	✓				
Maryland	✓				
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan		✓		✓	
Minnesota HdSt <sup>19</sup>					
Minnesota VPK/SRP <sup>28</sup>	✓				
Mississippi		✓	✓	✓	✓
Missouri					
Nebraska <sup>14</sup>	✓				
Nevada	✓				
New Jersey		✓		✓	
New Mexico		✓			
New York	✓				
North Carolina		✓		✓	
North Dakota		✓			
Ohio		✓			
Oklahoma					
Oregon Pre-K		✓			
Oregon Preschool Promise		✓	✓	✓	✓
Pennsylvania RTL	✓				
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK	✓				
Pennsylvania PKC	✓				
Rhode Island		✓		✓	
South Carolina		✓		✓ (First Steps)	
Tennessee		✓			
Texas	✓				
Utah	✓				
Vermont	✓				
Virginia VPI	✓				
Virginia Mixed Delivery	✓				
Washington ECEAP <sup>19</sup>		✓			
Washington TK		✓			
West Virginia		✓			
Wisconsin <sup>21</sup>	✓				
Guam		✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 62B. WHO IS REQUIRED BY STATE POLICY TO CONDUCT PRESCHOOL CHILD ASSESSMENTS?**

STATE	Coach/mentor	Someone hired from outside the school/center	Parent/Family	Other
Alabama	✓			✓ Monitors
Alaska				
Arizona				
Arkansas				
California CSPP <sup>24</sup>				✓ <sup>24</sup>
California TK <sup>17</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware				
District of Columbia <sup>24</sup>				
Florida				✓ VPK Personnel
Georgia				
Hawaii EOEL				
Hawaii SPCSP				
Illinois				
Iowa Shared Visions				
Iowa SWVPP				
Kansas				
Kentucky				
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine				
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan				
Minnesota HdSt <sup>19</sup>				✓ Per federal Head Start Program Performance Standards <sup>19</sup>
Minnesota VPK/SRP <sup>28</sup>				
Mississippi		✓	✓	
Missouri				
Nebraska <sup>14</sup>				
Nevada				
New Jersey				
New Mexico				
New York				
North Carolina				
North Dakota				
Ohio				
Oklahoma				
Oregon Pre-K				
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				✓ Per federal Head Start Program Performance Standards
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island			✓	
South Carolina				
Tennessee				
Texas				
Utah				
Vermont				
Virginia VPI				
Virginia Mixed Delivery				
Washington ECEAP <sup>19</sup>				
Washington TK				
West Virginia				
Wisconsin <sup>21</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 63A. USE OF PRESCHOOL CHILD ASSESSMENT DATA

STATE	INFORMATION IS NOT USED		TO GUIDE TEACHER TRAINING, PROFESSIONAL DEVELOPMENT, OR TECHNICAL ASSISTANCE	
	State level	Local level	State level	Local level
Alabama <sup>15</sup>			✓	✓
Alaska				✓
Arizona			NA	
Arkansas			✓	✓
California CSPP			✓	✓
California TK				✓
Colorado			Not reported	
Connecticut CDCC	✓			✓
Connecticut SR	✓			✓
Connecticut Smart Start	✓			✓
Delaware			✓	
District of Columbia <sup>25</sup>			✓	
Florida			✓	✓
Georgia			✓	✓
Hawaii EOEL			✓	✓
Hawaii SPCSP <sup>14</sup>			✓	✓
Illinois	✓			✓
Iowa Shared Visions <sup>16</sup>			✓	✓
Iowa SWVPP <sup>16</sup>			✓	✓
Kansas				✓
Kentucky			✓	✓
Louisiana 8(g)			✓	✓
Louisiana LA 4			✓	✓
Louisiana NSECD			✓	✓
Maine	✓			✓
Maryland		✓		
Massachusetts CPPI				
Massachusetts Chapter 70			NA	
Michigan				✓
Minnesota HdSt	✓			✓
Minnesota VPK/SRP <sup>29</sup>			✓	✓
Mississippi			✓	✓
Missouri			NA	
Nebraska			✓	✓
Nevada				✓
New Jersey	✓			✓
New Mexico <sup>13</sup>			✓	
New York	✓			✓
North Carolina <sup>18</sup>				
North Dakota <sup>23</sup>				✓
Ohio			✓	
Oklahoma				
Oregon Pre-K <sup>23</sup>				✓
Oregon Preschool Promise			✓	✓
Pennsylvania RTL	✓			✓
Pennsylvania HSSAP	✓			✓
Pennsylvania K4 & SBPK	✓			✓
Pennsylvania PKC	✓			✓
Rhode Island			✓	
South Carolina			✓	✓ (public schools)
Tennessee				✓
Texas			✓	✓
Utah				✓
Vermont <sup>15</sup>			✓	✓
Virginia VPI				✓
Virginia Mixed Delivery				✓
Washington ECEAP			✓	✓
Washington TK				
West Virginia <sup>17</sup>				✓
Wisconsin <sup>22</sup>	✓	Determined locally		
Guam <sup>5</sup>				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 63B. USE OF PRESCHOOL CHILD ASSESSMENT DATA**

STATE	TO MAKE DECISIONS REGARDING A CHILD'S ENROLLMENT IN KINDERGARTEN		TO IDENTIFY PROGRAMS FOR CORRECTIVE ACTION OR SANCTIONS	
	State level	Local level	State level	Local level
Alabama <sup>15</sup>				
Alaska				
Arizona		NA		
Arkansas				
California CSPP			✓	
California TK		✓		
Colorado		Not reported		
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware				
District of Columbia <sup>25</sup>				
Florida		✓	✓	✓
Georgia		✓		
Hawaii EOEL				
Hawaii SPCSP <sup>14</sup>				
Illinois		✓		
Iowa Shared Visions <sup>16</sup>			✓	
Iowa SWVPP <sup>16</sup>			✓	
Kansas		✓		
Kentucky				
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine		✓		✓
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70		NA		
Michigan		✓		
Minnesota HdSt				
Minnesota VPK/SRP <sup>29</sup>				
Mississippi		✓	✓	
Missouri		NA		
Nebraska				
Nevada				
New Jersey		✓		✓
New Mexico <sup>13</sup>		✓		
New York				
North Carolina <sup>18</sup>				
North Dakota <sup>23</sup>				
Ohio			✓	
Oklahoma				
Oregon Pre-K <sup>23</sup>		✓		✓
Oregon Preschool Promise				
Pennsylvania RTL		✓		
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK		✓		
Pennsylvania PKC				
Rhode Island		✓		✓
South Carolina				
Tennessee				
Texas				
Utah				
Vermont <sup>15</sup>		✓	✓	
Virginia VPI				
Virginia Mixed Delivery				
Washington ECEAP				
Washington TK				
West Virginia <sup>17</sup>		✓		
Wisconsin <sup>22</sup>				
Guam <sup>5</sup>	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 63C. USE OF PRESCHOOL CHILD ASSESSMENT DATA**

STATE	TO MAKE FUNDING DECISIONS ABOUT PROGRAMS OR GRANTEES		TO MAKE ADJUSTMENTS TO CURRICULA	
	State level	Local level	State level	Local level
Alabama <sup>15</sup>			✓	
Alaska				✓
Arizona		NA		
Arkansas				✓
California CSPP				✓
California TK				✓
Colorado		Not reported		
Connecticut CDCC				✓
Connecticut SR				✓
Connecticut Smart Start				✓
Delaware				✓
District of Columbia <sup>25</sup>				
Florida	✓	✓		✓
Georgia			✓	✓
Hawaii EOEL			✓	✓
Hawaii SPCSP <sup>14</sup>			✓	
Illinois				✓
Iowa Shared Visions <sup>16</sup>				✓
Iowa SWVPP <sup>16</sup>				✓
Kansas				✓
Kentucky				✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine		✓		✓
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70		NA		
Michigan				✓
Minnesota HdSt				✓
Minnesota VPK/SRP <sup>29</sup>				✓
Mississippi				
Missouri		NA		
Nebraska			✓	✓
Nevada				✓
New Jersey				✓
New Mexico <sup>13</sup>			✓	
New York				✓
North Carolina <sup>18</sup>				
North Dakota <sup>23</sup>				✓
Ohio	✓			✓
Oklahoma				
Oregon Pre-K <sup>23</sup>	✓			✓
Oregon Preschool Promise				✓
Pennsylvania RTL				✓
Pennsylvania HSSAP				✓
Pennsylvania K4 & SBPK				✓
Pennsylvania PKC				✓
Rhode Island	✓		✓	✓
South Carolina			✓ (First Steps)	✓ (public schools)
Tennessee				
Texas				✓
Utah				✓
Vermont <sup>15</sup>	✓		✓	✓
Virginia VPI				
Virginia Mixed Delivery				
Washington ECEAP				✓
Washington TK				✓
West Virginia <sup>17</sup>				✓
Wisconsin <sup>22</sup>				
Guam <sup>5</sup>			✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 63D. USE OF PRESCHOOL CHILD ASSESSMENT DATA

STATE	TO TRACK CHILD AND/OR PROGRAM LEVEL OUTCOMES OVER TIME		TO MAKE CHANGES TO STATE POLICIES REGARDING THE PRESCHOOL PROGRAM	
	State level	Local level	State level	Local level
Alabama <sup>15</sup>	✓		✓	
Alaska	✓	✓	✓	
Arizona			NA	
Arkansas	✓			
California CSPP	✓	✓	✓	
California TK	✓	✓	✓	
Colorado			Not reported	
Connecticut CDCC		✓		
Connecticut SR		✓		
Connecticut Smart Start		✓		
Delaware	✓		✓	
District of Columbia <sup>25</sup>	✓		✓	
Florida	✓	✓	✓	
Georgia	✓	✓	✓	✓
Hawaii EOEL	✓	✓		
Hawaii SPCSP <sup>14</sup>	✓	✓		
Illinois		✓		
Iowa Shared Visions <sup>16</sup>	✓	✓		
Iowa SWVPP <sup>16</sup>	✓	✓		
Kansas		✓	✓	
Kentucky	✓	✓	✓	
Louisiana 8(g)	✓	✓		
Louisiana LA 4	✓	✓		
Louisiana NSECD	✓	✓		
Maine		✓		
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70			NA	
Michigan	✓	✓		
Minnesota HdSt				
Minnesota VPK/SRP <sup>29</sup>	✓	✓	✓	
Mississippi	✓	✓		
Missouri			NA	
Nebraska	✓	✓	✓	
Nevada	✓	✓		
New Jersey		✓		
New Mexico <sup>13</sup>	✓			
New York				
North Carolina <sup>18</sup>				
North Dakota <sup>23</sup>	✓			
Ohio				
Oklahoma				
Oregon Pre-K <sup>23</sup>		✓	✓	
Oregon Preschool Promise	✓	✓	✓	
Pennsylvania RTL		✓		
Pennsylvania HSSAP		✓		
Pennsylvania K4 & SBPK		✓		
Pennsylvania PKC		✓		
Rhode Island	✓	✓	✓	✓
South Carolina	✓	✓ (public schools)	✓	
Tennessee	✓	✓	✓	
Texas	✓	✓	✓	
Utah	✓	✓	✓	
Vermont <sup>15</sup>	✓	✓	✓	
Virginia VPI	✓	✓		
Virginia Mixed Delivery	✓	✓		
Washington ECEAP	✓		✓	
Washington TK		✓		
West Virginia <sup>17</sup>	✓	✓		
Wisconsin <sup>22</sup>				
Guam <sup>5</sup>	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 63E. USE OF PRESCHOOL CHILD ASSESSMENT DATA

STATE	TO EVALUATE TEACHER PERFORMANCE		TO PROVIDE A MEASURE OF KINDERGARTEN READINESS	
	State level	Local level	State level	Local level
Alabama <sup>15</sup>			✓	
Alaska				
Arizona		NA		
Arkansas				✓
California CSPP				✓
California TK				✓
Colorado		Not reported		
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware				
District of Columbia <sup>25</sup>				
Florida		✓	✓	✓
Georgia			✓	✓
Hawaii EOEL				
Hawaii SPCSP <sup>14</sup>			✓	
Illinois				
Iowa Shared Visions <sup>16</sup>				✓
Iowa SWVPP <sup>16</sup>				✓
Kansas		✓		✓
Kentucky				✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine				✓
Maryland			✓	
Massachusetts CPPI				
Massachusetts Chapter 70		NA		
Michigan				✓
Minnesota HdSt				
Minnesota VPK/SRP <sup>29</sup>			✓	✓
Mississippi			✓	✓
Missouri		NA		
Nebraska			✓	✓
Nevada				✓
New Jersey				✓
New Mexico <sup>13</sup>			✓	
New York				
North Carolina <sup>18</sup>				
North Dakota <sup>23</sup>			✓	
Ohio				
Oklahoma				
Oregon Pre-K <sup>23</sup>		✓		✓
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				✓
Pennsylvania K4 & SBPK		✓		✓
Pennsylvania PKC				
Rhode Island	✓	✓	✓	✓
South Carolina			✓ (First Steps)	
Tennessee	✓	✓		
Texas	✓	✓		
Utah				
Vermont <sup>15</sup>		✓	✓	✓
Virginia VPI			✓	✓
Virginia Mixed Delivery			✓	✓
Washington ECEAP			✓	
Washington TK			✓	
West Virginia <sup>17</sup>				
Wisconsin <sup>22</sup>				
Guam <sup>5</sup>			✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 63F. USE OF PRESCHOOL CHILD ASSESSMENT DATA**

STATE	TO IDENTIFY PROGRAMS FOR CORRECTIVE ACTION OR SANCTIONS		TO INDIVIDUALIZE CHILD INSTRUCTIONS	
	State level	Local level	State level	Local level
Alabama <sup>15</sup>				✓
Alaska				✓
Arizona			NA	
Arkansas				✓
California CSPP				✓
California TK				✓
Colorado			Not reported	
Connecticut CDCC				✓
Connecticut SR				✓
Connecticut Smart Start				✓
Delaware				✓
District of Columbia <sup>25</sup>				
Florida	✓	✓	✓	✓
Georgia			✓	✓
Hawaii EOEL			✓	✓
Hawaii SPCSP <sup>14</sup>			✓	✓
Illinois				✓
Iowa Shared Visions <sup>16</sup>				✓
Iowa SWVPP <sup>16</sup>				✓
Kansas				✓
Kentucky				✓
Louisiana 8(g)				✓
Louisiana LA 4				✓
Louisiana NSECD				✓
Maine		✓		✓
Maryland				
Massachusetts CPPI				
Massachusetts Chapter 70			NA	
Michigan				✓
Minnesota HdSt				✓
Minnesota VPK/SRP <sup>29</sup>				✓
Mississippi	✓			✓
Missouri			NA	
Nebraska				✓
Nevada				✓
New Jersey				✓
New Mexico <sup>13</sup>				✓
New York				✓
North Carolina <sup>18</sup>				
North Dakota <sup>23</sup>				✓
Ohio				✓
Oklahoma				
Oregon Pre-K <sup>23</sup>	✓			✓
Oregon Preschool Promise				✓
Pennsylvania RTL				✓
Pennsylvania HSSAP				✓
Pennsylvania K4 & SBPK				✓
Pennsylvania PKC				✓
Rhode Island				✓
South Carolina			✓ (First Steps)	✓ (public schools)
Tennessee				✓
Texas				✓
Utah				✓
Vermont <sup>15</sup>	✓			✓
Virginia VPI				✓
Virginia Mixed Delivery				✓
Washington ECEAP	✓			✓
Washington TK				✓
West Virginia <sup>17</sup>				✓
Wisconsin <sup>22</sup>				
Guam <sup>5</sup>				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 63G. USE OF PRESCHOOL CHILD ASSESSMENT DATA

STATE	INFORMATION IS USED IN OTHER WAYS	
	State level	Local level
Alabama <sup>15</sup>	✓ <sup>15</sup>	✓
Alaska		
Arizona		NA
Arkansas		
California CSPP		
California TK		
Colorado		Not reported
Connecticut CDCC		
Connecticut SR		
Connecticut Smart Start		
Delaware		
District of Columbia <sup>25</sup>		✓ <sup>25</sup>
Florida		
Georgia		
Hawaii EOEL		
Hawaii SPCSP <sup>14</sup>	✓ <sup>14</sup>	
Illinois		
Iowa Shared Visions <sup>16</sup>	✓ <sup>16</sup>	
Iowa SWVPP <sup>16</sup>	✓ <sup>16</sup>	
Kansas		
Kentucky		
Louisiana 8(g)		
Louisiana LA 4		
Louisiana NSECD		
Maine		
Maryland		
Massachusetts CPPI		
Massachusetts Chapter 70		NA
Michigan		
Minnesota HdSt		
Minnesota VPK/SRP <sup>29</sup>	✓ <sup>29</sup>	✓ <sup>29</sup>
Mississippi		
Missouri		NA
Nebraska		
Nevada		
New Jersey		
New Mexico <sup>13</sup>	✓ <sup>13</sup>	✓ <sup>13</sup>
New York		
North Carolina <sup>18</sup>	✓	✓ <sup>18</sup>
North Dakota <sup>23</sup>		✓ <sup>23</sup>
Ohio		
Oklahoma		
Oregon Pre-K <sup>23</sup>		✓ <sup>23</sup>
Oregon Preschool Promise		
Pennsylvania RTL		
Pennsylvania HSSAP		
Pennsylvania K4 & SBPK		
Pennsylvania PKC		
Rhode Island		
South Carolina		
Tennessee		
Texas		
Utah		
Vermont <sup>15</sup>		✓ <sup>15</sup>
Virginia VPI		
Virginia Mixed Delivery		
Washington ECEAP		
Washington TK		
West Virginia <sup>17</sup>		✓ <sup>17</sup>
Wisconsin <sup>22</sup>		
Guam <sup>5</sup>	✓ <sup>5</sup>	✓ <sup>5</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 64. REQUIREMENTS FOR KINDERGARTEN ASSESSMENTS OF CHILDREN'S LEARNING AND DEVELOPMENT**

STATE	During kindergarten for all children	At kindergarten entry for all children	At kindergarten entry for some children	Other requirement	Not required
Alabama <sup>16</sup>		✓			
Alaska	✓	✓			
Arizona <sup>18</sup>		✓			
Arkansas	✓				
California CSPP <sup>26</sup>			✓		
California TK <sup>18</sup>			✓		
Colorado <sup>17</sup>	✓				
Connecticut CDCC <sup>20</sup>		✓		✓ <sup>20</sup>	
Connecticut SR <sup>15</sup>		✓		✓ <sup>15</sup>	
Connecticut Smart Start <sup>15</sup>		✓		✓ <sup>15</sup>	
Delaware	✓	✓			
District of Columbia <sup>26</sup>				✓ <sup>26</sup>	
Florida <sup>18</sup>	✓				
Georgia <sup>12</sup>	✓	✓			
Hawaii EOEL	✓	✓			
Hawaii SPCSP <sup>15</sup>	✓	✓			
Illinois <sup>15</sup>	✓				
Iowa Shared Visions		✓			
Iowa SWVPP		✓			
Kansas <sup>19</sup>		✓			
Kentucky <sup>21</sup>	✓	✓			
Louisiana 8(g)		✓			
Louisiana LA 4		✓			
Louisiana NSECD		✓			
Maine	✓				
Maryland <sup>17</sup>		✓			
Massachusetts CPPI					✓
Massachusetts Chapter 70 <sup>13</sup>					✓
Michigan					✓
Minnesota HdSt <sup>20</sup>					✓
Minnesota VPK/SRP <sup>30</sup>					✓
Mississippi	✓				
Missouri <sup>8</sup>		✓			
Nebraska	✓				
Nevada <sup>14</sup>		✓		✓ <sup>14</sup>	
New Jersey <sup>13</sup>	✓	✓			
New Mexico	✓	✓			
New York	✓				
North Carolina	✓		✓		
North Dakota <sup>24</sup>					✓
Ohio <sup>12</sup>	✓				
Oklahoma <sup>18</sup>	✓				
Oregon Pre-K <sup>24</sup>					✓
Oregon Preschool Promise <sup>20</sup>					✓
Pennsylvania RTL					✓
Pennsylvania HSSAP					✓
Pennsylvania K4 & SBPK					✓
Pennsylvania PKC					✓
Rhode Island					✓
South Carolina <sup>20</sup>	✓	✓			
Tennessee	✓	✓			
Texas <sup>16</sup>		✓			
Utah <sup>21</sup>		✓			
Vermont <sup>16</sup>	✓				
Virginia VPI <sup>22</sup>	✓				
Virginia Mixed Delivery <sup>28</sup>	✓				
Washington ECEAP <sup>20</sup>		✓			
Washington TK		✓			
West Virginia <sup>18</sup>	✓				
Wisconsin <sup>23</sup>				✓ <sup>23</sup>	
Guam <sup>6</sup>				✓ <sup>6</sup>	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 65A. REQUIRED KINDERGARTEN ASSESSMENTS FOR MEASURING CHILDREN’S LEARNING AND DEVELOPMENT**

STATE	Ages & Stages Questionnaires 3rd Edition (ASQ-3)	Ages & Stages Questionnaires Social- Emotional 2nd Edition (ASQ-SE2)	Desired Results Development Profile- Kindergarten (DRDP-K)	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	HighScope COR for Kindergarten
Alabama					
Alaska <sup>16</sup>					
Arizona <sup>18</sup>					
Arkansas <sup>20</sup>					
California CSPP <sup>26</sup>					
California TK					
Colorado <sup>18</sup>					
Connecticut CDCC <sup>21</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version
Connecticut SR <sup>16</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version
Connecticut Smart Start <sup>16</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version
Delaware <sup>12</sup>					
District of Columbia <sup>27</sup>				Yes (DCPS only)	
Florida					
Georgia <sup>12</sup>					
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>15</sup>					
Iowa Shared Visions <sup>17</sup>					
Iowa SWVPP <sup>17</sup>					
Kansas <sup>20</sup>	Yes	Yes			
Kentucky <sup>21</sup>					
Louisiana 8(g)			Yes		
Louisiana LA 4			Yes		
Louisiana NSECD			Yes		
Maine <sup>18</sup>					
Maryland <sup>17</sup>					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt					
Minnesota VPK/SRP					
Mississippi <sup>16</sup>					
Missouri <sup>8</sup>			Yes		
Nebraska <sup>15</sup>					
Nevada <sup>14</sup>					
New Jersey					
New Mexico	Yes	Yes			
New York					
North Carolina					
North Dakota					
Ohio <sup>12</sup>					
Oklahoma <sup>19</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	Yes	State-Adapted Version
Oregon Pre-K <sup>24</sup>					
Oregon Preschool Promise <sup>20</sup>					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island					
South Carolina <sup>20</sup>					
Tennessee					
Texas <sup>17</sup>					
Utah <sup>21</sup>					
Vermont <sup>16</sup>					
Virginia VPI <sup>22</sup>					
Virginia Mixed Delivery <sup>28</sup>					
Washington ECEAP					
Washington TK					
West Virginia <sup>19</sup>					
Wisconsin					
Guam <sup>6</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 65B. REQUIRED KINDERGARTEN ASSESSMENTS FOR MEASURING CHILDREN'S LEARNING AND DEVELOPMENT**

STATE	Istation (ISIP)	Kindergarten Readiness Assessment (KRA)	NWEA-Map for Growth	Renaissance Star Early Literacy (STAR)	Teaching Strategies GOLD (TS GOLD)
Alabama					
Alaska <sup>16</sup>					
Arizona <sup>18</sup>					
Arkansas <sup>20</sup>	State-Adapted Version		State-Adapted Version	State-Adapted Version	
California CSPP <sup>26</sup>					
California TK					
Colorado <sup>18</sup>					
Connecticut CDCC <sup>21</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version
Connecticut SR <sup>16</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version
Connecticut Smart Start <sup>16</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version	State-Adapted Version
Delaware <sup>12</sup>					State-Adapted Version
District of Columbia <sup>27</sup>					
Florida				Yes	
Georgia <sup>12</sup>					
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>15</sup>					
Iowa Shared Visions <sup>17</sup>					
Iowa SWVPP <sup>17</sup>					
Kansas <sup>20</sup>					
Kentucky <sup>21</sup>					
Louisiana 8(g)					Yes
Louisiana LA 4					Yes
Louisiana NSECD					Yes
Maine <sup>18</sup>					
Maryland <sup>17</sup>		Yes			
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt					
Minnesota VPK/SRP					
Mississippi <sup>16</sup>				Yes	
Missouri <sup>8</sup>					
Nebraska <sup>15</sup>					
Nevada <sup>14</sup>			Yes		
New Jersey					
New Mexico					
New York					
North Carolina					Yes
North Dakota					
Ohio <sup>12</sup>		State-Adapted Version			
Oklahoma <sup>19</sup>	Yes	State-Adapted Version	Yes	Yes	State-Adapted Version
Oregon Pre-K <sup>24</sup>					
Oregon Preschool Promise <sup>20</sup>					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island					
South Carolina <sup>20</sup>		Yes			
Tennessee					
Texas <sup>17</sup>					
Utah <sup>21</sup>					
Vermont <sup>16</sup>		State-Adapted Version			
Virginia VPI <sup>22</sup>					
Virginia Mixed Delivery <sup>28</sup>					
Washington ECEAP					State-Adapted Version
Washington TK					State-Adapted Version
West Virginia <sup>19</sup>					
Wisconsin					
Guam <sup>6</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 65C. REQUIRED KINDERGARTEN ASSESSMENTS FOR MEASURING CHILDREN'S LEARNING AND DEVELOPMENT

STATE	Text Reading and Comprehension (TRC)	Work Sampling System - K	State-developed assessment	Locally determined	Other
Alabama					Yes: AlaKiDS (a subset of TS GOLD)
Alaska <sup>16</sup>					Yes: The Alaska Developmental Profile
Arizona <sup>18</sup>			Yes		
Arkansas <sup>20</sup>				Yes	Yes <sup>20</sup>
California CSPP <sup>26</sup>				Yes	Yes <sup>26</sup>
California TK				Yes	Yes
Colorado <sup>18</sup>					Yes <sup>18</sup>
Connecticut CDCC <sup>21</sup>	State-Adapted Version	State-Adapted Version	Yes	State-Adapted Version	Yes <sup>21</sup>
Connecticut SR <sup>16</sup>	State-Adapted Version	State-Adapted Version	Yes	State-Adapted Version	Yes <sup>16</sup>
Connecticut Smart Start <sup>16</sup>	State-Adapted Version	State-Adapted Version	Yes	State-Adapted Version	Yes <sup>16</sup>
Delaware <sup>12</sup>					
District of Columbia <sup>27</sup>				Yes (DCPS only)	
Florida					
Georgia <sup>12</sup>			Yes		
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>15</sup>			Yes		
Iowa Shared Visions <sup>17</sup>				Yes	
Iowa SWVPP <sup>17</sup>				Yes	
Kansas <sup>20</sup>					
Kentucky <sup>21</sup>				Yes	Yes <sup>21</sup>
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine <sup>18</sup>				Yes	
Maryland <sup>17</sup>					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt					
Minnesota VPK/SRP					
Mississippi <sup>16</sup>					Yes: Brigance Screen III <sup>16</sup>
Missouri <sup>8</sup>					Yes <sup>8</sup>
Nebraska <sup>15</sup>				Yes	
Nevada <sup>14</sup>					
New Jersey				Yes	
New Mexico					State-Adapted Version: Kindergarten Observational Tool (KOT)
New York				Yes	
North Carolina					
North Dakota					
Ohio <sup>12</sup>					
Oklahoma <sup>19</sup>	State-Adapted Version	State-Adapted Version	State-Adapted Version	Yes	Yes <sup>19</sup>
Oregon Pre-K <sup>24</sup>					Yes <sup>24</sup>
Oregon Preschool Promise <sup>20</sup>					Yes <sup>20</sup>
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island					
South Carolina <sup>20</sup>					
Tennessee		Yes	State-Adapted Version	Yes	State-Adapted Version
Texas <sup>17</sup>					Yes <sup>17</sup>
Utah <sup>21</sup>			Yes		
Vermont <sup>16</sup>				Yes	Yes <sup>16</sup>
Virginia VPI <sup>22</sup>					Yes <sup>22</sup>
Virginia Mixed Delivery <sup>28</sup>					Yes <sup>28</sup>
Washington ECEAP					
Washington TK					
West Virginia <sup>19</sup>			State-Adapted Version	Yes	Yes <sup>19</sup>
Wisconsin				Yes	
Guam <sup>6</sup>					Yes <sup>6</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 66A. CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY KINDERGARTEN READINESS ASSESSMENTS**

STATE	Language/Literacy	Math	Science	Social and emotional development
Alabama	Yes	Yes	Yes	Yes
Alaska	Yes	Yes		Yes
Arizona <sup>18</sup>	Yes	Yes		Yes
Arkansas	Yes	Yes		
California CSPP	Yes			
California TK	Yes			
Colorado		Not reported		
Connecticut CDCC	Yes	Yes		Yes
Connecticut SR	Yes	Yes		Yes
Connecticut Smart Start	Yes	Yes		Yes
Delaware	Yes	Yes		Yes
District of Columbia				
Florida	Yes	Yes		
Georgia	Yes	Yes	Yes	Yes
Hawaii EOEL	Yes	Yes		Yes
Hawaii SPCSP	Yes	Yes		Yes
Illinois	Yes	Yes		Yes
Iowa Shared Visions	Yes			
Iowa SWVPP	Yes			
Kansas <sup>20</sup>	Yes			Yes
Kentucky	Yes	Yes	Yes	Yes
Louisiana 8(g)	Yes	Yes		Yes
Louisiana LA 4	Yes	Yes		Yes
Louisiana NSECD	Yes	Yes		Yes
Maine <sup>19</sup>		Determined locally		
Maryland	Yes	Yes	Yes	Yes
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan				
Minnesota HdSt				
Minnesota VPK/SRP				
Mississippi	Yes	Yes		Yes
Missouri	Yes			Yes
Nebraska	Yes			
Nevada	Yes	Yes	Yes	Yes
New Jersey	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes
New York	Yes	Yes		Yes
North Carolina	Yes	Yes		Yes
North Dakota				
Ohio	Yes	Yes	Yes	Yes
Oklahoma	Yes			
Oregon Pre-K				
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island				
South Carolina	Yes	Yes		Yes
Tennessee	Yes	Yes		
Texas	Yes			
Utah	Yes	Yes		
Vermont	Yes			Yes
Virginia VPI	Yes	Yes		Yes
Virginia Mixed Delivery	Yes	Yes		Yes
Washington ECEAP	Yes	Yes		Yes
Washington TK	Yes	Yes		Yes
West Virginia	Yes	Yes		
Wisconsin	Yes			
Guam	Yes	Yes		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 66B. CHILD DEVELOPMENT DOMAINS REQUIRED TO BE COVERED BY KINDERGARTEN READINESS ASSESSMENTS**

STATE	Approaches toward learning	Physical/motor development	General cognitive development	Other domains
Alabama	Yes	Yes	Yes	
Alaska	Yes	Yes	Yes	
Arizona <sup>18</sup>	Yes	Yes	Yes	Yes
Arkansas				
California CSPP				
California TK				
Colorado		Not reported		
Connecticut CDCC		Yes		
Connecticut SR		Yes		
Connecticut Smart Start		Yes		
Delaware		Yes	Yes	
District of Columbia				
Florida				
Georgia	Yes	Yes	Yes	
Hawaii EOEL	Yes	Yes	Yes	
Hawaii SPCSP	Yes	Yes	Yes	
Illinois	Yes			
Iowa Shared Visions				
Iowa SWVPP				
Kansas <sup>20</sup>	Yes	Yes	Yes	Yes
Kentucky		Yes	Yes	
Louisiana 8(g)		Yes	Yes	
Louisiana LA 4		Yes	Yes	
Louisiana NSECD		Yes	Yes	
Maine <sup>19</sup>		Determined locally		
Maryland	Yes	Yes	Yes	
Massachusetts CPPI				
Massachusetts Chapter 70				
Michigan				
Minnesota HdSt				
Minnesota VPK/SRP				
Mississippi	Yes	Yes	Yes	
Missouri	Yes	Yes	Yes	
Nebraska				
Nevada	Yes	Yes	Yes	
New Jersey	Yes	Yes	Yes	
New Mexico	Yes	Yes	Yes	
New York		Yes	Yes	
North Carolina	Yes	Yes	Yes	
North Dakota				
Ohio	Yes	Yes	Yes	
Oklahoma				
Oregon Pre-K				
Oregon Preschool Promise				
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island				
South Carolina	Yes	Yes	Yes	
Tennessee				
Texas				
Utah				
Vermont	Yes	Yes	Yes	
Virginia VPI				
Virginia Mixed Delivery				
Washington ECEAP		Yes	Yes	
Washington TK	Yes	Yes	Yes	
West Virginia				
Wisconsin				
Guam	Yes	Yes	Yes	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 67. MINIMUM LEAD PRESCHOOL TEACHER DEGREE REQUIREMENTS

STATE	Teachers employed by Public Schools	Teachers employed by Nonpublic Schools
Alabama <sup>17</sup>	BA	BA
Alaska	BA	BA
Arizona <sup>19</sup>	High school diploma or equivalent	High school diploma or equivalent
Arkansas <sup>21</sup>	One BA for every three classrooms, AA for the other two classrooms	One BA for every three classrooms, AA for the other two classrooms
California CSPP <sup>27</sup>	California Child Development Associate Teacher Permit	California Child Development Associate Teacher Permit
California TK <sup>19</sup>	BA	NA
Colorado <sup>19</sup>	Early Childhood Teacher Qualification	Early Childhood Teacher Qualification
Connecticut CDCC <sup>22</sup>	NA	AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers)
Connecticut SR <sup>17</sup>	AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers)	AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers)
Connecticut Smart Start <sup>17</sup>	BA	NA
Delaware <sup>13</sup>	BA	AA
District of Columbia <sup>28</sup>	BA (DCPS); Determined locally (PCS)	BA (CBO)
Florida <sup>19</sup>	BA (summer); CDA or equivalent plus specified training (school year)	BA (summer); CDA or equivalent plus specified training (school year)
Georgia <sup>13</sup>	BA	BA
Hawaii EOEL	BA	NA
Hawaii SPCSP <sup>16</sup>	BA	NA
Illinois <sup>16</sup>	BA	BA
Iowa Shared Visions <sup>18</sup>	BA	AA
Iowa SWVPP <sup>18</sup>	BA	BA
Kansas <sup>21</sup>	BA	BA
Kentucky <sup>22</sup>	BA	BA
Louisiana 8(g)	BA	NA
Louisiana LA 4 <sup>16</sup>	BA	NA
Louisiana NSECD	NA	BA (4-year-old classrooms); CDA (3-year-old classrooms)
Maine <sup>20</sup>	BA	BA
Maryland	BA	BA
Massachusetts CPPI <sup>18</sup>	BA	Other
Massachusetts Chapter 70	BA	NA
Michigan <sup>19</sup>	BA	BA
Minnesota HdSt <sup>21</sup>	BA	AA
Minnesota VPK/SRP <sup>31</sup>	Other	Other
Mississippi <sup>17</sup>	BA	BA
Missouri	BA	NA
Nebraska <sup>16</sup>	BA	BA
Nevada <sup>15</sup>	BA	BA (Waiver if enrolled in TEACH)
New Jersey	BA	BA
New Mexico <sup>14</sup>	BA	Working toward BA
New York <sup>15</sup>	BA	BA
North Carolina <sup>19</sup>	BA	BA
North Dakota <sup>25</sup>	BA	Other
Ohio <sup>13</sup>	AA (50% BA)	AA (50% BA)
Oklahoma <sup>20</sup>	BA	NA
Oregon Pre-K <sup>25</sup>	AA	AA
Oregon Preschool Promise <sup>21</sup>	CDA	CDA
Pennsylvania RTL	BA	AA
Pennsylvania HSSAP <sup>13</sup>	AA	AA
Pennsylvania K4 & SBPK <sup>11</sup>	BA	AA
Pennsylvania PKC <sup>12</sup>	BA	BA
Rhode Island <sup>13</sup>	BA	BA
South Carolina <sup>21</sup>	BA	AA
Tennessee <sup>12</sup>	BA	BA
Texas	BA	BA
Utah <sup>22</sup>	CDA	CDA
Vermont <sup>17</sup>	BA	BA for one teacher per center; AA for other teachers
Virginia VPI <sup>29</sup>	BA	High school diploma or equivalent
Virginia Mixed Delivery <sup>23</sup>	NA	None
Washington ECEAP <sup>21</sup>	AA	AA
Washington TK	BA	NA
West Virginia <sup>20</sup>	BA	BA
Wisconsin <sup>24</sup>	BA	BA
Guam	AA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 68A. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Early Childhood Education	Child Development	Elementary Education	Preschool Special Education
Alabama	✓	✓		✓
Alaska <sup>17</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>21</sup>	✓	✓		✓
California CSPP <sup>27</sup>	✓	✓		
California TK <sup>19</sup>	✓	✓	✓	
Colorado <sup>19</sup>	✓	✓		
Connecticut CDCC <sup>22</sup>				
Connecticut SR <sup>17</sup>	✓	✓		
Connecticut Smart Start	✓			✓
Delaware <sup>13</sup>	✓	✓		✓
District of Columbia <sup>29</sup>				
Florida <sup>19</sup>				
Georgia <sup>13</sup>	✓	✓	✓	✓
Hawaii EOEL <sup>12</sup>	✓	✓		
Hawaii SPCSP <sup>17</sup>	✓	✓		
Illinois	✓			
Iowa Shared Visions <sup>18</sup>	✓	✓		
Iowa SWVPP <sup>18</sup>	✓	✓	✓	
Kansas <sup>21</sup>	✓	✓	✓	✓
Kentucky <sup>23</sup>	✓	✓		✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine <sup>20</sup>	✓			
Maryland	✓			
Massachusetts CPPI <sup>18</sup>	✓	✓	✓	✓
Massachusetts Chapter 70	✓	✓	✓	✓
Michigan <sup>19</sup>	✓	✓	✓	✓
Minnesota HdSt <sup>21</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>31</sup>				
Mississippi <sup>17</sup>	✓	✓	✓	
Missouri	✓			✓
Nebraska <sup>17</sup>	✓			✓
Nevada <sup>15</sup>	✓			
New Jersey <sup>14</sup>	✓			
New Mexico <sup>14</sup>	✓	✓		✓
New York <sup>15</sup>	✓	✓	✓	✓
North Carolina <sup>19</sup>	✓	✓		
North Dakota <sup>25</sup>	✓		✓	✓
Ohio <sup>13</sup>	✓	✓	✓	✓
Oklahoma <sup>20</sup>	✓			
Oregon Pre-K <sup>25</sup>	✓	✓		
Oregon Preschool Promise <sup>22</sup>				
Pennsylvania RTL				
Pennsylvania HSSAP <sup>13</sup>	✓	✓		
Pennsylvania K4 & SBPK <sup>11</sup>	✓	✓	✓	
Pennsylvania PKC <sup>12</sup>	✓			
Rhode Island	✓			
South Carolina	✓			
Tennessee <sup>12</sup>	✓	✓		✓
Texas				
Utah <sup>22</sup>		✓		
Vermont <sup>18</sup>	✓	✓		✓
Virginia VPI <sup>29</sup>	✓	✓	✓	
Virginia Mixed Delivery <sup>24</sup>				
Washington ECEAP <sup>21</sup>	✓	✓		✓
Washington TK	✓		✓	✓
West Virginia <sup>20</sup>	✓	✓		✓
Wisconsin <sup>24</sup>	✓		✓	
Guam	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 68B. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Special Education	Other	None	Not Applicable
Alabama				
Alaska <sup>17</sup>			✓	
Arizona <sup>19</sup>			✓	
Arkansas <sup>21</sup>		✓ Elementary Education + 12 ECE/ CD hours, Special Education + 12 ECE/CD hours		
California CSPP <sup>27</sup>				
California TK <sup>19</sup>		✓		
Colorado <sup>19</sup>				
Connecticut CDCC <sup>22</sup>				✓
Connecticut SR <sup>17</sup>				
Connecticut Smart Start				
Delaware <sup>13</sup>				
District of Columbia <sup>29</sup>		✓ Early Childhood Education, Child Development (DCPS); Determined locally (PCS)		
Florida <sup>19</sup>		✓		
Georgia <sup>13</sup>	✓			
Hawaii EOEL <sup>12</sup>				
Hawaii SPCSP <sup>17</sup>				
Illinois	✓			
Iowa Shared Visions <sup>18</sup>				
Iowa SWVPP <sup>18</sup>				
Kansas <sup>21</sup>				
Kentucky <sup>23</sup>	✓			
Louisiana 8(g)			✓	
Louisiana LA 4			✓	
Louisiana NSECD				✓
Maine <sup>20</sup>				
Maryland				
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>19</sup>				
Minnesota HdSt <sup>21</sup>				
Minnesota VPK/SRP <sup>31</sup>		✓		
Mississippi <sup>17</sup>				
Missouri				
Nebraska <sup>17</sup>				
Nevada <sup>15</sup>				
New Jersey <sup>14</sup>				
New Mexico <sup>14</sup>				
New York <sup>15</sup>	✓			
North Carolina <sup>19</sup>				
North Dakota <sup>25</sup>				
Ohio <sup>13</sup>	✓			
Oklahoma <sup>20</sup>				
Oregon Pre-K <sup>25</sup>		✓ Early Childhood Special Education and Early Intervention training		
Oregon Preschool Promise <sup>22</sup>		✓		
Pennsylvania RTL			✓	
Pennsylvania HSSAP <sup>13</sup>		✓		
Pennsylvania K4 & SBPK <sup>11</sup>				
Pennsylvania PKC <sup>12</sup>				
Rhode Island				
South Carolina				
Tennessee <sup>12</sup>				
Texas			✓	
Utah <sup>22</sup>				
Vermont <sup>18</sup>	✓			
Virginia VPI <sup>29</sup>	✓			
Virginia Mixed Delivery <sup>24</sup>				✓
Washington ECEAP <sup>21</sup>				
Washington TK	✓			
West Virginia <sup>20</sup>				
Wisconsin <sup>24</sup>		✓		
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 68C. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			
	Early Childhood Education	Child Development	Elementary Education	Preschool Special Education
Alabama	✓	✓		✓
Alaska <sup>17</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>21</sup>	✓	✓		✓
California CSPP <sup>27</sup>	✓	✓		
California TK <sup>19</sup>				
Colorado <sup>19</sup>	✓	✓		
Connecticut CDCC <sup>22</sup>	✓	✓		
Connecticut SR <sup>17</sup>	✓	✓		
Connecticut Smart Start				
Delaware <sup>13</sup>	✓	✓		✓
District of Columbia <sup>29</sup>	✓	✓		✓
Florida <sup>19</sup>				
Georgia <sup>13</sup>	✓	✓	✓	✓
Hawaii EOEL <sup>12</sup>				
Hawaii SPCSP <sup>17</sup>				
Illinois	✓			
Iowa Shared Visions <sup>18</sup>	✓	✓		
Iowa SWVPP <sup>18</sup>	✓	✓	✓	
Kansas <sup>21</sup>	✓	✓	✓	✓
Kentucky <sup>23</sup>	✓	✓		✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine <sup>20</sup>	✓			
Maryland	✓			
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>19</sup>	✓	✓	✓	✓
Minnesota HdSt <sup>21</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>31</sup>				
Mississippi <sup>17</sup>	✓	✓	✓	
Missouri				
Nebraska <sup>17</sup>	✓			✓
Nevada <sup>15</sup>	✓			
New Jersey <sup>14</sup>	✓			
New Mexico <sup>14</sup>	✓	✓		
New York <sup>15</sup>	✓	✓	✓	✓
North Carolina <sup>19</sup>	✓	✓		
North Dakota <sup>25</sup>	✓		✓	✓
Ohio <sup>13</sup>	✓	✓		
Oklahoma <sup>20</sup>				
Oregon Pre-K <sup>25</sup>	✓	✓		
Oregon Preschool Promise <sup>22</sup>	✓			
Pennsylvania RTL				
Pennsylvania HSSAP <sup>13</sup>	✓	✓		
Pennsylvania K4 & SBPK <sup>11</sup>	✓	✓		
Pennsylvania PKC <sup>12</sup>	✓			
Rhode Island	✓			
South Carolina	✓	✓		
Tennessee <sup>12</sup>	✓	✓		✓
Texas				
Utah <sup>22</sup>		✓		
Vermont <sup>18</sup>	✓	✓		✓
Virginia VPI <sup>29</sup>	✓	✓		
Virginia Mixed Delivery <sup>24</sup>				
Washington ECEAP <sup>21</sup>	✓	✓		✓
Washington TK				
West Virginia <sup>20</sup>	✓	✓		✓
Wisconsin <sup>24</sup>	✓		✓	
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 68D. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING**

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			Not Applicable
	Special Education	Other	None	
Alabama				
Alaska <sup>17</sup>			✓	
Arizona <sup>19</sup>			✓	
Arkansas <sup>21</sup>		✓ Elementary Education + 12 ECE/ CD hours, Special Education + 12 ECE/CD hours		
California CSPP <sup>27</sup>				
California TK <sup>19</sup>				✓
Colorado <sup>19</sup>		✓		
Connecticut CDCC <sup>22</sup>				
Connecticut SR <sup>17</sup>				
Connecticut Smart Start				✓
Delaware <sup>13</sup>				
District of Columbia <sup>29</sup>		✓ Child and Family Studies		
Florida <sup>19</sup>		✓		
Georgia <sup>13</sup>	✓			
Hawaii EOEL <sup>12</sup>				✓
Hawaii SPCSP <sup>17</sup>				✓
Illinois	✓			
Iowa Shared Visions <sup>18</sup>				
Iowa SWVPP <sup>18</sup>				
Kansas <sup>21</sup>				
Kentucky <sup>23</sup>	✓			
Louisiana 8(g)				✓
Louisiana LA 4				✓
Louisiana NSECD			✓	
Maine <sup>20</sup>				
Maryland				
Massachusetts CPP <sup>18</sup>		✓		
Massachusetts Chapter 70				✓
Michigan <sup>19</sup>				
Minnesota HdSt <sup>21</sup>				
Minnesota VPK/SRP <sup>31</sup>		✓		
Mississippi <sup>17</sup>				
Missouri				✓
Nebraska <sup>17</sup>				
Nevada <sup>15</sup>				
New Jersey <sup>14</sup>				
New Mexico <sup>14</sup>		✓		
New York <sup>15</sup>	✓			
North Carolina <sup>19</sup>				
North Dakota <sup>25</sup>		✓		
Ohio <sup>13</sup>				
Oklahoma <sup>20</sup>				✓
Oregon Pre-K <sup>25</sup>		✓ Early Childhood Special Education and Early Intervention training		
Oregon Preschool Promise <sup>22</sup>				
Pennsylvania RTL			✓	
Pennsylvania HSSAP <sup>13</sup>		✓		
Pennsylvania K4 & SBPK <sup>11</sup>				
Pennsylvania PKC <sup>12</sup>				
Rhode Island				
South Carolina				
Tennessee <sup>12</sup>				
Texas			✓	
Utah <sup>22</sup>				
Vermont <sup>18</sup>				
Virginia VPI <sup>29</sup>				
Virginia Mixed Delivery <sup>24</sup>			✓	
Washington ECEAP <sup>21</sup>				
Washington TK				✓
West Virginia <sup>20</sup>		✓		
Wisconsin <sup>24</sup>		✓		
Guam				✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 69A. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS								
	Pre-K	Nursery	Kindergarten	3 years to K	Pre-K-K	Pre-K-2nd grade	Pre-K-3rd grade	Pre-K-4th grade	Pre-K-6th grade
Alabama <sup>18</sup>	✓						✓		
Alaska <sup>17</sup>									
Arizona <sup>19</sup>									
Arkansas <sup>21</sup>	✓							✓	
California CSPP <sup>27</sup>	✓	✓							
California TK <sup>19, 20</sup>									
Colorado <sup>19</sup>									
Connecticut CDCC <sup>23</sup>									
Connecticut SR <sup>18</sup>									
Connecticut Smart Start	✓				✓		✓		✓
Delaware <sup>13</sup>									
District of Columbia <sup>30</sup>									
Florida <sup>19</sup>									
Georgia <sup>13</sup>	✓				✓	✓	✓		
Hawaii EOEL <sup>13</sup>					✓		✓		✓
Hawaii SPCSP	✓				✓		✓		✓
Illinois <sup>16</sup>									
Iowa Shared Visions <sup>18</sup>									
Iowa SWVPP <sup>18</sup>	✓				✓		✓		
Kansas <sup>21</sup>	✓								
Kentucky <sup>22</sup>	✓	✓	✓	✓	✓				
Louisiana 8(g) <sup>14</sup>	✓	✓	✓				✓		
Louisiana LA 4 <sup>16</sup>	✓	✓	✓				✓		
Louisiana NSECD <sup>13</sup>									
Maine <sup>20</sup>							✓		
Maryland							✓		
Massachusetts CPPI <sup>18</sup>						✓			
Massachusetts Chapter 70						✓			
Michigan <sup>19</sup>							✓		
Minnesota HdSt <sup>21</sup>									
Minnesota VPK/SRP <sup>32</sup>									
Mississippi <sup>17</sup>	✓	✓			✓		✓	✓	✓
Missouri <sup>9</sup>									
Nebraska <sup>17</sup>				✓					
Nevada <sup>16</sup>						✓			
New Jersey <sup>14</sup>							✓		
New Mexico <sup>14</sup>							✓		
New York <sup>15</sup>						✓			
North Carolina <sup>19</sup>	✓				✓				
North Dakota <sup>25</sup>	✓		✓		✓				
Ohio <sup>13</sup>	✓						✓		
Oklahoma <sup>20</sup>							✓		
Oregon Pre-K <sup>25</sup>									
Oregon Preschool Promise									
Pennsylvania RTL								✓	
Pennsylvania HSSAP								✓	
Pennsylvania K4 & SBPK								✓	
Pennsylvania PKC								✓	
Rhode Island						✓			
South Carolina <sup>21</sup>							✓		
Tennessee <sup>12</sup>	✓								
Texas									✓
Utah <sup>22</sup>									
Vermont <sup>17</sup>	✓			✓	✓		✓		
Virginia VPI <sup>29</sup>							✓		✓
Virginia Mixed Delivery <sup>24</sup>									
Washington ECEAP <sup>21</sup>	✓						✓		
Washington TK <sup>13</sup>							✓		
West Virginia <sup>20</sup>	✓	✓			✓			✓	
Wisconsin <sup>24</sup>									
Guam	✓					✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 69B. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS**

TEACHERS EMPLOYED BY PUBLIC SCHOOLS

STATE	Pre-K–8th grade	Birth–K	Birth–3rd grade	K–3rd grade	K–6th grade	K–8th grade	Elementary Ed. with ECE Endorsement	Special Education	Preschool Special Education
Alabama <sup>18</sup>									✓
Alaska <sup>17</sup>									
Arizona <sup>19</sup>									
Arkansas <sup>21</sup>		✓							
California CSPP <sup>27</sup>									
California TK <sup>19, 20</sup>									
Colorado <sup>19</sup>									
Connecticut CDCC <sup>23</sup>									
Connecticut SR <sup>18</sup>									
Connecticut Smart Start	✓	✓						✓	✓
Delaware <sup>13</sup>									
District of Columbia <sup>30</sup>									
Florida <sup>19</sup>									
Georgia <sup>13</sup>		✓					✓		✓
Hawaii EOEL <sup>13</sup>									
Hawaii SPCSP									
Illinois <sup>16</sup>			✓						✓
Iowa Shared Visions <sup>18</sup>									
Iowa SWVPP <sup>18</sup>		✓	✓				✓		
Kansas <sup>21</sup>		✓	✓		✓	✓	✓		✓
Kentucky <sup>22</sup>		✓						✓	✓
Louisiana 8(g) <sup>14</sup>							✓		✓
Louisiana LA 4 <sup>16</sup>							✓		✓
Louisiana NSECD <sup>13</sup>									
Maine <sup>20</sup>		✓							
Maryland									
Massachusetts CPP1 <sup>18</sup>									
Massachusetts Chapter 70									
Michigan <sup>19</sup>		✓					✓		
Minnesota HdSt <sup>21</sup>									
Minnesota VPK/SRP <sup>32</sup>									
Mississippi <sup>17</sup>				✓	✓	✓	✓		
Missouri <sup>19</sup>			✓				✓		✓
Nebraska <sup>17</sup>		✓	✓				✓		✓
Nevada <sup>16</sup>									
New Jersey <sup>14</sup>									
New Mexico <sup>14</sup>			✓						
New York <sup>15</sup>									
North Carolina <sup>19</sup>		✓							
North Dakota <sup>25</sup>			✓				✓		
Ohio <sup>13</sup>									
Oklahoma <sup>20</sup>							✓		
Oregon Pre-K <sup>25</sup>									
Oregon Preschool Promise									
Pennsylvania RTL			✓						
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK			✓		✓				
Pennsylvania PKC			✓						
Rhode Island									
South Carolina <sup>21</sup>									
Tennessee <sup>12</sup>									
Texas								✓	
Utah <sup>22</sup>									
Vermont <sup>17</sup>		✓	✓	✓			✓		✓
Virginia VPI <sup>29</sup>									✓
Virginia Mixed Delivery <sup>24</sup>									
Washington ECEAP <sup>21</sup>			✓				✓		✓
Washington TK <sup>13</sup>			✓			✓	✓	✓	✓
West Virginia <sup>20</sup>							✓		✓
Wisconsin <sup>24</sup>			✓						
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 69C. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS						None	Not Applicable
	CDA	9 college credits (or more) in ECE	CDA plus 9 college credits (or more) in ECE	Bilingual	Other			
Alabama <sup>18</sup>								
Alaska <sup>17</sup>					✓ <sup>17</sup>			
Arizona <sup>19</sup>						✓		
Arkansas <sup>21</sup>					✓ Elementary K-6 with an Age 3-4 Endorsement <sup>21</sup>			
California CSPP <sup>27</sup>								
California TK <sup>19, 20</sup>					✓ <sup>19, 20</sup>			
Colorado <sup>19</sup>					✓ Early Childhood Teacher <sup>19</sup>			
Connecticut CDCC <sup>23</sup>								✓
Connecticut SR <sup>18</sup>			✓		✓ AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers) <sup>18</sup>			
Connecticut Smart Start								
Delaware <sup>13</sup>		✓						
District of Columbia <sup>30</sup>					✓ <sup>30</sup>			
Florida <sup>19</sup>	✓				✓ <sup>19</sup>			
Georgia <sup>13</sup>								
Hawaii EOEL <sup>13</sup>								
Hawaii SPCSP								
Illinois <sup>16</sup>				✓				
Iowa Shared Visions <sup>18</sup>					✓ <sup>18</sup>			
Iowa SWVPP <sup>18</sup>								
Kansas <sup>21</sup>								
Kentucky <sup>22</sup>					✓ <sup>22</sup>			
Louisiana 8(g) <sup>14</sup>					✓ <sup>14</sup>			
Louisiana LA 4 <sup>16</sup>					✓ <sup>16</sup>			
Louisiana NSECD <sup>13</sup>								✓
Maine <sup>20</sup>								
Maryland								
Massachusetts CPPI <sup>18</sup>								
Massachusetts Chapter 70								
Michigan <sup>19</sup>					✓ <sup>19</sup>			
Minnesota HdSt <sup>21</sup>					✓ <sup>21</sup>			
Minnesota VPK/SRP <sup>32</sup>					✓ <sup>32</sup>			
Mississippi <sup>17</sup>	✓	✓			✓ <sup>17</sup>			
Missouri <sup>9</sup>					✓ <sup>9</sup>			
Nebraska <sup>17</sup>								
Nevada <sup>16</sup>								
New Jersey <sup>14</sup>								
New Mexico <sup>14</sup>					✓ <sup>14</sup>			
New York <sup>15</sup>					✓ N-6 <sup>15</sup>			
North Carolina <sup>19</sup>					✓ <sup>19</sup>			
North Dakota <sup>25</sup>					✓ <sup>25</sup>			
Ohio <sup>13</sup>		✓						
Oklahoma <sup>20</sup>					✓ <sup>20</sup>			
Oregon Pre-K <sup>25</sup>					✓ <sup>25</sup>			
Oregon Preschool Promise	✓							
Pennsylvania RTL								
Pennsylvania HSSAP							✓	
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island								
South Carolina <sup>21</sup>								
Tennessee <sup>12</sup>								
Texas				✓				
Utah <sup>22</sup>	✓							
Vermont <sup>17</sup>								
Virginia VPI <sup>29</sup>								
Virginia Mixed Delivery <sup>24</sup>								✓
Washington ECEAP <sup>21</sup>								
Washington TK <sup>13</sup>								
West Virginia <sup>20</sup>								
Wisconsin <sup>24</sup>					✓			
Guam								

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 69D. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS								
	Pre-K	Nursery	Kindergarten	3 years to K	Pre-K-K	Pre-K-2nd grade	Pre-K-3rd grade	Pre-K-4th grade	Pre-K-6th grade
Alabama <sup>18</sup>									
Alaska <sup>17</sup>									
Arizona <sup>19</sup>									
Arkansas <sup>21</sup>									
California CSPP <sup>27</sup>	✓	✓							
California TK <sup>19, 20</sup>									
Colorado <sup>19</sup>									
Connecticut CDCC <sup>23</sup>									
Connecticut SR <sup>18</sup>									
Connecticut Smart Start									
Delaware <sup>13</sup>									
District of Columbia <sup>30</sup>									
Florida <sup>19</sup>									
Georgia <sup>13</sup>	✓				✓	✓	✓		
Hawaii EOEL <sup>13</sup>									
Hawaii SPCSP									
Illinois <sup>16</sup>									
Iowa Shared Visions <sup>18</sup>									
Iowa SWVPP <sup>18</sup>	✓				✓		✓		
Kansas <sup>21</sup>	✓								
Kentucky <sup>22</sup>	✓	✓	✓	✓	✓				
Louisiana 8(g) <sup>14</sup>									
Louisiana LA 4 <sup>16</sup>									
Louisiana NSECD <sup>13</sup>	✓ (4-year-old classrooms)	✓ (4-year-old classrooms)	✓ (4-year-old classrooms)				✓ (4-year-old classrooms)		
Maine <sup>20</sup>							✓		
Maryland							✓		
Massachusetts CPPI <sup>18</sup>									
Massachusetts Chapter 70									
Michigan <sup>19</sup>							✓		
Minnesota HdSt <sup>21</sup>									
Minnesota VPK/SRP <sup>32</sup>									
Mississippi <sup>17</sup>	✓	✓			✓		✓	✓	✓
Missouri <sup>19</sup>									
Nebraska <sup>17</sup>				✓					
Nevada <sup>16</sup>						✓			
New Jersey <sup>14</sup>							✓		
New Mexico <sup>14</sup>									
New York <sup>15</sup>						✓			
North Carolina <sup>19</sup>	✓				✓				
North Dakota <sup>25</sup>									
Ohio <sup>13</sup>	✓						✓		
Oklahoma <sup>20</sup>									
Oregon Pre-K <sup>25</sup>									
Oregon Preschool Promise									
Pennsylvania RTL								✓	
Pennsylvania HSSAP								✓	
Pennsylvania K4 & SBPK								✓	
Pennsylvania PKC								✓	
Rhode Island									
South Carolina <sup>21</sup>									
Tennessee <sup>12</sup>	✓								
Texas									✓
Utah <sup>22</sup>									
Vermont <sup>17</sup>	✓		✓	✓	✓		✓		
Virginia VPI <sup>29</sup>									
Virginia Mixed Delivery <sup>24</sup>									
Washington ECEAP <sup>21</sup>	✓						✓		
Washington TK <sup>13</sup>									
West Virginia <sup>20</sup>	✓	✓			✓			✓	
Wisconsin <sup>24</sup>									
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 69E. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS

STATE	Pre-K– 8th grade	Birth–K	Birth– 3rd grade	K–3rd grade	K–6th grade	K–8th grade	Elementary Ed. with ECE Endorsement	Special Education	Preschool Special Education
Alabama <sup>18</sup>									
Alaska <sup>17</sup>									
Arizona <sup>19</sup>									
Arkansas <sup>21</sup>									
California CSPP <sup>27</sup>									
California TK <sup>19, 20</sup>									
Colorado <sup>19</sup>									
Connecticut CDCC <sup>23</sup>									
Connecticut SR <sup>18</sup>									
Connecticut Smart Start									
Delaware <sup>13</sup>									
District of Columbia <sup>30</sup>									
Florida <sup>19</sup>									
Georgia <sup>13</sup>		✓					✓		✓
Hawaii EOEL <sup>13</sup>									
Hawaii SPCSP									
Illinois <sup>16</sup>			✓						✓
Iowa Shared Visions <sup>18</sup>									
Iowa SWVPP <sup>18</sup>		✓	✓				✓		
Kansas <sup>21</sup>		✓	✓		✓	✓	✓		✓
Kentucky <sup>22</sup>		✓							✓
Louisiana 8(g) <sup>14</sup>									
Louisiana LA 4 <sup>16</sup>									
Louisiana NSECD <sup>13</sup>							✓ (4-year-old classrooms)		✓ (4-year-old classrooms)
Maine <sup>20</sup>		✓							
Maryland									
Massachusetts CPPI <sup>18</sup>									
Massachusetts Chapter 70									
Michigan <sup>19</sup>		✓					✓		
Minnesota HdSt <sup>21</sup>									
Minnesota VPK/SRP <sup>32</sup>									
Mississippi <sup>17</sup>				✓	✓	✓	✓		
Missouri <sup>9</sup>									
Nebraska <sup>17</sup>		✓	✓				✓		✓
Nevada <sup>16</sup>									
New Jersey <sup>14</sup>									
New Mexico <sup>14</sup>									
New York <sup>15</sup>									
North Carolina <sup>19</sup>		✓							
North Dakota <sup>25</sup>									
Ohio <sup>13</sup>						✓			
Oklahoma <sup>20</sup>									
Oregon Pre-K <sup>25</sup>									
Oregon Preschool Promise									
Pennsylvania RTL			✓						
Pennsylvania HSSAP									
Pennsylvania K4 & SBPK			✓						
Pennsylvania PKC			✓						
Rhode Island									
South Carolina <sup>21</sup>									
Tennessee <sup>12</sup>									
Texas								✓	
Utah <sup>22</sup>									
Vermont <sup>17</sup>		✓	✓	✓			✓		✓
Virginia VPI <sup>29</sup>									
Virginia Mixed Delivery <sup>24</sup>									
Washington ECEAP <sup>21</sup>			✓				✓		✓
Washington TK <sup>13</sup>									
West Virginia <sup>20</sup>							✓		✓
Wisconsin <sup>24</sup>			✓						
Guam									

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 69F. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS**

STATE	CDA	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS		Bilingual
		9 college credits (or more) in ECE	CDA plus 9 college credits (or more) in ECE	
Alabama <sup>18</sup>				
Alaska <sup>17</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>21</sup>				
California CSPP <sup>27</sup>		✓		
California TK <sup>19, 20</sup>				
Colorado <sup>19</sup>				
Connecticut CDCC <sup>23</sup>			✓	
Connecticut SR <sup>18</sup>			✓	
Connecticut Smart Start				
Delaware <sup>13</sup>		✓		
District of Columbia <sup>30</sup>				
Florida <sup>19</sup>	✓			
Georgia <sup>13</sup>				
Hawaii EOEL <sup>13</sup>				
Hawaii SPCSP				
Illinois <sup>16</sup>				✓
Iowa Shared Visions <sup>18</sup>				
Iowa SWVPP <sup>18</sup>				
Kansas <sup>21</sup>				
Kentucky <sup>22</sup>				
Louisiana 8(g) <sup>14</sup>				
Louisiana LA 4 <sup>16</sup>				
Louisiana NSECD <sup>13</sup>	✓ (3-year-old classrooms)			
Maine <sup>20</sup>				
Maryland				
Massachusetts CPPI <sup>18</sup>				
Massachusetts Chapter 70				
Michigan <sup>19</sup>				
Minnesota HdSt <sup>21</sup>				
Minnesota VPK/SRP <sup>32</sup>				
Mississippi <sup>17</sup>	✓	✓	✓	
Missouri <sup>19</sup>				
Nebraska <sup>17</sup>				
Nevada <sup>16</sup>				
New Jersey <sup>14</sup>				
New Mexico <sup>14</sup>				
New York <sup>15</sup>				
North Carolina <sup>19</sup>				
North Dakota <sup>25</sup>				
Ohio <sup>13</sup>	✓	✓		
Oklahoma <sup>20</sup>				
Oregon Pre-K <sup>25</sup>				
Oregon Preschool Promise	✓			
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island		✓		
South Carolina <sup>21</sup>				
Tennessee <sup>12</sup>				
Texas				✓
Utah <sup>22</sup>	✓			
Vermont <sup>17</sup>				
Virginia VPI <sup>29</sup>				
Virginia Mixed Delivery <sup>24</sup>				
Washington ECEAP <sup>21</sup>				
Washington TK <sup>13</sup>				
West Virginia <sup>20</sup>				
Wisconsin <sup>24</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 69G. REQUIRED LEAD PRESCHOOL TEACHER CREDENTIALS/LICENSES/ENDORSEMENTS

STATE	TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS		
	Other	None	Not Applicable
Alabama <sup>18</sup>	✓		
Alaska <sup>17</sup>	✓ <sup>17</sup>		
Arizona <sup>19</sup>		✓	
Arkansas <sup>21</sup>	✓ 12 college credits (or more) in ECE/CD <sup>21</sup>		
California CSPP <sup>27</sup>	✓		
California TK <sup>19, 20</sup>			✓
Colorado <sup>19</sup>	✓ Early Childhood Teacher <sup>19</sup>		
Connecticut CDCC <sup>23</sup>	✓ AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers)		
Connecticut SR <sup>18</sup>	✓ AA in ECE (at least 50% of teachers); CDA plus 12 ECE credits (other teachers) <sup>18</sup>		
Connecticut Smart Start			✓
Delaware <sup>13</sup>			
District of Columbia <sup>30</sup>	✓ <sup>30</sup>		
Florida <sup>19</sup>			
Georgia <sup>13</sup>			
Hawaii EOEL <sup>13</sup>			✓
Hawaii SPCSP			✓
Illinois <sup>16</sup>			
Iowa Shared Visions <sup>18</sup>	✓ <sup>18</sup>		
Iowa SWVPP <sup>18</sup>			
Kansas <sup>21</sup>			
Kentucky <sup>22</sup>	✓ <sup>22</sup>		
Louisiana 8(g) <sup>14</sup>			✓
Louisiana LA 4 <sup>16</sup>			✓
Louisiana NSECD <sup>13</sup>	✓ (4-year-old classrooms)		
Maine <sup>20</sup>			
Maryland			
Massachusetts CPPI <sup>18</sup>	✓		
Massachusetts Chapter 70			✓
Michigan <sup>19</sup>	✓ <sup>19</sup>		
Minnesota HdSt <sup>21</sup>	✓ <sup>21</sup>		
Minnesota VPK/SRP <sup>32</sup>	✓ <sup>32</sup>		
Mississippi <sup>17</sup>	✓ <sup>17</sup>		
Missouri <sup>9</sup>			✓
Nebraska <sup>17</sup>			
Nevada <sup>16</sup>			
New Jersey <sup>14</sup>			
New Mexico <sup>14</sup>		✓	
New York <sup>15</sup>	✓ N-6 <sup>15</sup>		
North Carolina <sup>19</sup>	✓ <sup>19</sup>		
North Dakota <sup>25</sup>	✓ <sup>25</sup>		
Ohio <sup>13</sup>			
Oklahoma <sup>20</sup>			✓
Oregon Pre-K <sup>25</sup>	✓ <sup>25</sup>		
Oregon Preschool Promise			
Pennsylvania RTL			
Pennsylvania HSSAP		✓	
Pennsylvania K4 & SBPK			
Pennsylvania PKC			
Rhode Island			
South Carolina <sup>21</sup>	✓		
Tennessee <sup>12</sup>			
Texas			
Utah <sup>22</sup>			
Vermont <sup>17</sup>			
Virginia VPI <sup>29</sup>	✓		
Virginia Mixed Delivery <sup>24</sup>		✓	
Washington ECEAP <sup>21</sup>			
Washington TK <sup>13</sup>			✓
West Virginia <sup>20</sup>	✓ Community Program Permanent Authorization		
Wisconsin <sup>24</sup>	✓		
Guam			✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 70. NUMBER OF PRESCHOOL TEACHERS EMPLOYED**

STATE	Total	Public schools	Nonpublic schools
Alabama <sup>19</sup>	1,474	1,091	383
Alaska	105	105	
Arizona <sup>20</sup>	2,614		
Arkansas	1,190	978	212
California CSPP	Data Not Available		
California TK	Data Not Available		
Colorado	Data Not Available		
Connecticut CDCC	225		225
Connecticut SR	598	220	378
Connecticut Smart Start	38	38	
Delaware	Data not available		
District of Columbia <sup>31</sup>	1,019	943	76
Florida <sup>20</sup>	11,457	2,568	8,889
Georgia	3,708	1,913	1,795
Hawaii EOEL	37	37	
Hawaii SPCSP	18	18	
Illinois	4,097	3,871	226
Iowa Shared Visions	94	50	44
Iowa SWVPP <sup>19</sup>	605	605	
Kansas	Data not available		
Kentucky	1,240	1,240	
Louisiana 8(g) <sup>15</sup>	137	137	
Louisiana LA 4	971	971	
Louisiana NSECD	84		84
Maine <sup>21</sup>	336	336	
Maryland	Data not available		
Massachusetts CPPI	Data not available		
Massachusetts Chapter 70	2,817	2,817	
Michigan	Data not available		
Minnesota HdSt	Data not available		
Minnesota VPK/SRP <sup>33</sup>		At least 455	
Mississippi	313	209	104
Missouri	622	622	
Nebraska	955	955	
Nevada	161	114	47
New Jersey	Data not available		
New Mexico	966	421	545
New York	10,295	5,049	5,246
North Carolina <sup>20</sup>	1,733	1,002	731
North Dakota <sup>26</sup>	35	32	3
Ohio	1,812	1,325	487
Oklahoma <sup>21</sup>	1,875	1,875	
Oregon Pre-K <sup>26</sup>	373	41	332
Oregon Preschool Promise <sup>23</sup>	480	132	348
Pennsylvania RTL	Data not available		
Pennsylvania HSSAP	472		
Pennsylvania K4 & SBPK	Data not available		
Pennsylvania PKC	1,805		
Rhode Island	127	34	93
South Carolina <sup>22</sup>	1,497	1,167	330
Tennessee	983	983	
Texas	Not reported	12,174	Not reported
Utah	280	241	39
Vermont	451	147	304
Virginia VPI <sup>30</sup>	1,632		
Virginia Mixed Delivery <sup>25</sup>	273		273
Washington ECEAP	965	569	396
Washington TK	866	866	
West Virginia	929	668	261
Wisconsin	Data not available		
Guam	4	4	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 71. PERCENTAGE OF LEAD PRESCHOOL TEACHERS BY HIGHEST DEGREE**

STATE	High school diploma/GED	CDA	AA	BA	MA	EdD/PhD	Other
Alabama <sup>20</sup>				61%	24.2%	0.8%	14%
Alaska				Data not available			
Arizona <sup>21</sup>	0.65%	1.38%	1.15%	1.95%	0.38%		94.49%
Arkansas <sup>22</sup>		2.8%	14.5%	61.3%	18.4%		3%
California CSPP				Data not available			
California TK				Data not available			
Colorado				Data not available			
Connecticut CDCC <sup>24</sup>		1.81%	33.03%	50.68%	9.95%		4.52%
Connecticut SR <sup>19</sup>		0.84%	19.46%	48.15%	29.03%		2.52%
Connecticut Smart Start <sup>18</sup>				31.58%	65.79%		2.63%
Delaware				Data not available			
District of Columbia <sup>32</sup>			2%	56%	37%	3%	2%
Florida		37.5%	13.7%	33.4%	5.4%	0.2%	9.8%
Georgia <sup>14</sup>			1.6%	58%	33%	0.4%	7%
Hawaii EOEL				81%	19%		
Hawaii SPCSP <sup>18</sup>			10%	84%	6%		
Illinois				Data not available			
Iowa Shared Visions	3.2%	4.3%	19.1%	54.3%	19.1%		
Iowa SWVPP <sup>20</sup>				67.4%	27.9%		4.6%
Kansas	Data not available						
Kentucky	0.3%	0.5%	2.4%	39.4%	48.3%	0.1%	9%
Louisiana 8(g)				100% BA or higher			
Louisiana LA 4				100% BA or higher			
Louisiana NSECD <sup>14</sup>		17.9%	1.2%	60.7%	20.2%		
Maine <sup>22</sup>				64.6%	32.7%		2.7%
Maryland				Data not available			
Massachusetts CPPI				Data not available			
Massachusetts Chapter 70 <sup>14</sup>	0.1%		0.2%	27.7%	71.1%	0.5%	0.4%
Michigan				Data not available			
Minnesota HdSt				Data not available			
Minnesota VPK/SRP				Data not available			
Mississippi				81%	17%	1%	1%
Missouri			0.48%	51.13%	43.41%	0.32%	4.66%
Nebraska <sup>18</sup>		0.3%	0.3%	48%	50.7%		0.7%
Nevada <sup>16</sup>				Data not available			
New Jersey <sup>15</sup>				100% BA or higher			
New Mexico <sup>15</sup>	3.2%	0.9%	16.4%	45.9%	14.1%	0.2%	19.3%
New York <sup>16</sup>				Data not available			
North Carolina <sup>20</sup>			0.3%	86.4%	13.3%		
North Dakota <sup>27</sup>		9%		91%			
Ohio <sup>14</sup>	3.4%		9.8%	45.8%	33.0%	0.3%	7.7%
Oklahoma <sup>22</sup>				80.96%	17.6%	0.37%	1.07%
Oregon Pre-K <sup>27</sup>	3%	10%	33%	42%	12%		
Oregon Preschool Promise	8.8%	0.2%	21.1%	38.3%	15.6%	0.4%	15.6%
Pennsylvania RTL				Data not available			
Pennsylvania HSSAP <sup>14</sup>		2%	13%	51%	10%		24%
Pennsylvania K4 & SBPK				Data not available			
Pennsylvania PKC <sup>13</sup>		1%	2%	55%	22%		20%
Rhode Island				74%	26%		
South Carolina			8.8%	41%	49.6%	0.6%	
Tennessee <sup>13</sup>				56%	38%	1%	5%
Texas				Data not available			
Utah <sup>23</sup>		38%	11%	51%			
Vermont				Data not available			
Virginia VPI <sup>31</sup>		6%	2%	92%			
Virginia Mixed Delivery <sup>26</sup>	24.5%	12%	18%	21.5%	4%		20%
Washington ECEAP <sup>22</sup>		1%	25%	28%	12%		34%
Washington TK				35.9%	60.6%	0.5%	3%
West Virginia				Data not available			
Wisconsin				Data not available			
Guam			75%	25%			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 72. NUMBER OF LEAD PRESCHOOL TEACHERS BY HIGHEST DEGREE

STATE	Total	High school diploma/GED	CDA	AA	BA	MA	EdD/PhD	Other
Alabama <sup>20</sup>	1,474				899	357	12	206
Alaska	Data not available							
Arizona <sup>21</sup>	2,614	17	36	30	51	10		2,470
Arkansas <sup>22</sup>	1,190		33	172	729	219		37
California CSPP	Data not available							
California TK	Data not available							
Colorado	Data not available							
Connecticut CDCC <sup>24</sup>	225		4	73	112	22		14
Connecticut SR <sup>19</sup>	598		5	116	287	173		17
Connecticut Smart Start <sup>18</sup>	38				12	25		1
Delaware	Data not available							
District of Columbia <sup>32</sup>	1019		1	19	566	377	32	24
Florida	11,457		4,297	1,572	3,827	618	20	1,123
Georgia <sup>14</sup>	3,708			58	2,139	1,238	12	261
Hawaii EOEL	37				30	7		
Hawaii SPCSP <sup>18</sup>	18			2	14	2		
Illinois	Data not available							
Iowa Shared Visions	94	3	4	18	51	18		
Iowa SWVPP <sup>20</sup>	605				408	169		28
Kansas	Data not available							
Kentucky <sup>24</sup>	1,240	4	6	30	488	599	2	111
Louisiana 8(g)			137, breakdown not available: 100% BA or higher					
Louisiana LA 4			971, breakdown not available: 100% BA or higher					
Louisiana NSECD <sup>14</sup>	84		15	1	51	17		
Maine <sup>22</sup>	336				217	110		9
Maryland	Data not available							
Massachusetts CPPI	Data not available							
Massachusetts Chapter 70 <sup>14</sup>	2,817	3		5	781	2,003	14	11
Michigan	Data not available							
Minnesota HdSt	Data not available							
Minnesota VPK/SRP	Data not available							
Mississippi	313				255	53	1	4
Missouri	622			3	318	270	2	29
Nebraska <sup>18</sup>	955		3	3	458	484		7
Nevada <sup>16</sup>	Data not available							
New Jersey <sup>15</sup>	Data not available: 100% BA or higher							
New Mexico <sup>15</sup>	966	31	9	158	443	136	2	187
New York <sup>16</sup>	Data not available							
North Carolina <sup>20</sup>	1,733			6	1,497	230		
North Dakota	35		3		32			
Ohio <sup>15</sup>	1,813	62		178	830	598	5	140
Oklahoma <sup>23</sup>	1,875				1,518	330	7	20
Oregon Pre-K <sup>26</sup>	373	11	38	122	158	44		
Oregon Preschool Promise <sup>24</sup>	480	42	1	101	184	75	2	75
Pennsylvania RTL	Data not available							
Pennsylvania HSSAP <sup>14</sup>	472	3	12	59	239	45		114
Pennsylvania K4 & SBPK	Data not available							
Pennsylvania PKC <sup>13</sup>	1,805	6	22	40	995	398		344
Rhode Island	127				94	33		
South Carolina	1,497			131	614	743	9	
Tennessee <sup>13</sup>	983				549	373	9	52
Texas	Data not available							
Utah <sup>23</sup>			107	30	143			
Vermont	Data not available							
Virginia VPI <sup>31</sup>	1,632		98	33	1,501			
Virginia Mixed Delivery <sup>26</sup>	273	67	32	49	59	12		54
Washington ECEAP <sup>22</sup>	965		10	237	273	116		329
Washington TK	866				311	525	4	26
West Virginia	Data not available							
Wisconsin	Data not available							
Guam				3	1			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 73. PRESCHOOL TEACHER SHORTAGES DURING THE 2022-2023 SCHOOL YEAR

STATE	Yes, there is data on teacher shortages	Yes, there is anecdotal evidence of teacher shortages	No	Unsure	Not reported
Alabama <sup>21</sup>	✓				
Alaska <sup>18</sup>		✓			
Arizona <sup>22</sup>				✓	
Arkansas <sup>23</sup>	✓				
California CSPP <sup>28</sup>		✓			
California TK <sup>21</sup>		✓			
Colorado					✓
Connecticut CDCC <sup>25</sup>	✓				
Connecticut SR <sup>20</sup>	✓				
Connecticut Smart Start <sup>19</sup>	✓				
Delaware <sup>14</sup>		✓			
District of Columbia <sup>33</sup>				✓	
Florida <sup>20</sup>				✓	
Georgia <sup>15</sup>	✓				
Hawaii EOEL <sup>14</sup>		✓			
Hawaii SPCSP <sup>19</sup>		✓			
Illinois <sup>17</sup>		✓			
Iowa Shared Visions <sup>19</sup>		✓			
Iowa SWVPP <sup>21</sup>		✓			
Kansas <sup>22</sup>	✓				
Kentucky <sup>25</sup>	✓				
Louisiana 8(g)				✓	
Louisiana LA 4 <sup>17</sup>	✓				
Louisiana NSECD <sup>15</sup>	✓				
Maine <sup>23</sup>		✓			
Maryland <sup>18</sup>		✓			
Massachusetts CPPI <sup>19</sup>		✓			
Massachusetts Chapter 70 <sup>15</sup>		✓			
Michigan <sup>20</sup>		✓			
Minnesota HdSt		✓			
Minnesota VPK/SRP <sup>34</sup>		✓			
Mississippi <sup>18</sup>				✓	
Missouri <sup>10</sup>				✓	
Nebraska <sup>19</sup>	✓				
Nevada <sup>17</sup>		✓			
New Jersey <sup>16</sup>		✓			
New Mexico <sup>16</sup>				✓	
New York <sup>17</sup>		✓			
North Carolina <sup>21</sup>	✓				
North Dakota <sup>28</sup>		✓			
Ohio <sup>16</sup>		✓			
Oklahoma <sup>24</sup>	✓				
Oregon Pre-K <sup>28</sup>	✓				
Oregon Preschool Promise <sup>25</sup>		✓			
Pennsylvania RTL				✓	
Pennsylvania HSSAP <sup>15</sup>		✓			
Pennsylvania K4 & SBPK				✓	
Pennsylvania PKC <sup>14</sup>		✓			
Rhode Island <sup>14</sup>			✓		
South Carolina <sup>23</sup>		✓			
Tennessee <sup>14</sup>	✓				
Texas <sup>18</sup>		✓			
Utah <sup>24</sup>		✓			
Vermont <sup>19</sup>		✓			
Virginia VPI <sup>32</sup>		✓			
Virginia Mixed Delivery <sup>27</sup>		✓			
Washington ECEAP <sup>23</sup>		✓			
Washington TK <sup>14</sup>	✓				
West Virginia <sup>21</sup>	✓				
Wisconsin <sup>25</sup>		✓			
Guam			✓		

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 74. WAIVERS OR EXEMPTIONS FOR LEAD TEACHER REQUIREMENTS DUE TO TEACHER SHORTAGES**

STATE	Waivers/exemptions
Alabama <sup>22</sup>	Yes
Alaska <sup>19</sup>	Yes
Arizona	No
Arkansas <sup>24</sup>	Yes
California CSPP	No
California TK <sup>22</sup>	Yes
Colorado	Not reported
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia <sup>34</sup>	No
Florida	No
Georgia <sup>16</sup>	Yes
Hawaii EOEL	No
Hawaii SPCSP <sup>20</sup>	Yes
Illinois <sup>16</sup>	No
Iowa Shared Visions <sup>20</sup>	Yes
Iowa SWVPP <sup>22</sup>	Yes
Kansas <sup>23</sup>	Yes
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine <sup>24</sup>	Yes
Maryland <sup>19</sup>	Yes
Massachusetts CPP <sup>120</sup>	Yes
Massachusetts Chapter 70 <sup>16</sup>	Yes
Michigan <sup>21</sup>	Yes
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi	No
Missouri	No
Nebraska <sup>20</sup>	Yes
Nevada <sup>16</sup>	Yes
New Jersey <sup>17</sup>	No
New Mexico	No
New York <sup>18</sup>	Yes
North Carolina	No
North Dakota <sup>29</sup>	Yes
Ohio	No
Oklahoma	No
Oregon Pre-K <sup>29</sup>	Yes
Oregon Preschool Promise <sup>26</sup>	Yes
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee <sup>15</sup>	Yes
Texas	No
Utah	No
Vermont <sup>19</sup>	Yes
Virginia VPI	No
Virginia Mixed Delivery <sup>28</sup>	No
Washington ECEAP	No
Washington TK	No
West Virginia <sup>22</sup>	Yes
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 75. INCENTIVES PROVIDED BY THE STATE FOR PRESCHOOL TEACHERS DUE TO TEACHER SHORTAGES**

STATE	For recruiting new preschool teachers	For retaining preschool teachers	No
Alabama <sup>23</sup>	✓	✓	
Alaska			✓
Arizona <sup>23</sup>	✓	✓	
Arkansas			✓
California CSPP <sup>29</sup>	✓	✓	
California TK <sup>23</sup>	✓	✓	
Colorado		Not reported	
Connecticut CDCC <sup>26</sup>	✓	✓	
Connecticut SR <sup>21</sup>	✓	✓	
Connecticut Smart Start			✓
Delaware	✓	✓	
District of Columbia			✓
Florida <sup>22</sup>	✓	✓	
Georgia <sup>17</sup>	✓	✓	
Hawaii EOEL <sup>15</sup>	✓	✓	
Hawaii SPCSP <sup>21</sup>	✓		
Illinois			✓
Iowa Shared Visions			✓
Iowa SWVPP			✓
Kansas			✓
Kentucky <sup>26</sup>			✓
Louisiana 8(g)			✓
Louisiana LA 4			✓
Louisiana NSECD			✓
Maine			✓
Maryland <sup>20</sup>		✓	
Massachusetts CPPI <sup>21</sup>			✓
Massachusetts Chapter 70	✓	✓	
Michigan <sup>22</sup>			✓
Minnesota HdSt	✓	✓	
Minnesota VPK/SRP			✓
Mississippi	✓	✓	
Missouri			✓
Nebraska			✓
Nevada <sup>17</sup>		✓	
New Jersey			✓
New Mexico <sup>17</sup>	✓	✓	
New York			✓
North Carolina			✓
North Dakota			✓
Ohio <sup>17</sup>	✓	✓	
Oklahoma <sup>25</sup>			✓
Oregon Pre-K <sup>30</sup>			✓
Oregon Preschool Promise			✓
Pennsylvania RTL			✓
Pennsylvania HSSAP <sup>16</sup>	✓	✓	
Pennsylvania K4 & SBPK			✓
Pennsylvania PKC <sup>15</sup>	✓	✓	
Rhode Island <sup>14</sup>	✓	✓	
South Carolina <sup>24</sup>	✓ (First Steps only)	✓ (First Steps only)	
Tennessee			✓
Texas <sup>19</sup>		✓	
Utah <sup>25</sup>	✓	✓	
Vermont <sup>20</sup>	✓		
Virginia VPI <sup>33</sup>	✓	✓	
Virginia Mixed Delivery <sup>29</sup>		✓	
Washington ECEAP <sup>24</sup>			✓
Washington TK			✓
West Virginia			✓
Wisconsin			✓
Guam			✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 76A. STATE SUPPORT FOR VARIED PATHWAYS TO MEET LEAD PRESCHOOL TEACHER REQUIREMENTS

STATE	Funding/supporting apprenticeship models or "grow your own" models for high school students	Funding/supporting apprenticeship models or "grow your own" models for post-high school	Supports a system for offering field-based credit hours that assesses prior learning and/or experience	Making available more credit based online course offerings
Alabama	✓	✓		✓
Alaska				
Arizona <sup>24</sup>		✓		
Arkansas		✓		✓
California CSPP	✓	✓	✓	
California TK		✓	✓	✓
Colorado				
Connecticut CDCC	✓	✓		✓
Connecticut SR	✓	✓		✓
Connecticut Smart Start	✓	✓		✓
Delaware <sup>15</sup>				
District of Columbia				
Florida <sup>23</sup>				✓
Georgia				✓
Hawaii EOEL <sup>16</sup>		✓		
Hawaii SPCSP <sup>22</sup>				
Illinois <sup>18</sup>				
Iowa Shared Visions	✓	✓	✓	✓
Iowa SWVPP	✓	✓	✓	✓
Kansas <sup>24</sup>		✓		
Kentucky <sup>27</sup>				
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine				
Maryland <sup>21</sup>		✓	✓	✓
Massachusetts CPPI				✓
Massachusetts Chapter 70				
Michigan		✓		
Minnesota HdSt				
Minnesota VPK/SRP <sup>35</sup>				
Mississippi <sup>19</sup>				
Missouri				
Nebraska				
Nevada <sup>19</sup>				
New Jersey <sup>18</sup>				
New Mexico <sup>17</sup>				
New York				
North Carolina				✓
North Dakota				
Ohio	✓	✓		
Oklahoma <sup>20</sup>				
Oregon Pre-K <sup>31</sup>				
Oregon Preschool Promise	✓		✓	✓
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island				✓
South Carolina				
Tennessee <sup>16</sup>				
Texas	✓	✓	✓	✓
Utah	✓			✓
Vermont				
Virginia VPI <sup>34</sup>				
Virginia Mixed Delivery <sup>30</sup>				
Washington ECEAP <sup>25</sup>				
Washington TK <sup>15</sup>				
West Virginia	✓	✓		
Wisconsin <sup>26</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 76B. STATE SUPPORT FOR VARIED PATHWAYS TO MEET LEAD PRESCHOOL TEACHER REQUIREMENTS

STATE	Allows college credit to be offered for certain coaching and/or professional development experiences	Articulation agreements between 2- and 4-year colleges/universities	Scholarships (e.g., TEACH)	Other supports
Alabama			✓	
Alaska				
Arizona <sup>24</sup>			✓	
Arkansas			✓	
California CSPP				
California TK		✓		
Colorado				
Connecticut CDCC		✓	✓	
Connecticut SR		✓	✓	
Connecticut Smart Start		✓	✓	
Delaware <sup>15</sup>			✓	✓ <sup>15</sup>
District of Columbia			✓	
Florida <sup>23</sup>			✓	
Georgia		✓	✓	
Hawaii EOEL <sup>16</sup>			✓	✓ <sup>16</sup>
Hawaii SPCSP <sup>22</sup>				
Illinois <sup>18</sup>				
Iowa Shared Visions	✓	✓	✓	
Iowa SWVPP		✓	✓	
Kansas <sup>24</sup>				
Kentucky <sup>27</sup>	✓			✓ <sup>27</sup>
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine				
Maryland <sup>21</sup>		✓	✓	✓ <sup>21</sup>
Massachusetts CPPI		✓	✓	
Massachusetts Chapter 70				
Michigan		✓	✓	
Minnesota HdSt				
Minnesota VPK/SRP <sup>35</sup>				
Mississippi <sup>19</sup>				✓ <sup>19</sup>
Missouri				
Nebraska		✓	✓	
Nevada <sup>19</sup>				
New Jersey <sup>18</sup>				✓ <sup>18</sup>
New Mexico <sup>17</sup>				
New York				
North Carolina		✓	✓	
North Dakota				
Ohio		✓	✓	
Oklahoma <sup>20</sup>				
Oregon Pre-K <sup>31</sup>				✓ <sup>31</sup>
Oregon Preschool Promise	✓			
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island	✓	✓	✓	
South Carolina				
Tennessee <sup>16</sup>				
Texas	✓	✓	✓	
Utah		✓	✓	
Vermont	✓		✓	
Virginia VPI <sup>34</sup>				✓ <sup>34</sup>
Virginia Mixed Delivery <sup>30</sup>				✓ <sup>30</sup>
Washington ECEAP <sup>25</sup>				
Washington TK <sup>15</sup>				✓ <sup>15</sup>
West Virginia		✓		
Wisconsin <sup>26</sup>				✓ <sup>26</sup>
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 76C. STATE SUPPORT FOR VARIED PATHWAYS TO MEET LEAD PRESCHOOL TEACHER REQUIREMENTS

STATE	Under development	No	Not reported
Alabama			
Alaska		✓	
Arizona <sup>24</sup>			
Arkansas			
California CSPP			
California TK			
Colorado			✓
Connecticut CDCC			
Connecticut SR			
Connecticut Smart Start			
Delaware <sup>15</sup>			
District of Columbia			
Florida <sup>23</sup>	✓		
Georgia			
Hawaii EOEL <sup>16</sup>			
Hawaii SPCSP <sup>22</sup>	✓		
Illinois <sup>18</sup>	✓		
Iowa Shared Visions			
Iowa SWVPP			
Kansas <sup>24</sup>			
Kentucky <sup>27</sup>			
Louisiana 8(g)		✓	
Louisiana LA 4		✓	
Louisiana NSECD		✓	
Maine		✓	
Maryland <sup>21</sup>			
Massachusetts CPPI			
Massachusetts Chapter 70		✓	
Michigan			
Minnesota HdSt		✓	
Minnesota VPK/SRP <sup>35</sup>	✓		
Mississippi <sup>19</sup>			
Missouri		✓	
Nebraska			
Nevada <sup>19</sup>	✓		
New Jersey <sup>18</sup>			
New Mexico <sup>17</sup>	✓		
New York		✓	
North Carolina			
North Dakota		✓	
Ohio			
Oklahoma <sup>20</sup>	✓		
Oregon Pre-K <sup>31</sup>			
Oregon Preschool Promise			
Pennsylvania RTL		✓	
Pennsylvania HSSAP		✓	
Pennsylvania K4 & SBPK		✓	
Pennsylvania PKC		✓	
Rhode Island			
South Carolina		✓	
Tennessee <sup>16</sup>	✓		
Texas			
Utah			
Vermont			
Virginia VPI <sup>34</sup>			
Virginia Mixed Delivery <sup>30</sup>			
Washington ECEAP <sup>25</sup>	✓		
Washington TK <sup>15</sup>			
West Virginia			
Wisconsin <sup>26</sup>			
Guam		✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 77. MINIMUM ASSISTANT PRESCHOOL TEACHER DEGREE REQUIREMENTS

STATE	Assistant teachers employed by Public Schools	Assistant teachers employed by Nonpublic Schools
Alabama	Nine (or more) college credits in EC/CD or CDA	Nine (or more) college credits in EC/CD or CDA
Alaska <sup>20</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Arizona <sup>19</sup>	None	None
Arkansas <sup>25</sup>	CDA	CDA
California CSPP <sup>30</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
California TK <sup>24</sup>	Other	NA
Colorado <sup>20</sup>	None	None
Connecticut CDCC <sup>27</sup>	NA	None
Connecticut SR <sup>22</sup>	None	None
Connecticut Smart Start <sup>20</sup>	High School Diploma or Equivalent	NA
Delaware <sup>16</sup>	CDA	CDA
District of Columbia <sup>35</sup>	AA or Paraprofessional Certification (DCPS); Determined locally (PCS)	AA
Florida <sup>24</sup>	None	None
Georgia <sup>18</sup>	CDA	CDA
Hawaii EOEL <sup>17</sup>	CDA or equivalent	CDA or equivalent
Hawaii SPCSP <sup>23</sup>	CDA	NA
Illinois <sup>19</sup>	Educator License	Educator License
Iowa Shared Visions <sup>21</sup>	CDA or equivalent	CDA or equivalent
Iowa SWVPP <sup>23</sup>	CDA or equivalent	CDA or equivalent
Kansas <sup>25</sup>	Other	Other
Kentucky <sup>28</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Louisiana 8(g) <sup>16</sup>	Other	NA
Louisiana LA 4 <sup>18</sup>	None	NA
Louisiana NSECD <sup>16</sup>	NA	CDA (4-year-old classrooms); High School Diploma or Equivalent (3-year-old classrooms)
Maine <sup>25</sup>	AA	AA
Maryland <sup>22</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Massachusetts CPPI <sup>22</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Massachusetts Chapter 70 <sup>17</sup>	Determined locally	NA
Michigan <sup>23</sup>	CDA	CDA
Minnesota HdSt <sup>22</sup>	CDA	CDA
Minnesota VPK/SRP <sup>36</sup>	Determined locally	Determined locally
Mississippi <sup>20</sup>	AA	AA
Missouri <sup>11</sup>	Other	NA
Nebraska <sup>21</sup>	K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience	K-6 Elementary Endorsement, 6 semester hours of credit in CD or ECE, or equivalent in prior training and experience
Nevada <sup>20</sup>	Other	High School Diploma or Equivalent
New Jersey <sup>19</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
New Mexico <sup>18</sup>	AA	AA
New York <sup>19</sup>	Level I Teaching Assistant Certification	High School Diploma or Equivalent
North Carolina <sup>22</sup>	CDA, AA in ECE or CD	CDA, AA in ECE or CD
North Dakota	High School Diploma or Equivalent	High School Diploma or Equivalent
Ohio	High School Diploma or Equivalent	High School Diploma or Equivalent
Oklahoma <sup>26</sup>	High School Diploma or Equivalent	NA
Oregon Pre-K <sup>32</sup>	CDA	CDA
Oregon Preschool Promise <sup>27</sup>	Other	Other
Pennsylvania RTL <sup>9</sup>	Other	Other
Pennsylvania HSSAP <sup>17</sup>	CDA	CDA
Pennsylvania K4 & SBPK <sup>12</sup>	Other	Other
Pennsylvania PKC <sup>16</sup>	Other	Other
Rhode Island	High School Diploma plus 12 college credits in ECE/CD or a CDA	High School Diploma plus 12 college credits in ECE/CD or a CDA
South Carolina <sup>25</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Tennessee <sup>17</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Texas <sup>20</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Utah <sup>26</sup>	None	None
Vermont <sup>21</sup>	High School Diploma or Equivalent	High School Diploma or Equivalent
Virginia VPI <sup>35</sup>	High School Diploma or Equivalent	None
Virginia Mixed Delivery <sup>31</sup>	NA	None
Washington ECEAP <sup>26</sup>	CDA	CDA
Washington TK <sup>16</sup>	High School Diploma or Equivalent	NA
West Virginia <sup>23</sup>	CDA	CDA
Wisconsin <sup>27</sup>	High School Diploma or Equivalent	Other
Guam	High School Diploma or Equivalent	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 78A. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING

STATE	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Training in Early Childhood Education	Training in Child Development	Training in Elementary Education	Training in Preschool Special Education
Alabama				
Alaska <sup>20</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>25</sup>				
California CSPP <sup>30</sup>				
California TK <sup>25</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>23</sup>				
Connecticut Smart Start				
Delaware <sup>16</sup>				
District of Columbia <sup>36</sup>				
Florida <sup>24</sup>				
Georgia <sup>18</sup>				
Hawaii EOEL	✓	✓		
Hawaii SPCSP <sup>23</sup>				
Illinois <sup>19</sup>				
Iowa Shared Visions <sup>21</sup>				
Iowa SWVPP <sup>23</sup>				
Kansas <sup>25</sup>				
Kentucky <sup>28</sup>				
Louisiana 8(g) <sup>16</sup>				
Louisiana LA 4 <sup>18</sup>				
Louisiana NSECD <sup>16</sup>				
Maine <sup>25</sup>	✓	✓		
Maryland <sup>22</sup>				
Massachusetts CPPI <sup>22</sup>				
Massachusetts Chapter 70 <sup>17</sup>				
Michigan <sup>23</sup>	✓	✓		
Minnesota HdSt <sup>22</sup>	✓	✓		
Minnesota VPK/SRP <sup>36</sup>				
Mississippi <sup>20</sup>	✓	✓	✓	
Missouri <sup>11</sup>				
Nebraska <sup>21</sup>			✓	
Nevada <sup>20</sup>				
New Jersey <sup>19</sup>				
New Mexico	✓	✓		
New York <sup>19</sup>	✓	✓	✓	
North Carolina <sup>22</sup>				
North Dakota <sup>30</sup>				
Ohio				
Oklahoma <sup>26</sup>				
Oregon Pre-K <sup>32</sup>				
Oregon Preschool Promise <sup>27</sup>				
Pennsylvania RTL <sup>9</sup>				
Pennsylvania HSSAP <sup>17</sup>				
Pennsylvania K4 & SBPK <sup>12</sup>				
Pennsylvania PKC <sup>16</sup>				
Rhode Island				
South Carolina <sup>25</sup>	✓	✓		
Tennessee <sup>17</sup>	✓	✓		
Texas <sup>20</sup>				
Utah <sup>26</sup>				
Vermont <sup>21</sup>	✓	✓		✓
Virginia VPI <sup>35</sup>				
Virginia Mixed Delivery <sup>31</sup>				
Washington ECEAP <sup>26</sup>	✓	✓		
Washington TK <sup>17</sup>				
West Virginia <sup>23</sup>	✓	✓		✓
Wisconsin <sup>27</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 78B. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	Training in Special Education	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS		
		Nine (or more) college credits in EC or CD	CDA	Paraprofessional Certification
Alabama		✓	✓	
Alaska <sup>20</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>25</sup>				
California CSPP <sup>30</sup>				
California TK <sup>25</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>23</sup>				
Connecticut Smart Start				
Delaware <sup>16</sup>			✓	✓
District of Columbia <sup>36</sup>				
Florida <sup>24</sup>				
Georgia <sup>18</sup>			✓	
Hawaii EOEL			✓	
Hawaii SPCSP <sup>23</sup>			✓	
Illinois <sup>19</sup>				✓
Iowa Shared Visions <sup>21</sup>				
Iowa SWVPP <sup>23</sup>				
Kansas <sup>25</sup>				
Kentucky <sup>28</sup>				
Louisiana 8(g) <sup>16</sup>				
Louisiana LA 4 <sup>18</sup>				
Louisiana NSECD <sup>16</sup>				
Maine <sup>25</sup>				✓
Maryland <sup>22</sup>				
Massachusetts CPPI <sup>22</sup>				
Massachusetts Chapter 70 <sup>17</sup>				
Michigan <sup>23</sup>			✓	
Minnesota HdSt <sup>22</sup>			✓	
Minnesota VPK/SRP <sup>36</sup>				
Mississippi <sup>20</sup>		✓	✓	
Missouri <sup>11</sup>				
Nebraska <sup>21</sup>		✓	✓	
Nevada <sup>20</sup>			✓	
New Jersey <sup>19</sup>				
New Mexico				
New York <sup>19</sup>				
North Carolina <sup>22</sup>				
North Dakota <sup>30</sup>				✓
Ohio				
Oklahoma <sup>26</sup>				
Oregon Pre-K <sup>32</sup>			✓	
Oregon Preschool Promise <sup>27</sup>				
Pennsylvania RTL <sup>9</sup>				
Pennsylvania HSSAP <sup>17</sup>			✓	
Pennsylvania K4 & SBPK <sup>12</sup>				
Pennsylvania PKC <sup>16</sup>				
Rhode Island		✓		✓
South Carolina <sup>25</sup>				
Tennessee <sup>17</sup>				
Texas <sup>20</sup>				
Utah <sup>26</sup>				
Vermont <sup>21</sup>		✓	✓	
Virginia VPI <sup>35</sup>				
Virginia Mixed Delivery <sup>31</sup>				
Washington ECEAP <sup>26</sup>		✓	✓	
Washington TK <sup>17</sup>				
West Virginia <sup>23</sup>			✓	
Wisconsin <sup>27</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 78C. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS			Other
	Highly qualified paraprofessional	Teaching Assistant certification	Meets NCLB requirements	
Alabama				
Alaska <sup>20</sup>				
Arizona <sup>19</sup>				✓ <sup>19</sup>
Arkansas <sup>25</sup>				✓ <sup>25</sup>
California CSPP <sup>30</sup>				
California TK <sup>25</sup>			✓	
Colorado				
Connecticut CDCC				
Connecticut SR <sup>23</sup>				
Connecticut Smart Start				
Delaware <sup>16</sup>				
District of Columbia <sup>36</sup>				
Florida <sup>24</sup>				✓ <sup>24</sup>
Georgia <sup>18</sup>				
Hawaii EOEL				
Hawaii SPCSP <sup>23</sup>				
Illinois <sup>19</sup>				
Iowa Shared Visions <sup>21</sup>				✓ <sup>21</sup>
Iowa SWVPP <sup>23</sup>				
Kansas <sup>25</sup>				✓ <sup>25</sup>
Kentucky <sup>28</sup>				✓ <sup>28</sup>
Louisiana 8(g) <sup>16</sup>				
Louisiana LA 4 <sup>18</sup>				
Louisiana NSECD <sup>16</sup>				
Maine <sup>25</sup>				
Maryland <sup>22</sup>				
Massachusetts CPP <sup>22</sup>				
Massachusetts Chapter 70 <sup>17</sup>				
Michigan <sup>23</sup>				✓ <sup>23</sup>
Minnesota HdSt <sup>22</sup>				
Minnesota VPK/SRP <sup>36</sup>				✓ Determined locally <sup>36</sup>
Mississippi <sup>20</sup>				✓ <sup>20</sup>
Missouri <sup>11</sup>				✓ <sup>11</sup>
Nebraska <sup>21</sup>				
Nevada <sup>20</sup>				
New Jersey <sup>19</sup>				
New Mexico				
New York <sup>19</sup>				✓ <sup>19</sup>
North Carolina <sup>22</sup>				✓ <sup>22</sup>
North Dakota <sup>30</sup>				
Ohio				
Oklahoma <sup>26</sup>				✓ <sup>26</sup>
Oregon Pre-K <sup>32</sup>				
Oregon Preschool Promise <sup>27</sup>				✓ <sup>27</sup>
Pennsylvania RTL <sup>9</sup>				✓ <sup>9</sup>
Pennsylvania HSSAP <sup>17</sup>				
Pennsylvania K4 & SBPK <sup>12</sup>				✓ <sup>12</sup>
Pennsylvania PKC <sup>16</sup>				✓ <sup>16</sup>
Rhode Island				
South Carolina <sup>25</sup>				
Tennessee <sup>17</sup>				
Texas <sup>20</sup>				
Utah <sup>26</sup>				
Vermont <sup>21</sup>				
Virginia VPI <sup>35</sup>				
Virginia Mixed Delivery <sup>31</sup>				
Washington ECEAP <sup>26</sup>				
Washington TK <sup>17</sup>				
West Virginia <sup>23</sup>		✓		
Wisconsin <sup>27</sup>				✓ <sup>27</sup>
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 78D. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY PUBLIC SCHOOLS	
	None	Not applicable
Alabama		
Alaska <sup>20</sup>	✓	
Arizona <sup>19</sup>		
Arkansas <sup>25</sup>		
California CSPP <sup>30</sup>	✓	
California TK <sup>25</sup>		
Colorado	✓	
Connecticut CDCC		✓
Connecticut SR <sup>23</sup>	✓	
Connecticut Smart Start	✓	
Delaware <sup>16</sup>		
District of Columbia <sup>36</sup>	✓	
Florida <sup>24</sup>		
Georgia <sup>18</sup>		
Hawaii EOEL		
Hawaii SPCSP <sup>23</sup>		
Illinois <sup>19</sup>		
Iowa Shared Visions <sup>21</sup>		
Iowa SWVPP <sup>23</sup>	✓	
Kansas <sup>25</sup>		
Kentucky <sup>28</sup>		
Louisiana 8(g) <sup>16</sup>	✓	
Louisiana LA 4 <sup>18</sup>	✓	
Louisiana NSECD <sup>16</sup>		✓
Maine <sup>25</sup>		
Maryland <sup>22</sup>	✓	
Massachusetts CPP1 <sup>22</sup>	✓	
Massachusetts Chapter 70 <sup>17</sup>	✓	
Michigan <sup>23</sup>		
Minnesota HdSt <sup>22</sup>		
Minnesota VPK/SRP <sup>36</sup>		
Mississippi <sup>20</sup>		
Missouri <sup>11</sup>		
Nebraska <sup>21</sup>		
Nevada <sup>20</sup>		
New Jersey <sup>19</sup>	✓	
New Mexico		
New York <sup>19</sup>		
North Carolina <sup>22</sup>		
North Dakota <sup>30</sup>		
Ohio	✓	
Oklahoma <sup>26</sup>		
Oregon Pre-K <sup>32</sup>		
Oregon Preschool Promise <sup>27</sup>		
Pennsylvania RTL <sup>9</sup>		
Pennsylvania HSSAP <sup>17</sup>		
Pennsylvania K4 & SBPK <sup>12</sup>		
Pennsylvania PKC <sup>16</sup>		
Rhode Island		
South Carolina <sup>25</sup>		
Tennessee <sup>17</sup>		
Texas <sup>20</sup>	✓	
Utah <sup>26</sup>	✓	
Vermont <sup>21</sup>		
Virginia VPI <sup>35</sup>	✓	
Virginia Mixed Delivery <sup>31</sup>		✓
Washington ECEAP <sup>26</sup>		
Washington TK <sup>17</sup>	✓	
West Virginia <sup>23</sup>		
Wisconsin <sup>27</sup>		
Guam	✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 78E. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			
	Training in Early Childhood Education	Training in Child Development	Training in Elementary Education	Training in Preschool Special Education
Alabama				
Alaska <sup>20</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>25</sup>				
California CSPP <sup>30</sup>				
California TK <sup>25</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>23</sup>				
Connecticut Smart Start				
Delaware <sup>16</sup>				
District of Columbia <sup>36</sup>	✓	✓		
Florida <sup>24</sup>				
Georgia <sup>18</sup>				
Hawaii EOEL				
Hawaii SPCSP <sup>23</sup>				
Illinois <sup>19</sup>				
Iowa Shared Visions <sup>21</sup>				
Iowa SWVPP <sup>23</sup>				
Kansas <sup>25</sup>				
Kentucky <sup>28</sup>				
Louisiana 8(g) <sup>16</sup>				
Louisiana LA 4 <sup>18</sup>				
Louisiana NSECD <sup>16</sup>				
Maine <sup>25</sup>	✓	✓		
Maryland <sup>22</sup>				
Massachusetts CPPI <sup>22</sup>				
Massachusetts Chapter 70 <sup>17</sup>				
Michigan <sup>23</sup>	✓	✓		
Minnesota HdSt <sup>22</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>36</sup>				
Mississippi <sup>20</sup>	✓	✓	✓	
Missouri <sup>11</sup>				
Nebraska <sup>21</sup>			✓	
Nevada <sup>20</sup>				
New Jersey <sup>19</sup>				
New Mexico	✓	✓		
New York <sup>19</sup>	✓	✓	✓	
North Carolina <sup>22</sup>				
North Dakota <sup>30</sup>				
Ohio				
Oklahoma <sup>26</sup>				
Oregon Pre-K <sup>32</sup>				
Oregon Preschool Promise <sup>27</sup>				
Pennsylvania RTL <sup>9</sup>				
Pennsylvania HSSAP <sup>17</sup>				
Pennsylvania K4 & SBPK <sup>12</sup>				
Pennsylvania PKC <sup>16</sup>				
Rhode Island	✓			
South Carolina <sup>25</sup>				
Tennessee <sup>17</sup>	✓	✓		
Texas <sup>20</sup>				
Utah <sup>26</sup>				
Vermont <sup>21</sup>	✓	✓		✓
Virginia VPI <sup>35</sup>				
Virginia Mixed Delivery <sup>31</sup>				
Washington ECEAP <sup>26</sup>	✓	✓		
Washington TK <sup>17</sup>				
West Virginia <sup>23</sup>	✓	✓		✓
Wisconsin <sup>27</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 78F. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING

STATE	ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			
	Training in Special Education	Nine (or more) college credits in EC or CD	CDA	Paraprofessional Certification
Alabama		✓	✓	
Alaska <sup>20</sup>				
Arizona <sup>19</sup>				
Arkansas <sup>25</sup>				
California CSPP <sup>30</sup>				
California TK <sup>25</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>23</sup>				
Connecticut Smart Start				
Delaware <sup>16</sup>		✓	✓	
District of Columbia <sup>36</sup>		✓	✓	
Florida <sup>24</sup>				
Georgia <sup>18</sup>			✓	
Hawaii EOEL				
Hawaii SPCSP <sup>23</sup>				
Illinois <sup>19</sup>				✓
Iowa Shared Visions <sup>21</sup>				
Iowa SWVPP <sup>23</sup>				
Kansas <sup>25</sup>				
Kentucky <sup>28</sup>				
Louisiana 8(g) <sup>16</sup>				
Louisiana LA 4 <sup>18</sup>				
Louisiana NSECD <sup>16</sup>			✓ (4-year-old classrooms)	
Maine <sup>25</sup>				✓
Maryland <sup>22</sup>				
Massachusetts CPPI <sup>22</sup>				
Massachusetts Chapter 70 <sup>17</sup>				
Michigan <sup>23</sup>			✓	
Minnesota HdSt <sup>22</sup>			✓	
Minnesota VPK/SRP <sup>36</sup>				
Mississippi <sup>20</sup>		✓	✓	
Missouri <sup>11</sup>				
Nebraska <sup>21</sup>		✓	✓	
Nevada <sup>20</sup>				
New Jersey <sup>19</sup>				
New Mexico				
New York <sup>19</sup>				
North Carolina <sup>22</sup>				
North Dakota <sup>30</sup>				
Ohio				
Oklahoma <sup>26</sup>				
Oregon Pre-K <sup>32</sup>			✓	
Oregon Preschool Promise <sup>27</sup>				
Pennsylvania RTL <sup>9</sup>				
Pennsylvania HSSAP <sup>17</sup>			✓	
Pennsylvania K4 & SBPK <sup>12</sup>				
Pennsylvania PKC <sup>16</sup>				
Rhode Island		✓		
South Carolina <sup>25</sup>				
Tennessee <sup>17</sup>				
Texas <sup>20</sup>				
Utah <sup>26</sup>				
Vermont <sup>21</sup>		✓	✓	
Virginia VPI <sup>35</sup>				
Virginia Mixed Delivery <sup>31</sup>				
Washington ECEAP <sup>26</sup>		✓	✓	
Washington TK <sup>17</sup>				
West Virginia <sup>23</sup>			✓	
Wisconsin <sup>27</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 78G. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS			Other
	Highly qualified paraprofessional	Teaching Assistant certification	Meets NCLB requirements	
Alabama				
Alaska <sup>20</sup>				
Arizona <sup>19</sup>				✓ <sup>19</sup>
Arkansas <sup>25</sup>				✓ <sup>25</sup>
California CSPP <sup>30</sup>				
California TK <sup>25</sup>				
Colorado				
Connecticut CDCC				
Connecticut SR <sup>23</sup>				
Connecticut Smart Start				
Delaware <sup>16</sup>				
District of Columbia <sup>36</sup>				✓
Florida <sup>24</sup>				✓ <sup>24</sup>
Georgia <sup>18</sup>				
Hawaii EOEL				
Hawaii SPCSP <sup>23</sup>				
Illinois <sup>19</sup>				
Iowa Shared Visions <sup>21</sup>				✓ <sup>21</sup>
Iowa SWVPP <sup>23</sup>				
Kansas <sup>25</sup>				✓ <sup>25</sup>
Kentucky <sup>28</sup>				✓ <sup>28</sup>
Louisiana 8(g) <sup>16</sup>				
Louisiana LA 4 <sup>18</sup>				
Louisiana NSECD <sup>16</sup>				
Maine <sup>25</sup>				
Maryland <sup>22</sup>				
Massachusetts CPP <sup>22</sup>				
Massachusetts Chapter 70 <sup>17</sup>				
Michigan <sup>23</sup>				✓ <sup>23</sup>
Minnesota HdSt <sup>22</sup>				
Minnesota VPK/SRP <sup>36</sup>				✓ Determined locally <sup>36</sup>
Mississippi <sup>20</sup>				✓ <sup>20</sup>
Missouri <sup>11</sup>				
Nebraska <sup>21</sup>				
Nevada <sup>20</sup>				
New Jersey <sup>19</sup>				
New Mexico				
New York <sup>19</sup>				✓ <sup>19</sup>
North Carolina <sup>22</sup>				✓ <sup>22</sup>
North Dakota <sup>30</sup>				✓
Ohio				
Oklahoma <sup>26</sup>				
Oregon Pre-K <sup>32</sup>				
Oregon Preschool Promise <sup>27</sup>				✓ <sup>27</sup>
Pennsylvania RTL <sup>9</sup>				✓ <sup>9</sup>
Pennsylvania HSSAP <sup>17</sup>				
Pennsylvania K4 & SBPK <sup>12</sup>				✓ <sup>12</sup>
Pennsylvania PKC <sup>16</sup>				✓ <sup>16</sup>
Rhode Island				
South Carolina <sup>25</sup>				✓
Tennessee <sup>17</sup>				
Texas <sup>20</sup>				
Utah <sup>26</sup>				
Vermont <sup>21</sup>				
Virginia VPI <sup>35</sup>				
Virginia Mixed Delivery <sup>31</sup>				
Washington ECEAP <sup>26</sup>				
Washington TK <sup>17</sup>				
West Virginia <sup>23</sup>		✓		
Wisconsin <sup>27</sup>				
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 78H. REQUIRED ASSISTANT TEACHER DEGREE SPECIALIZATIONS AND/OR PRE-SERVICE TRAINING**

STATE	ASSISTANT TEACHERS EMPLOYED BY NONPUBLIC SCHOOLS	
	None	Not applicable
Alabama		
Alaska <sup>20</sup>	✓	
Arizona <sup>19</sup>		
Arkansas <sup>25</sup>		
California CSPP <sup>30</sup>	✓	
California TK <sup>25</sup>		✓
Colorado	✓	
Connecticut CDCC	✓	
Connecticut SR <sup>23</sup>	✓	
Connecticut Smart Start		✓
Delaware <sup>16</sup>		
District of Columbia <sup>36</sup>		
Florida <sup>24</sup>		
Georgia <sup>18</sup>		
Hawaii EOEL		✓
Hawaii SPCSP <sup>23</sup>		✓
Illinois <sup>19</sup>		
Iowa Shared Visions <sup>21</sup>		
Iowa SWVPP <sup>23</sup>	✓	
Kansas <sup>25</sup>		
Kentucky <sup>28</sup>		
Louisiana 8(g) <sup>16</sup>	✓	
Louisiana LA 4 <sup>18</sup>		✓
Louisiana NSECD <sup>16</sup>	✓ (3-year-old classrooms)	
Maine <sup>25</sup>		
Maryland <sup>22</sup>	✓	
Massachusetts CPP1 <sup>22</sup>	✓	
Massachusetts Chapter 70 <sup>17</sup>		✓
Michigan <sup>23</sup>		
Minnesota HdSt <sup>22</sup>		
Minnesota VPK/SRP <sup>36</sup>		
Mississippi <sup>20</sup>		
Missouri <sup>11</sup>		✓
Nebraska <sup>21</sup>		
Nevada <sup>20</sup>	✓	
New Jersey <sup>19</sup>	✓	
New Mexico		
New York <sup>19</sup>		
North Carolina <sup>22</sup>		
North Dakota <sup>30</sup>		
Ohio	✓	
Oklahoma <sup>26</sup>		✓
Oregon Pre-K <sup>32</sup>		
Oregon Preschool Promise <sup>27</sup>		
Pennsylvania RTL <sup>9</sup>		
Pennsylvania HSSAP <sup>17</sup>		
Pennsylvania K4 & SBPK <sup>12</sup>		
Pennsylvania PKC <sup>16</sup>		
Rhode Island		
South Carolina <sup>25</sup>		
Tennessee <sup>17</sup>		
Texas <sup>20</sup>	✓	
Utah <sup>26</sup>	✓	
Vermont <sup>21</sup>		
Virginia VPI <sup>35</sup>	✓	
Virginia Mixed Delivery <sup>31</sup>	✓	
Washington ECEAP <sup>26</sup>		
Washington TK <sup>17</sup>		✓
West Virginia <sup>23</sup>		
Wisconsin <sup>27</sup>	✓	
Guam		✓

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 79A. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR PRESCHOOL TEACHERS

STATE	LEAD TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>24</sup>	30 clock hours/year	30 clock hours/year
Alaska <sup>21</sup>	6 credit hours/5 years	6 credit hours/5 years
Arizona <sup>25</sup>	18 clock hours/year	18 clock hours/year
Arkansas <sup>26</sup>	30 clock hours/year	30 clock hours/year
California CSPP <sup>31</sup>	105 clock hours/5 years	105 clock hours/5 years
California TK	Determined locally	NA
Colorado <sup>21</sup>	15 clock hours/year	15 clock hours/year
Connecticut CDCC	NA	1% of total hours worked
Connecticut SR <sup>24</sup>	1% of total annual hours worked	1% of total annual hours worked
Connecticut Smart Start	Determined locally	NA
Delaware <sup>17</sup>	90 clock hours/5 years	18 clock hours/year
District of Columbia	30 clock hours/year (DCPS); Determined locally (PCS)	21 clock hours/year
Florida <sup>25</sup>	15 clock hours of PD in emergent literacy in 1st year then 5 clock hours/5 years	15 clock hours of PD in emergent literacy in 1st year then 5 clock hours/5 years
Georgia <sup>19</sup>	15 clock hours/year	15 clock hours/year
Hawaii EOEL <sup>18</sup>	10 PD sessions/year	NA
Hawaii SPCSP	60 clock hours/year	NA
Illinois <sup>20</sup>	120 clock hours/5 years	120 clock hours/5 years
Iowa Shared Visions <sup>22</sup>	Outlined in application & determined by program standards	Outlined in application & determined by program standards
Iowa SWVPP <sup>24</sup>	Recommended: 15 clock hours/year	Recommended: 15 clock hours/year
Kansas <sup>15</sup>	15 clock hours/year	15 clock hours/year
Kentucky	24 clock hours/year	24 clock hours/year
Louisiana 8(g)	18 clock hours/year	NA
Louisiana LA 4	18 clock hours/year	NA
Louisiana NSECD	NA	18 clock hours/year
Maine	6 credit hours/5 years	6 credit hours/5 years
Maryland	6 credit hours/5 years	6 credit hours/5 years
Massachusetts CPPI	20 clock hours/year	20 clock hours/year
Massachusetts Chapter 70 <sup>18</sup>	150 Professional Development Points/5 years	NA
Michigan <sup>24</sup>	16 clock hours/year	16 clock hours/year
Minnesota HdSt <sup>23</sup>	15 clock hours/year	15 clock hours/year
Minnesota VPK/SRP <sup>37</sup>	125 clock hours/5 years (licensed teachers); 10 hours/year (other teachers)	125 clock hours/5 years (licensed teachers); 10 hours/year (other teachers)
Mississippi	15 clock hours/year	15 clock hours/year
Missouri <sup>12</sup>	30 clock hours/year (teachers in years 1 to 4), 15 hours/year for other teachers until exempt	NA
Nebraska	15 clock hours/year	15 clock hours/year
Nevada	6 credit hours/5 years	24 clock hours/year
New Jersey	100 clock hours/5 years	100 clock hours/5 years
New Mexico <sup>19</sup>	31.5 clock hours/year (first year teachers), 42.5 clock hours/year (second year teachers), 24 clock hours/year (other teachers)	31.5 clock hours/year (first year teachers), 42.5 clock hours/year (second year teachers), 24 clock hours/year (other teachers)
New York <sup>20</sup>	175 clock hours/5 years	175 clock hours/5 years
North Carolina	5 to 20 clock hours depending on the teachers education and experience	5 to 20 clock hours depending on the teachers education and experience
North Dakota <sup>31</sup>	Varies by teaching license held	Varies by teaching license held
Ohio <sup>18</sup>	20 clock hours/2 years	20 clock hours/2 years
Oklahoma <sup>27</sup>	15 clock hours/year	NA
Oregon Pre-K	15 clock hours/year	15 clock hours/year
Oregon Preschool Promise	20 clock hours/year	20 clock hours/year
Pennsylvania RTL	180 clock hours/ 5 years	180 clock hours/ 5 years
Pennsylvania HSSAP <sup>18</sup>	15 clock hours/year	15 clock hours/year
Pennsylvania K4 & SBPK <sup>13</sup>	180 clock hours/5 years	Determined locally
Pennsylvania PKC <sup>17</sup>	180 clock hours/ 5 years	180 clock hours/ 5 years
Rhode Island <sup>15</sup>	20 clock hours/year	20 clock hours/year
South Carolina <sup>26</sup>	15 clock hours/year	15 clock hours/year
Tennessee <sup>18</sup>	30 clock hours/school year	30 clock hours/school year
Texas <sup>21</sup>	30 clock hours/year	30 clock hours/year
Utah <sup>27</sup>	15 Clock Hours	15 Clock Hours
Vermont <sup>22</sup>	6 credit hours (90 clock hours)/5 years	6 credit hours (90 clock hours)/5 years
Virginia VPI <sup>36</sup>	15 clock hours/school year	15 clock hours/school year
Virginia Mixed Delivery <sup>32</sup>	NA	16 clock hours/school year
Washington ECEAP <sup>27</sup>	20 clock hours/year	20 clock hours/year
Washington TK <sup>17</sup>	100 clock hours/5 years	NA
West Virginia <sup>24</sup>	15 clock hours/year	15 clock hours/year
Wisconsin <sup>28</sup>	None	None
Guam	30 clock hours/year	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 79B. IN-SERVICE PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR PRESCHOOL TEACHERS

STATE	ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>24</sup>	20 clock hours/year	20 clock hours/year
Alaska <sup>21</sup>	None	None
Arizona <sup>25</sup>	18 clock hours/year	18 clock hours/year
Arkansas <sup>26</sup>	30 clock hours/year	30 clock hours/year
California CSPP <sup>31</sup>	105 clock hours/5 years	105 clock hours/5 years
California TK	Determined locally	NA
Colorado <sup>21</sup>	15 clock hours/year	15 clock hours/year
Connecticut CDCC	NA	1% of total hours worked
Connecticut SR <sup>24</sup>	1% of total annual hours worked	1% of total annual hours worked
Connecticut Smart Start	Determined locally	NA
Delaware <sup>17</sup>	15 clock hours/year	18 clock hours/year
District of Columbia	Offered but not required (DCPS); Determined locally (PCS)	21 clock hours/year
Florida <sup>25</sup>	None	None
Georgia <sup>19</sup>	15 clock hours/year	15 clock hours/year
Hawaii EOEL <sup>18</sup>	10 PD sessions/year	NA
Hawaii SPCSP	60 clock hours/year	NA
Illinois <sup>20</sup>	None	None
Iowa Shared Visions <sup>22</sup>	Outlined in application & determined by program standards	Outlined in application & determined by program standards
Iowa SWVPP <sup>24</sup>	Determined locally	Determined locally
Kansas <sup>15</sup>	15 clock hours/year	15 clock hours/year
Kentucky	18 clock hours/year	18 clock hours/year
Louisiana 8(g)	18 clock hours/year	NA
Louisiana LA 4	18 clock hours/year	NA
Louisiana NSECD	NA	18 clock hours/year
Maine	3 credit hours/5 years	3 credit hours/5 years
Maryland	24 clock hours/year	24 clock hours/year
Massachusetts CPPI	20 clock hours/year	20 clock hours/year
Massachusetts Chapter 70 <sup>18</sup>	None	NA
Michigan <sup>24</sup>	16 clock hours/year	16 clock hours/year
Minnesota HdSt <sup>23</sup>	15 clock hours/year	15 clock hours/year
Minnesota VPK/SRP <sup>37</sup>	At least 10 hours/year	At least 10 hours/year
Mississippi	15 clock hours/year	15 clock hours/year
Missouri <sup>12</sup>	None	NA
Nebraska	15 clock hours/year	15 clock hours/year
Nevada	6 credit hours/5 years	24 clock hours/year
New Jersey	100 clock hours/5 years	100 clock hours/5 years
New Mexico <sup>19</sup>	24 clock hours/year	24 clock hours/year
New York <sup>20</sup>	Determined locally	Determined locally
North Carolina	5 to 20 clock hours depending on the teachers education and experience	5 to 20 clock hours depending on the teachers education and experience
North Dakota <sup>31</sup>	Paraprofessional requirements	Varies by setting
Ohio <sup>18</sup>	20 clock hours/2 years	20 clock hours/2 years
Oklahoma <sup>27</sup>	15 clock hours/year	NA
Oregon Pre-K	15 clock hours/year	15 clock hours/year
Oregon Preschool Promise	20 clock hours/year	20 clock hours/year
Pennsylvania RTL	None	None
Pennsylvania HSSAP <sup>18</sup>	15 clock hours/year	15 clock hours/year
Pennsylvania K4 & SBPK <sup>13</sup>	None	None
Pennsylvania PKC <sup>17</sup>	24 clock hours/ year	24 clock hours/ year
Rhode Island <sup>15</sup>	20 clock hours/year	20 clock hours/year
South Carolina <sup>26</sup>	15 clock hours/year	15 clock hours/year
Tennessee <sup>18</sup>	30 clock hours/school year	30 clock hours/school year
Texas <sup>21</sup>	None	None
Utah <sup>27</sup>	None	None
Vermont <sup>22</sup>	15 clock hours/year	15 clock hours/year
Virginia VPI <sup>36</sup>	15 clock hours/school year	15 clock hours/school year
Virginia Mixed Delivery <sup>32</sup>	NA	16 clock hours/school year
Washington ECEAP <sup>27</sup>	15 clock hours/year	15 clock hours/year
Washington TK <sup>17</sup>	3 days per year of Professional Learning	NA
West Virginia <sup>24</sup>	15 clock hours/year	15 clock hours/year
Wisconsin <sup>28</sup>	None	None
Guam	None	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 80. IN-SERVICE PROFESSIONAL DEVELOPMENT RELATED TO HEALTH AND SAFETY**

STATE	Required hours
Alabama <sup>25</sup>	Varies
Alaska <sup>22</sup>	None
Arizona <sup>25</sup>	Unknown
Arkansas	At least 8 hours per year
California CSPP	15 hours per year
California TK	Determined locally
Colorado <sup>21</sup>	Determined locally
Connecticut CDCC <sup>28</sup>	At least one training
Connecticut SR <sup>24</sup>	At least one training
Connecticut Smart Start	Determined locally
Delaware <sup>17</sup>	Unknown
District of Columbia <sup>37</sup>	18 hours (CBO teachers only)
Florida <sup>26</sup>	40-hour introductory training
Georgia	None
Hawaii EOEL	Varies
Hawaii SPCSP	8 hours
Illinois	Determined locally
Iowa Shared Visions	Approximately 1 hour per year but determined locally and guided by program standards
Iowa SWVPP	Determined locally
Kansas	Not specified
Kentucky	Unknown
Louisiana 8(g)	Unknown
Louisiana LA 4	Determined locally
Louisiana NSECD	Determined locally
Maine	Unknown
Maryland	Unknown
Massachusetts CPP <sup>23</sup>	EEC Essentials Online Course
Massachusetts Chapter 70	None
Michigan	2 hours per year
Minnesota HdSt	Per federal Head Start Requirements
Minnesota VPK/SRP <sup>38</sup>	Determined locally
Mississippi	Unknown
Missouri	Not specified
Nebraska	None
Nevada	Unknown
New Jersey	20 hours per 5 years
New Mexico	At least 4 hours
New York	Determined locally
North Carolina <sup>23</sup>	Specified topics, every 5 years
North Dakota	None
Ohio	Unknown
Oklahoma	5 hours per year
Oregon Pre-K <sup>33</sup>	Per federal Head Start Requirements
Oregon Preschool Promise	Varies
Pennsylvania RTL	Unknown
Pennsylvania HSSAP	Unknown
Pennsylvania K4 & SBPK	Unknown
Pennsylvania PKC	Unknown
Rhode Island	Varies based on need
South Carolina	5 hours per year (First Steps); None (EIA/4K)
Tennessee	18 hours per school year
Texas	Unknown
Utah	Not specified
Vermont	Unknown
Virginia VPI <sup>36</sup>	Required, but exact number not specified
Virginia Mixed Delivery <sup>32</sup>	Required, but exact number not specified
Washington ECEAP	Determined locally
Washington TK	Not reported
West Virginia <sup>24</sup>	Required for new staff, but exact number not specified
Wisconsin <sup>28</sup>	None
Guam	5 hours per year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 81. WRITTEN, INDIVIDUALIZED ANNUAL PROFESSIONAL DEVELOPMENT PLANS FOR PRESCHOOL TEACHERS**

STATE	LEAD TEACHERS		ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>26</sup>	Yes	Yes	Yes	Yes
Alaska <sup>23</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Arizona	No	No	No	No
Arkansas <sup>27</sup>	Yes	Yes	Yes	Yes
California CSPP <sup>32</sup>	Determined locally	Determined locally	Determined locally	Determined locally
California TK	Determined locally	NA	Determined locally	NA
Colorado <sup>22</sup>	No	No	No	No
Connecticut CDCC <sup>29</sup>	NA	Yes, some	NA	Yes, some
Connecticut SR <sup>25</sup>	Yes, some	Yes, some	No	No
Connecticut Smart Start <sup>21</sup>	Yes	NA	No	NA
Delaware	Yes	Yes	Yes	Yes
District of Columbia <sup>38</sup>	Yes (Head Start only)	Yes	No	Yes
Florida <sup>27</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Georgia <sup>20</sup>	Yes	Yes	Yes	Yes
Hawaii EOEL	Yes	NA	Yes	NA
Hawaii SPCSP <sup>24</sup>	Yes	NA	Yes	NA
Illinois <sup>21</sup>	Yes	Yes	Yes	Yes
Iowa Shared Visions	Yes	Yes	Yes	Yes
Iowa SWVPP <sup>24</sup>	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	No	No
Kentucky	Yes	No	No	No
Louisiana 8(g)	Yes	NA	No	NA
Louisiana LA 4	Yes	NA	Yes	NA
Louisiana NSECD	NA	Yes	NA	Yes
Maine	No	No	No	No
Maryland	Yes	Yes	Yes	Yes
Massachusetts CPP <sup>24</sup>	Yes	Yes	Yes	Yes
Massachusetts Chapter 70 <sup>18</sup>	Yes	NA	No	NA
Michigan	Yes	Yes	Yes	Yes
Minnesota HdSt <sup>24</sup>	Yes	Yes	Yes	Yes
Minnesota VPK/SRP <sup>39</sup>	Yes	Yes	No	No
Mississippi	Yes	Yes	Yes	Yes
Missouri <sup>13</sup>	Yes, some	NA	No	NA
Nebraska	Yes	Yes	Yes	Yes
Nevada	No	No	No	No
New Jersey <sup>20</sup>	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes
New York	No	No	No	No
North Carolina	Yes	Yes	Yes	Yes
North Dakota <sup>32</sup>	Yes	Yes, some	No	No
Ohio	Yes	Yes	Yes	Yes
Oklahoma <sup>28</sup>	Yes	NA	Yes	NA
Oregon Pre-K	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards
Oregon Preschool Promise <sup>28</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Pennsylvania RTL <sup>10</sup>	Yes, some	No	No	No
Pennsylvania HSSAP <sup>18</sup>	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>14</sup>	Yes, some	Yes, some	No	Yes, some
Pennsylvania PKC <sup>18</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Rhode Island	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes
Tennessee <sup>19</sup>	Yes	Yes	Yes	Yes
Texas <sup>22</sup>	No	No	No	No
Utah <sup>28</sup>	No	No	No	No
Vermont	Yes	Yes	Yes	Yes
Virginia VPI <sup>37</sup>	No	No	No	No
Virginia Mixed Delivery	NA	No	NA	No
Washington ECEAP <sup>28</sup>	Yes	Yes	Yes	Yes
Washington TK	Yes	NA	Yes	NA
West Virginia <sup>25</sup>	Yes	Yes	Yes	Yes
Wisconsin	Yes	No	No	No
Guam	Yes	NA	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 82. ONGOING CLASSROOM-EMBEDDED SUPPORT (E.G., COACHING, MENTORING) FOR PRESCHOOL TEACHERS**

STATE	LEAD TEACHERS		ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools	Employed by Public Schools	Employed by Nonpublic Schools
Alabama	Yes	Yes	Yes	Yes
Alaska <sup>24</sup>	No	No	No	No
Arizona <sup>26</sup>	No	No	No	No
Arkansas <sup>28</sup>	Yes, some	Yes, some	No	No
California CSPP <sup>33</sup>	No	No	No	No
California TK	Determined locally	NA	Determined locally	NA
Colorado	No	No	No	No
Connecticut CDCC	NA	No	NA	No
Connecticut SR	No	No	No	No
Connecticut Smart Start	No	NA	No	NA
Delaware	Yes	Yes	Yes	Yes
District of Columbia <sup>39</sup>	Yes (DCPS)	No	No	No
Florida <sup>28</sup>	No	No	No	No
Georgia <sup>21</sup>	Yes	Yes	Yes	Yes
Hawaii EOEL <sup>19</sup>	Yes	NA	Yes	NA
Hawaii SPCSP <sup>25</sup>	Yes	NA	Yes	NA
Illinois <sup>22</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Iowa Shared Visions <sup>23</sup>	Yes, some	No	No	No
Iowa SWVPP <sup>25</sup>	Yes	No	No	No
Kansas <sup>26</sup>	Yes, some	Yes, some	No	No
Kentucky <sup>29</sup>	Yes, some	No	No	No
Louisiana 8(g) <sup>17</sup>	No	NA	No	NA
Louisiana LA 4 <sup>19</sup>	No	NA	No	NA
Louisiana NSECD <sup>17</sup>	NA	No	NA	No
Maine	No	No	No	No
Maryland <sup>23</sup>	No	No	No	No
Massachusetts CPPI <sup>24</sup>	Yes	Yes	Yes	Yes
Massachusetts Chapter 70	No	NA	No	NA
Michigan <sup>25</sup>	Yes	Yes	Yes	Yes
Minnesota HdSt <sup>24</sup>	Yes	Yes	Yes	Yes
Minnesota VPK/SRP <sup>40</sup>	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Missouri <sup>14</sup>	Yes, some	NA	No	NA
Nebraska <sup>22</sup>	Yes, some	Yes, some	No	No
Nevada <sup>21</sup>	No	No	No	No
New Jersey <sup>21</sup>	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes
New York <sup>21</sup>	Yes, some	No	No	No
North Carolina <sup>24</sup>	Yes	Yes	No	No
North Dakota <sup>33</sup>	Yes	Yes	No	No
Ohio	No	No	No	No
Oklahoma <sup>28</sup>	Yes	NA	Yes	NA
Oregon Pre-K	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards
Oregon Preschool Promise <sup>29</sup>	Yes	Yes	Yes	Yes
Pennsylvania RTL <sup>10</sup>	Yes, some	No	No	No
Pennsylvania HSSAP <sup>19</sup>	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>14</sup>	Yes, some	Yes, some	No	Yes, some
Pennsylvania PKC <sup>18</sup>	Yes, some	Yes, some	No	No
Rhode Island <sup>16</sup>	Yes	Yes	Yes	Yes
South Carolina <sup>27</sup>	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes
Texas	No	No	No	No
Utah <sup>29</sup>	Yes	Yes	No	No
Vermont <sup>23</sup>	Yes	Yes, some	Yes	Yes, some
Virginia VPI <sup>38</sup>	No	No	No	No
Virginia Mixed Delivery	NA	No	NA	No
Washington ECEAP <sup>29</sup>	Yes	Yes	Yes	Yes
Washington TK	Yes	NA	Yes	NA
West Virginia <sup>26</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Wisconsin <sup>29</sup>	No	Yes, some	No	Yes, some
Guam	Yes	NA	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 83. FREQUENCY OF COACHING/MENTORING FOR PRESCHOOL TEACHERS**

STATE	Frequency of coaching/mentoring
Alabama <sup>27</sup>	Monthly
Alaska	NA
Arizona	NA
Arkansas <sup>29</sup>	Varies
California CSPP	NA
California TK	Determined locally
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	NA
Delaware	Determined locally
District of Columbia	Bi-weekly (DCPS); Determined locally (CBO); NA (PCS)
Florida	NA
Georgia <sup>22</sup>	Varies based on need
Hawaii EOEL	Varies based on need
Hawaii SPCSP	Varies based on need
Illinois <sup>23</sup>	Varies based on monitoring visit
Iowa Shared Visions	Determined locally
Iowa SWVPP	Determined locally
Kansas	Weekly during first year
Kentucky	Varies from district to district
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts CPPI	Monthly
Massachusetts Chapter 70	NA
Michigan	At least monthly
Minnesota HdSt	Per federal Head Start Performance Standards
Minnesota VPK/SRP	Varies by district
Mississippi	At least monthly
Missouri	Varies based on need and experience
Nebraska	Varies based on need
Nevada	NA
New Jersey	At least twice/month
New Mexico	On regular basis per classroom
New York	Determined locally
North Carolina	Varies based on need
North Dakota	At least monthly
Ohio	NA
Oklahoma	Determined locally
Oregon Pre-K	Variable per program design
Oregon Preschool Promise <sup>30</sup>	Varies
Pennsylvania RTL	Determined locally (detailed in induction plan)
Pennsylvania HSSAP	Varies
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)
Pennsylvania PKC	Determined locally (detailed in induction plan)
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly
South Carolina <sup>28</sup>	Varies based on need
Tennessee	Multiple times during the coaching cycle
Texas	15 hours per year if additional teacher qualification option is selected for PK4 teachers
Utah	Determined locally
Vermont <sup>24</sup>	Determined locally
Virginia VPI	NA
Virginia Mixed Delivery	NA
Washington ECEAP <sup>30</sup>	Varies based on need
Washington TK	Varies based on teacher/classroom need
West Virginia	Determined locally
Wisconsin	Determined locally
Guam	As needed

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 84A. STATE POLICY REQUIRES COMPENSATION PARITY FOR LEAD PRESCHOOL TEACHERS WITH K-3 TEACHERS

STATE	SAME STARTING SALARY		SAME SALARY SCHEDULE		SALARY SCHEDULE IS PRORATED FOR DIFFERENCES IN LENGTH OF WORK DAY OR YEAR		SAME RETIREMENT BENEFITS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama <sup>28</sup>	✓	✓	✓		NA	NA	✓	
Alaska <sup>25</sup>								
Arizona								
Arkansas <sup>30</sup>								
California CSPP <sup>34</sup>								
California TK <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>23</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start <sup>22</sup>	✓	NA	✓	NA		NA	✓	NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>40</sup>		✓						
Florida <sup>29</sup>								
Georgia <sup>23</sup>	✓		✓		✓	✓	✓	
Hawaii EOEL <sup>20</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>24</sup>								
Iowa Shared Visions	✓ teachers with an active license		✓ teachers with an active license		✓ teachers with an active license		✓ teachers with an active license	
Iowa SWVPP <sup>26</sup>	✓		✓				✓	
Kansas								
Kentucky <sup>30</sup>	✓		✓		✓		✓	
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine	✓		✓		✓		✓	
Maryland <sup>24</sup>	✓	✓	✓		✓		✓	
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>19</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>25</sup>								
Minnesota VPK/SRP <sup>41</sup>	✓	✓				✓		
Mississippi	✓		✓		✓		✓	
Missouri <sup>15</sup>		NA		NA		NA		NA
Nebraska <sup>23</sup>								
Nevada	✓	✓	✓	✓	✓	✓	✓	
New Jersey	✓	✓	✓	✓	✓	✓	✓	
New Mexico	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>29</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Oregon Pre-K	✓	✓			✓	✓		
Oregon Preschool Promise <sup>31</sup>	✓	✓			✓	✓		
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>17</sup>	✓	✓	✓		✓	✓	✓	
South Carolina <sup>29</sup>	✓		✓		✓		✓	
Tennessee <sup>20</sup>	✓		✓				✓	✓
Texas	✓		✓		✓			
Utah <sup>30</sup>								
Vermont <sup>25</sup>	✓		✓		✓		✓	
Virginia VPI	✓		✓		✓		✓	
Virginia Mixed Delivery	NA		NA		NA		NA	
Washington ECEAP <sup>31</sup>								
Washington TK <sup>18</sup>	✓	NA	✓	NA	✓	NA	✓	NA
West Virginia <sup>27</sup>	✓		✓		✓		✓	
Wisconsin <sup>30</sup>								
Guam		NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 84B. STATE POLICY REQUIRES COMPENSATION PARITY FOR LEAD PRESCHOOL TEACHERS WITH K-3 TEACHERS

STATE	SAME HEALTH CARE		SAME PAID TIME OFF		SAME PAID TIME FOR PROFESSIONAL RESPONSIBILITIES		SAME PAID TIME FOR PD DAYS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama <sup>28</sup>	✓		✓		✓	✓	✓	✓
Alaska <sup>25</sup>								
Arizona								
Arkansas <sup>30</sup>								
California CSPP <sup>34</sup>								
California TK <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>23</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start <sup>22</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>40</sup>								Yes
Florida <sup>29</sup>								
Georgia <sup>23</sup>	✓		✓		✓		✓	Yes
Hawaii EOEL <sup>20</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>24</sup>								
Iowa Shared Visions	✓ teachers with an active license		✓ teachers with an active license				✓ teachers with an active license	
Iowa SWVPP <sup>26</sup>	✓		✓		✓		✓	
Kansas								
Kentucky <sup>30</sup>	✓		✓		✓		✓	
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine	✓		✓		✓		✓	
Maryland <sup>24</sup>	✓		✓		✓		✓	
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>19</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>25</sup>								
Minnesota VPK/SRP <sup>41</sup>			✓					
Mississippi	✓		✓		✓		✓	
Missouri <sup>15</sup>		NA		NA		NA		NA
Nebraska <sup>23</sup>								
Nevada	✓		✓		✓		✓	
New Jersey	✓		✓	✓	✓	✓	✓	✓
New Mexico	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>29</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Oregon Pre-K			✓	✓				
Oregon Preschool Promise <sup>31</sup>			✓	✓				
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>17</sup>	✓		✓	✓	✓	✓	✓	✓
South Carolina <sup>29</sup>	✓		✓		✓		✓	✓
Tennessee <sup>20</sup>	✓	✓	✓	✓	✓	✓	✓	✓
Texas								
Utah <sup>30</sup>								
Vermont <sup>25</sup>	✓		✓		✓		✓	
Virginia VPI	✓		✓		✓		✓	
Virginia Mixed Delivery	NA		NA		NA		NA	
Washington ECEAP <sup>31</sup>								NA
Washington TK <sup>18</sup>	✓	NA	✓	NA	✓	NA	✓	NA
West Virginia <sup>27</sup>	✓		✓		✓		✓	✓
Wisconsin <sup>30</sup>								
Guam	✓	NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 85. AVERAGE ANNUAL SALARY FOR LEAD PRESCHOOL TEACHERS**

STATE	Employed by Public Schools	Employed by Nonpublic Schools
Alabama	\$54,709	\$44,816
Alaska <sup>25</sup>	Data not available	Data not available
Arizona	Collected, but not reported	Collected, but not reported
Arkansas	\$45,733	\$30,928
California CSPP	Data not available	Data not available
California TK	Data not available	NA
Colorado	Data not available	Data not available
Connecticut CDCC	NA	\$42,678
Connecticut SR	\$61,346	\$43,712
Connecticut Smart Start	\$61,975	NA
Delaware	Data not available	Data not available
District of Columbia	DCPS: \$105,308	\$66,406
Florida	Data not available	Data not available
Georgia	\$46,781	\$40,264
Hawaii EOEL	\$65,293	NA
Hawaii SPCSP	\$47,858	NA
Illinois	\$61,055	\$51,226
Iowa Shared Visions	\$49,559	\$35,339
Iowa SWVPP	\$53,830	Not reported
Kansas	Data not available	Data not available
Kentucky	\$61,247 (average KPP certified salary) \$56,375 (average KPP classroom teacher salary)	Not collected
Louisiana 8(g)	Collected, but not reported	NA
Louisiana LA 4	Collected, but not reported	NA
Louisiana NSECD	NA	Collected, but not reported
Maine	\$50,541	Not reported
Maryland	\$51,548	Data not available
Massachusetts CPPI	Data not available	Data not available
Massachusetts Chapter 70	Data not available	NA
Michigan	Data not available	Data not available
Minnesota HdSt	Data not available	Data not available
Minnesota VPK/SRP	Collected, but not reported	Collected, but not reported
Mississippi	\$48,886	\$33,850
Missouri	\$42,556	NA
Nebraska	Collected, but not reported	Collected, but not reported
Nevada	\$50,000	\$33,000
New Jersey	Data not available	Data not available
New Mexico	Collected, but not reported	Collected, but not reported
New York	Collected, but not reported	Collected, but not reported
North Carolina	Data not available	Data not available
North Dakota	Data not available	Data not available
Ohio	Data not available	Data not available
Oklahoma	\$54,096	NA
Oregon Pre-K	\$72,049 (10-month)	\$45,772 (10-month)
Oregon Preschool Promise	\$60,341 (10-month)	\$46,564 (10-month)
Pennsylvania RTL	Collected, but not reported	Collected, but not reported
Pennsylvania HSSAP	Collected, but not reported	Collected, but not reported
Pennsylvania K4 & SBPK	Collected, but not reported	Collected, but not reported
Pennsylvania PKC	Collected, but not reported	Collected, but not reported
Rhode Island	\$75,658	\$53,621
South Carolina	\$54,814	Not collected
Tennessee	Collected, but not reported	Collected, but not reported
Texas	\$59,231	Not reported
Utah	Data not available	Data not available
Vermont	\$56,198	\$40,691
Virginia VPI	Collected, but not reported	Collected, but not reported
Virginia Mixed Delivery	NA	\$16.33 average hourly wage
Washington ECEAP	\$55,474	\$42,050
Washington TK	Data not available	Data not available
West Virginia <sup>27</sup>	\$48,710	Not reported
Wisconsin	Data not available	Data not available
Guam	\$49,000	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 86A. STATE POLICY REQUIRES COMPENSATION PARITY FOR ASSISTANT PRESCHOOL TEACHERS WITH K-3 ASSISTANTS**

STATE	SAME STARTING SALARY		SAME SALARY SCHEDULE		SALARY SCHEDULE IS PRORATED FOR DIFFERENCES IN LENGTH OF WORK DAY OR YEAR		SAME RETIREMENT BENEFITS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama	✓	✓	✓		NA	NA	✓	
Alaska								
Arizona								
Arkansas <sup>30</sup>								
California CSPP <sup>34</sup>								
California TK <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>23</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start		NA		NA		NA		NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>40</sup>		✓						
Florida								
Georgia <sup>23</sup>	✓	✓			✓			
Hawaii EOEL <sup>21</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>27</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>24</sup>								
Iowa Shared Visions								
Iowa SWVPP								
Kansas								
Kentucky	✓		✓		✓		✓	
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine								
Maryland								
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>19</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>25</sup>								
Minnesota VPK/SRP <sup>42</sup>								
Mississippi	✓		✓		✓		✓	
Missouri		NA		NA		NA		NA
Nebraska								
Nevada	✓							
New Jersey <sup>22</sup>	✓	✓	✓	✓	✓	✓	✓	
New Mexico	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>29</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Oregon Pre-K	✓	✓			✓	✓		
Oregon Preschool Promise <sup>31</sup>	✓	✓			✓	✓		
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>18</sup>	✓	✓	✓	✓	✓	✓	✓	
South Carolina <sup>29</sup>	✓		✓		✓		✓	
Tennessee <sup>20</sup>			✓				✓	
Texas								
Utah <sup>30</sup>								
Vermont <sup>25</sup>	✓		✓		✓		✓	
Virginia VPI								
Virginia Mixed Delivery	NA		NA		NA		NA	
Washington ECEAP								
Washington TK		NA		NA		NA		NA
West Virginia	✓		✓		✓		✓	
Wisconsin <sup>31</sup>								
Guam		NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 86B. STATE POLICY REQUIRES COMPENSATION PARITY FOR ASSISTANT PRESCHOOL TEACHERS WITH K-3 ASSISTANTS**

STATE	SAME HEALTH CARE		SAME PAID TIME OFF		SAME PAID TIME FOR PROFESSIONAL RESPONSIBILITIES		SAME PAID TIME FOR PD DAYS	
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
Alabama	✓		✓		✓	✓	✓	✓
Alaska								
Arizona								
Arkansas <sup>30</sup>								
California CSPP <sup>34</sup>								
California TK <sup>26</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Colorado <sup>23</sup>								
Connecticut CDCC	NA		NA		NA		NA	
Connecticut SR								
Connecticut Smart Start		NA		NA		NA		NA
Delaware	✓		✓		✓		✓	
District of Columbia <sup>40</sup>								✓
Florida								
Georgia <sup>23</sup>					✓	✓	✓	✓
Hawaii EOEL <sup>21</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Hawaii SPCSP <sup>27</sup>	✓	NA	✓	NA	✓	NA	✓	NA
Illinois <sup>24</sup>								
Iowa Shared Visions								
Iowa SWVPP								
Kansas								
Kentucky	✓		✓					
Louisiana 8(g)		NA		NA		NA		NA
Louisiana LA 4		NA		NA		NA		NA
Louisiana NSECD	NA		NA		NA		NA	
Maine								
Maryland								
Massachusetts CPPI								
Massachusetts Chapter 70 <sup>19</sup>		NA		NA		NA		NA
Michigan								
Minnesota HdSt <sup>25</sup>								
Minnesota VPK/SRP <sup>42</sup>								
Mississippi	✓		✓		✓		✓	
Missouri		NA		NA		NA		NA
Nebraska								
Nevada			✓		✓		✓	
New Jersey <sup>22</sup>	✓		✓	✓				
New Mexico	✓		✓		✓		✓	
New York								
North Carolina	✓		✓		✓		✓	
North Dakota								
Ohio								
Oklahoma <sup>29</sup>	✓	NA	✓	NA		NA		NA
Oregon Pre-K			✓	✓				
Oregon Preschool Promise <sup>31</sup>			✓	✓				
Pennsylvania RTL								
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK								
Pennsylvania PKC								
Rhode Island <sup>18</sup>	✓		✓	✓	✓	✓	✓	✓
South Carolina <sup>29</sup>	✓		✓		✓		✓	✓
Tennessee <sup>20</sup>	✓		✓		✓		✓	
Texas								
Utah <sup>30</sup>								
Vermont <sup>25</sup>	✓		✓					
Virginia VPI								
Virginia Mixed Delivery	NA		NA		NA		NA	
Washington ECEAP								
Washington TK		NA		NA		NA		NA
West Virginia	✓		✓		✓		✓	✓
Wisconsin <sup>31</sup>								
Guam	✓	NA	✓	NA	✓	NA	✓	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 87. AVERAGE ANNUAL SALARY FOR ASSISTANT PRESCHOOL TEACHERS**

STATE	Employed by Public Schools	Employed by Nonpublic Schools
Alabama	\$23,230	\$23,912
Alaska	Data not available	Data not available
Arizona	Collected, but not reported	Collected, but not reported
Arkansas	\$21,836	\$23,721
California CSPP	Data not available	Data not available
California TK	Data not available	Data not available
Colorado	Data not available	Data not available
Connecticut CDCC	NA	\$34,095
Connecticut SR	\$37,345	\$34,764
Connecticut Smart Start	\$38,623	NA
Delaware	Data not available	Data not available
District of Columbia	DCPS: \$40,869	\$47,103
Florida	Data not available	Data not available
Georgia	Collected, but not reported	Collected, but not reported
Hawaii EOEL	\$34,434	NA
Hawaii SPCSP	\$28,383	NA
Illinois	Data not available	Data not available
Iowa Shared Visions	\$20,611	\$24,943
Iowa SWVPP	\$17,860	Not Reported
Kansas	Data not available	Data not available
Kentucky	Data not available	Data not available
Louisiana 8(g)	Collected, but not reported	NA
Louisiana LA 4	Collected, but not reported	Collected, but not reported
Louisiana NSECD	Collected, but not reported	Collected, but not reported
Maine	Data not available	Data not available
Maryland	Data not available	Data not available
Massachusetts CPPI	Data not available	Data not available
Massachusetts Chapter 70	Data not available	Data not available
Michigan	Data not available	Data not available
Minnesota HdSt	Data not available	Data not available
Minnesota VPK/SRP	Data not available	Data not available
Mississippi	\$20,364	\$22,746
Missouri	Data not available	Data not available
Nebraska	Data not available	Data not available
Nevada	Collected, but not reported	Collected, but not reported
New Jersey	Data not available	Data not available
New Mexico	Collected, but not reported	Collected, but not reported
New York	Data not available	Data not available
North Carolina	Data not available	Data not available
North Dakota	Data not available	Data not available
Ohio	Data not available	Data not available
Oklahoma	\$15,670	NA
Oregon Pre-K	\$39,608 (10-month)	\$32,023 (10-month)
Oregon Preschool Promise	\$32,505 (10-month)	\$32,168 (10-month)
Pennsylvania RTL	Collected, but not reported	Collected, but not reported
Pennsylvania HSSAP	Collected, but not reported	Collected, but not reported
Pennsylvania K4 & SBPK	Collected, but not reported	Collected, but not reported
Pennsylvania PKC	Collected, but not reported	Collected, but not reported
Rhode Island	\$31,500	\$38,264
South Carolina	Collected, but not reported	Not collected
Tennessee	Collected, but not reported	Collected, but not reported
Texas	Can't be determined	Can't be determined
Utah	Data not available	Data not available
Vermont	\$23,010	\$19,415
Virginia VPI	Data not available	Data not available
Virginia Mixed Delivery	Data not available	Data not available
Washington ECEAP	\$29,320	\$32,821
Washington TK	Data not available	Data not available
West Virginia	\$26,771	Not reported
Wisconsin	Data not available	Data not available
Guam	\$31,000	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 88. FISCAL YEAR 2023 PRESCHOOL SPENDING

STATE	Total \$	State \$	Federal \$	Required local \$	Non-required local \$
Alabama <sup>29</sup>	\$254,485,066	\$173,745,222		\$43,436,306	\$37,303,538
Alaska	\$5,032,332	\$5,002,332	\$30,000		
Arizona <sup>27</sup>	\$32,229,445	\$20,779,103	\$11,450,342		
Arkansas	\$252,484,399	\$106,500,000	\$75,657,420	\$70,326,979	
California CSPP <sup>35</sup>	\$2,035,111,614	\$1,772,941,651	\$260,517,022	\$1,652,941	
California TK <sup>27</sup>	\$1,217,000,000	\$1,217,000,000			
Colorado	\$137,806,875	\$76,799,772		\$61,007,103	
Connecticut CDCC <sup>30</sup>	\$40,541,007	\$38,951,990	\$1,589,017		
Connecticut SR	\$96,432,630	\$88,665,017	\$7,767,613		
Connecticut Smart Start	\$3,249,790	\$3,249,790			
Delaware	\$8,804,300	\$8,804,300			
District of Columbia <sup>41</sup>	\$284,007,157	\$284,007,157			
Florida	\$489,183,355	\$440,315,538	\$48,867,817		
Georgia	\$414,786,468	\$388,314,860	\$26,471,608		
Hawaii EOEL	\$5,657,492	\$5,657,492			
Hawaii SPCSP	\$1,858,747	\$1,858,747			
Illinois	\$637,936,036	\$438,746,040			\$199,189,996
Iowa Shared Visions	\$9,671,843	\$6,391,823		\$1,277,365	\$2,002,655
Iowa SWVPP	\$89,946,498	\$88,258,511	\$1,687,987		
Kansas <sup>27</sup>	\$101,706,563	\$94,988,706	\$6,717,857		
Kentucky	\$222,960,145	\$87,194,951	\$76,810,715		\$58,954,479
Louisiana 8(g)	\$5,996,354	\$5,996,354			
Louisiana LA 4	\$95,342,670	\$44,710,770	\$50,631,900		
Louisiana NSECD	\$7,840,458	\$7,840,458			
Maine	\$56,525,607	\$30,121,111	\$1,894,744	\$24,509,752	
Maryland	\$375,598,353	\$224,382,022			\$151,216,331
Massachusetts CPPI	\$27,934,539	\$15,000,000	\$12,934,539		
Massachusetts Chapter 70 <sup>20</sup>	\$105,568,515	\$49,121,030		\$56,447,485	
Michigan	\$452,120,000	\$369,120,000	\$83,000,000		
Minnesota HdSt <sup>26</sup>	\$9,171,263	\$9,171,263			
Minnesota VPK/SRP <sup>43</sup>	\$43,352,407	\$43,352,407			
Mississippi <sup>21</sup>	\$45,684,214	\$16,000,000	\$6,060,149	\$18,298,750	\$5,325,315
Missouri	\$27,625,495	\$27,625,495			
Nebraska	\$153,528,275	\$30,819,968	\$71,582,050	\$38,157,082	\$12,969,175
Nevada	\$24,555,099	\$19,754,875	\$4,800,224		
New Jersey	\$951,831,781	\$951,831,781			
New Mexico	\$105,924,736	\$88,324,736	\$17,600,000		
New York	\$948,772,591	\$884,375,996	\$64,396,595		
North Carolina	\$218,405,951	\$96,578,574	\$77,001,064		\$44,826,312
North Dakota	\$2,574,427		\$2,574,427		
Ohio	\$72,000,000	\$72,000,000			
Oklahoma <sup>30</sup>	\$430,608,914	\$187,024,576	\$71,396,037	\$171,807,404	\$380,897
Oregon Pre-K	\$118,996,828	\$118,996,828			
Oregon Preschool Promise	\$70,071,143	\$70,071,143			
Pennsylvania RTL	\$12,103,357	\$12,103,357			
Pennsylvania HSSAP	\$88,178,000	\$88,178,000			
Pennsylvania K4 & SBPK	\$44,057,384	\$44,057,384			
Pennsylvania PKC	\$302,284,000	\$302,284,000			
Rhode Island	\$22,451,838	\$14,990,487	\$7,461,351		
South Carolina	\$109,033,553	\$101,741,923	\$7,291,630		
Tennessee	\$110,793,070	\$86,029,013		\$24,764,057	
Texas <sup>23</sup>	\$940,818,031	\$938,418,031	\$2,400,000		
Utah	\$9,570,681	\$6,154,997	\$3,415,684		
Vermont	\$80,334,987	\$80,334,987			
Virginia VPI	\$206,944,556	\$118,237,825	\$20,912,121	\$67,794,611	
Virginia Mixed Delivery <sup>33</sup>	\$22,178,366	\$5,896,291	\$16,282,075		
Washington ECEAP <sup>32</sup>	\$181,833,389	\$177,228,389	\$4,605,000		
Washington TK <sup>19</sup>	\$93,868,911	\$69,532,084	\$10,259,309	\$13,421,284	\$656,234
West Virginia	\$143,436,939	\$92,238,300	\$50,948,084		\$250,555
Wisconsin	\$312,193,728	\$171,994,862		\$140,198,866	
Guam	\$465,712	\$465,712			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 89. FISCAL YEAR 2023 TOTAL PRESCHOOL ALLOCATION**

STATE	Total preschool allocation
Alabama	\$173,745,222
Alaska <sup>26</sup>	\$5,730,000
Arizona <sup>28</sup>	\$46,565,269
Arkansas	\$114,000,000
California CSPP	\$2,618,674,000
California TK <sup>28</sup>	\$2,069,000,000
Colorado <sup>24</sup>	NA
Connecticut CDCC	\$44,250,234
Connecticut SR	\$99,530,730
Connecticut Smart Start	\$3,325,000
Delaware	\$8,804,300
District of Columbia <sup>42</sup>	\$284,007,157
Florida	\$453,417,542
Georgia <sup>24</sup>	\$414,786,468
Hawaii EOEL	\$5,657,492
Hawaii SPCSP	\$2,641,925
Illinois <sup>25</sup>	\$598,138,100
Iowa Shared Visions	\$6,391,823
Iowa SWVPP <sup>27</sup>	NA
Kansas <sup>28</sup>	NA
Kentucky <sup>31</sup>	\$84,393,171 (level funding, second year of biennium)
Louisiana 8(g)	\$6,423,965
Louisiana LA 4 <sup>20</sup>	\$95,343,056
Louisiana NSECD	\$7,840,932
Maine	\$56,525,607
Maryland <sup>25</sup>	\$224,382,022
Massachusetts CPPI	Not reported
Massachusetts Chapter 70	NA
Michigan	\$452,120,000 (State: \$369,120,000 & Federal ARPA: \$83,000,000)
Minnesota HdSt <sup>26</sup>	\$9,171,263
Minnesota VPK/SRP	\$43,352,407
Mississippi <sup>21</sup>	\$24,000,000
Missouri	\$27,625,495
Nebraska <sup>24</sup>	\$3,336,262
Nevada	\$24,555,099
New Jersey	\$951,831,781
New Mexico	\$105,924,736
New York	\$1,085,161,659
North Carolina	\$198,148,826
North Dakota <sup>34</sup>	\$2,400,000
Ohio	\$72,540,000
Oklahoma <sup>31</sup>	NA
Oregon Pre-K	\$169,496,700
Oregon Preschool Promise	Not reported
Pennsylvania RTL	\$12,103,357
Pennsylvania HSSAP <sup>20</sup>	\$88,178,000
Pennsylvania K4 & SBPK	\$44,057,384
Pennsylvania PKC <sup>19</sup>	\$302,284,000
Rhode Island	\$22,670,550
South Carolina	\$105,001,599
Tennessee	\$110,910,560
Texas <sup>23</sup>	Not reported
Utah	\$9,851,824
Vermont	Not reported
Virginia VPI	\$150,355,986
Virginia Mixed Delivery <sup>33</sup>	\$5,896,291 (state) & \$16,282,075 (federal)
Washington ECEAP	\$184,309,971
Washington TK <sup>19</sup>	NA
West Virginia <sup>28</sup>	\$92,238,300
Wisconsin <sup>32</sup>	NA
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 90A. FISCAL YEAR 2023 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	TANF	CCDF	IDEA	PDG B-5	USDA CACFP
Alabama			Yes: Amount included in local funds	Yes: Amount included in local funds	
Alaska			Yes: \$30,000		
Arizona <sup>29</sup>					
Arkansas <sup>31</sup>	Yes: \$7,500,000	Yes: \$20,240,979			
California CSPP <sup>36</sup>					Yes: \$50,123,577
California TK <sup>29</sup>			Yes: Amount not reported		
Colorado					
Connecticut CDCC <sup>31</sup>		Yes: Amount not reported			
Connecticut SR <sup>26</sup>		Yes: Amount not reported			
Connecticut Smart Start <sup>23</sup>		Yes: Amount not reported	Yes: Amount not reported		
Delaware					
District of Columbia					
Florida <sup>30</sup>					
Georgia					
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>26</sup>	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported
Iowa Shared Visions	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Iowa SWVPP					
Kansas	Yes: \$4,132,317		Yes: Amount not reported		Yes: Amount not reported
Kentucky <sup>32</sup>			Yes: \$8,263,476	Yes: \$322,872	Yes: \$165,328
Louisiana 8(g)					
Louisiana LA 4	Yes: \$50,631,900				
Louisiana NSECD					
Maine			Yes: Amount not reported		Yes: Amount not reported
Maryland					
Massachusetts CPPI <sup>25</sup>		Yes: \$12,934,539			
Massachusetts Chapter 70 <sup>21</sup>			Yes: Amount not reported		Yes: Amount not reported
Michigan	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Minnesota HdSt	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported
Minnesota VPK/SRP					
Mississippi					Yes: \$324,471
Missouri					
Nebraska			Yes: \$50,115,883		
Nevada			Yes: \$80,994		
New Jersey			Yes: Amount not reported		Yes: Amount not reported
New Mexico	Yes: \$17,600,000				
New York <sup>22</sup>					
North Carolina	Yes: \$68,244,128	Yes: \$2,219,599			
North Dakota					
Ohio					
Oklahoma <sup>32</sup>	Yes: Amount not reported				
Oregon Pre-K <sup>34</sup>					Yes: Amount not reported
Oregon Preschool Promise					Yes: Amount not reported
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island				Yes: \$5,616,895	
South Carolina			Yes: \$6,481,867		
Tennessee			Yes: Amount not reported		
Texas <sup>23</sup>			Yes: Amount not reported		
Utah <sup>31</sup>		Yes: \$3,415,684	Yes: Amount not reported		
Vermont					
Virginia VPI <sup>39</sup>				Yes: Amount not reported	
Virginia Mixed Delivery					
Washington ECEAP <sup>33</sup>					
Washington TK	Not reported				
West Virginia	Yes: \$4,317,875 (TANF + CCDF)	Yes: \$4,317,875 (TANF + CCDF)	Yes: \$6,456,288		
Wisconsin			Yes: Amount not reported		
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 90B. FISCAL YEAR 2023 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	McKinney-Vento	Title I	Head Start	Title II	ARP
Alabama		Yes: Amount included in local funds	Yes: Amount included in local funds		
Alaska					
Arizona <sup>29</sup>					Yes: \$11,450,342
Arkansas <sup>31</sup>					Yes: \$43,683,429
California CSPP <sup>36</sup>					
California TK <sup>29</sup>		Yes: Amount not reported		Yes: Amount not reported	Yes: Amount not reported
Colorado					
Connecticut CDCC <sup>31</sup>					Yes: \$1,589,017
Connecticut SR <sup>26</sup>					Yes: \$7,767,613
Connecticut Smart Start <sup>23</sup>					
Delaware					
District of Columbia					
Florida <sup>30</sup>					Yes: \$48,867,817
Georgia					Yes: \$18,640,000
Hawaii EOEL	Yes: Amount not reported				
Hawaii SPCSP					
Illinois <sup>26</sup>					
Iowa Shared Visions			Yes: Amount not reported		
Iowa SWVPP					
Kansas	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	
Kentucky <sup>32</sup>		Yes: \$6,840,701	Yes: \$32,805,154	Yes: \$39,404	Yes: \$8,967,797
Louisiana 8(g)	Yes: Amount not reported				
Louisiana LA 4	Yes: Amount not reported				
Louisiana NSECD	Yes: Amount not reported				
Maine		Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: \$1,894,744
Maryland		Yes: Amount not reported	Yes: Amount not reported		
Massachusetts CPPI <sup>25</sup>					
Massachusetts Chapter 70 <sup>21</sup>	Yes: Amount not reported	Yes: Amount not reported		Yes: Amount not reported	
Michigan	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported		Yes: \$83,000,000
Minnesota HdSt			Yes: Amount not reported	No	Yes: Amount not reported
Minnesota VPK/SRP					
Mississippi		Yes: \$1,649,035	Yes: \$2,601,214		
Missouri					
Nebraska		Yes: \$4,636,984	Yes: \$16,829,183		
Nevada		Yes: \$70,579	Yes: \$914,777		Yes: \$563,427
New Jersey		Yes: Amount not reported	Yes: Amount not reported		
New Mexico					
New York <sup>22</sup>					Yes: \$64,396,595
North Carolina					Yes: \$6,537,337
North Dakota					
Ohio					
Oklahoma <sup>32</sup>		Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	
Oregon Pre-K <sup>34</sup>			Yes: Amount not reported		Yes: Amount not reported
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island					
South Carolina					
Tennessee		Yes: Amount not reported			
Texas <sup>23</sup>					Yes: \$2,400,000
Utah <sup>31</sup>		Yes: Amount not reported			
Vermont					
Virginia VPI <sup>39</sup>		Yes: \$20,912,121	Yes: Amount not reported		
Virginia Mixed Delivery					Yes: \$16,282,075 (ARP + CRRSA)
Washington ECEAP <sup>33</sup>					
Washington TK					
West Virginia		Yes: \$638,256	Yes: \$39,246,145		Yes: \$289,520 (ARP + ESSER)
Wisconsin					
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 90C. FISCAL YEAR 2023 FEDERAL FUNDING SOURCES AND AMOUNTS FOR PRESCHOOL**

STATE	CARES	GEERS	CRRSA	ESSER	Other
Alabama					
Alaska					
Arizona <sup>29</sup>					
Arkansas <sup>31</sup>			Yes: \$1,706,512		Yes: Quality Rating Incentives: \$2,526,500
California CSPP <sup>36</sup>					Yes: \$210,393,445
California TK <sup>29</sup>	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported	Yes: Amount not reported
Colorado					
Connecticut CDCC <sup>31</sup>					
Connecticut SR <sup>26</sup>					
Connecticut Smart Start <sup>23</sup>					
Delaware					
District of Columbia					
Florida <sup>30</sup>					
Georgia		Yes: \$7,831,608			
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>26</sup>					
Iowa Shared Visions					
Iowa SWVPP				Yes: \$1,687,987	
Kansas		Yes: \$2,585,540		Yes: Amount not reported	
Kentucky <sup>32</sup>	Yes: \$144,431	Yes: \$284,282	Yes: \$212,118	Yes: \$15,750,316	Yes: \$3,014,836
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine					
Maryland					
Massachusetts CPPI <sup>25</sup>					
Massachusetts Chapter 70 <sup>21</sup>				Yes: Amount not reported	
Michigan					
Minnesota HdSt	Yes: Amount not reported		Yes: Amount not reported		
Minnesota VPK/SRP					
Mississippi				Yes: \$1,485,429	
Missouri					
Nebraska					
Nevada		Yes: \$3,170,447			
New Jersey					
New Mexico					
New York <sup>22</sup>					
North Carolina					
North Dakota				Yes: \$2,574,427	
Ohio					
Oklahoma <sup>32</sup>					Yes: Title IV, Title V, Title VII, Title III, Title VI, Federal Direct Fund, Federal Grants-In-Aid, Adult Education and Literacy: Amounts not reported
Oregon Pre-K <sup>34</sup>					
Oregon Preschool Promise					
Pennsylvania RTL					
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK					
Pennsylvania PKC					
Rhode Island		Yes: \$1,176,054	Yes: \$668,402		
South Carolina				Yes: \$809,763	
Tennessee					
Texas <sup>23</sup>				Yes: Amount not reported	
Utah <sup>31</sup>	Yes: Amount not reported				
Vermont					
Virginia VPI <sup>39</sup>					
Virginia Mixed Delivery			Yes: \$16,282,075 (ARP + CRRSA)		
Washington ECEAP <sup>33</sup>		Yes: \$4,605,000			
Washington TK					
West Virginia				Yes: \$289,520 (ARP + ESSER)	
Wisconsin					
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 91. REQUIREMENTS FOR A LOCAL MATCH FOR PRESCHOOL FUNDING**

STATE	Required local match
Alabama <sup>30</sup>	Yes
Alaska	No
Arizona	No
Arkansas <sup>32</sup>	Yes
California CSPP <sup>37</sup>	Yes
California TK	No
Colorado <sup>25</sup>	Yes
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	No
District of Columbia	No
Florida	No
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions <sup>24</sup>	Yes
Iowa SWVPP	No
Kansas	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine <sup>26</sup>	Yes
Maryland	No
Massachusetts CPPI	No
Massachusetts Chapter 70 <sup>20</sup>	Yes
Michigan	No
Minnesota HdSt	No
Minnesota VPK/SRP	No
Mississippi <sup>22</sup>	Yes
Missouri	No
Nebraska <sup>25</sup>	Yes
Nevada	No
New Jersey	No
New Mexico	No
New York	No
North Carolina	No
North Dakota <sup>35</sup>	Yes
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	No
South Carolina	No
Tennessee <sup>21</sup>	Yes
Texas	No
Utah	No
Vermont	No
Virginia VPI <sup>40</sup>	Yes
Virginia Mixed Delivery	No
Washington ECEAP	No
Washington TK	No
West Virginia	No
Wisconsin	No
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 92A. AGENCIES ELIGIBLE TO RECEIVE PRESCHOOL FUNDING DIRECTLY

STATE	Public schools	Head Start	Private agencies	Faith-based centers	Family child care homes
Alabama <sup>31</sup>	✓	✓	✓	✓	
Alaska	✓	✓			
Arizona <sup>30</sup>	✓	✓	✓	✓	✓
Arkansas	✓	✓	✓	✓	✓
California CSPP <sup>38</sup>	✓	✓	✓	✓	
California TK <sup>30</sup>	✓				
Colorado <sup>26</sup>					
Connecticut CDCC	✓	✓	✓	✓	✓
Connecticut SR	✓				
Connecticut Smart Start	✓				
Delaware	✓	✓	✓	✓	✓
District of Columbia	✓	✓	✓	✓	
Florida	✓	✓	✓	✓	✓
Georgia	✓	✓	✓	✓	
Hawaii EOEL	✓				
Hawaii SPCSP	✓				
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions <sup>25</sup>	✓	✓	✓	✓	
Iowa SWVPP <sup>28</sup>	✓				
Kansas <sup>29</sup>	✓	✓	✓	✓	✓
Kentucky	✓				
Louisiana 8(g)	✓				
Louisiana LA 4	✓				
Louisiana NSECD			✓	✓	
Maine	✓				
Maryland	✓	✓	✓	✓	✓
Massachusetts CPP1 <sup>26</sup>	✓				
Massachusetts Chapter 70	✓				
Michigan <sup>25</sup>					
Minnesota HdSt		✓			
Minnesota VPK/SRP <sup>44</sup>	✓				
Mississippi	✓	✓	✓	✓	
Missouri	✓				
Nebraska	✓				
Nevada	✓	✓	✓	✓	
New Jersey <sup>23</sup>	✓				
New Mexico	✓	✓	✓	✓	✓
New York	✓	✓	✓ (for SUFDK only)	✓ (for SUFDK only)	✓
North Carolina	✓	✓			
North Dakota	✓	✓	✓	✓	
Ohio	✓	✓	✓	✓	✓
Oklahoma	✓				
Oregon Pre-K <sup>35</sup>	✓	✓	✓	✓	✓
Oregon Preschool Promise	✓	✓	✓	✓	✓
Pennsylvania RTL	✓				
Pennsylvania HSSAP		✓			
Pennsylvania K4 & SBPK	✓				
Pennsylvania PKC <sup>20</sup>	✓	✓	✓		
Rhode Island	✓	✓	✓	✓	
South Carolina <sup>30</sup>	✓	✓	✓	✓	
Tennessee <sup>22</sup>	✓				
Texas	✓				
Utah <sup>32</sup>	✓	✓	✓	✓	
Vermont	✓	✓	✓		✓
Virginia VPI	✓				
Virginia Mixed Delivery <sup>24</sup>					
Washington ECEAP	✓	✓	✓	✓	✓
Washington TK	✓				
West Virginia <sup>29</sup>	✓ County Boards of Education				
Wisconsin <sup>33</sup>	✓				
Guam	✓				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 92B. AGENCIES ELIGIBLE TO RECEIVE PRESCHOOL FUNDING DIRECTLY**

STATE	Other Agency
Alabama <sup>31</sup>	✓ Military child care, College/University, Community-based child care, Private schools
Alaska	
Arizona <sup>30</sup>	✓ Tribally regulated programs
Arkansas	✓ Local Education Service Cooperatives and Higher Education Institutions
California CSPP <sup>38</sup>	✓ Higher education institutions, Counties, Cities, Tribal organizations
California TK <sup>30</sup>	
Colorado <sup>26</sup>	✓ School districts <sup>26</sup>
Connecticut CDCC	✓ Municipalities, Regional Education Services Centers, Human Service Agencies
Connecticut SR	
Connecticut Smart Start	
Delaware	
District of Columbia	
Florida	✓ Boys and Girls Clubs, the YMCA
Georgia	✓ University & technical schools, Military bases, Charter schools
Hawaii EOEL	
Hawaii SPCSP	
Illinois	✓ Higher Education Institutions, Regional Offices of Education
Iowa Shared Visions <sup>25</sup>	✓ Public or private non-profit organization
Iowa SWVPP <sup>28</sup>	
Kansas <sup>29</sup>	✓ <sup>29</sup>
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	✓ Independent LEA charter schools, Tribal schools
Louisiana NSECD	✓ BESE-approved nonpublic schools
Maine	
Maryland	
Massachusetts CPPI <sup>26</sup>	
Massachusetts Chapter 70	
Michigan <sup>25</sup>	✓ Intermediate School Districts <sup>25</sup>
Minnesota HdSt	
Minnesota VPK/SRP <sup>44</sup>	
Mississippi	
Missouri	
Nebraska	
Nevada	
New Jersey <sup>23</sup>	
New Mexico	✓ Universities, Colleges, Cities and Tribal programs
New York	✓ Libraries, Museums
North Carolina	✓ Public-private partnerships (local Smart Start partnerships), Community Action Agencies
North Dakota	
Ohio	
Oklahoma	
Oregon Pre-K <sup>35</sup>	✓ Community college, Higher education institutions, Education service districts, Government agencies
Oregon Preschool Promise	✓ Early Learning Hubs, Relief nurseries, Education Service Districts
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC <sup>20</sup>	✓ PDE licensed private nurseries
Rhode Island	
South Carolina <sup>30</sup>	✓ <sup>30</sup>
Tennessee <sup>22</sup>	
Texas	✓ Open enrollment charter schools
Utah <sup>32</sup>	
Vermont	✓ Parent-child centers
Virginia VPI	✓ Local government agencies
Virginia Mixed Delivery <sup>24</sup>	✓ Ready Region lead organizations <sup>24</sup>
Washington ECEAP	✓ Tribal, city, government and higher education settings
Washington TK	
West Virginia <sup>29</sup>	
Wisconsin <sup>33</sup>	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



**APPENDIX TABLE 93A. AGENCIES WITH WHICH SUBCONTRACTING IS PERMITTED TO PROVIDE PRESCHOOL**

STATE	Subcontracting not permitted	Public schools	Head Start	Private agencies	Faith-based centers	Family child care homes
Alabama	✓					
Alaska		✓	✓	✓		
Arizona	✓					
Arkansas <sup>33</sup>		✓				✓
California CSPP		✓	✓	✓	✓	✓
California TK	✓					
Colorado <sup>27</sup>		✓	✓	✓	✓	
Connecticut CDCC		✓	✓	✓	✓	✓
Connecticut SR		✓	✓	✓	✓	✓
Connecticut Smart Start <sup>24</sup>			✓	✓	✓	
Delaware	✓					
District of Columbia	✓					
Florida		✓	✓	✓	✓	✓
Georgia	✓					
Hawaii EOEL <sup>22</sup>	✓		✓			
Hawaii SPCSP <sup>28</sup>		✓	✓			
Illinois		✓	✓	✓	✓	✓
Iowa Shared Visions		✓	✓	✓	✓	
Iowa SWVPP <sup>28</sup>			✓	✓	✓	✓
Kansas <sup>29</sup>		✓	✓	✓	✓	✓
Kentucky		✓	✓	✓	✓	
Louisiana 8(g)	✓					
Louisiana LA 4			✓	✓		
Louisiana NSECD	✓					
Maine			✓	✓	✓	✓
Maryland	✓					
Massachusetts CPPI <sup>26</sup>		✓	✓	✓	✓	✓
Massachusetts Chapter 70 <sup>22</sup>		✓	✓	✓	✓	✓
Michigan <sup>26</sup>		✓	✓	✓	✓	
Minnesota HdSt		✓	✓	✓	✓	✓
Minnesota VPK/SRP		✓	✓	✓	✓	✓
Mississippi		✓	✓	✓	✓	
Missouri		✓				
Nebraska		✓	✓	✓		
Nevada <sup>22</sup>	✓					
New Jersey <sup>24</sup>		✓	✓	✓	✓	
New Mexico						
New York <sup>23</sup>	Only school districts can subcontract	✓	✓	✓	✓	✓
North Carolina <sup>25</sup>		✓	✓	✓	✓	
North Dakota <sup>36</sup>	✓					
Ohio		✓	✓	✓	✓	✓
Oklahoma		✓	✓			
Oregon Pre-K <sup>36</sup>		✓	✓	✓	✓	✓
Oregon Preschool Promise <sup>32</sup>		✓	✓	✓	✓	✓
Pennsylvania RTL		✓	✓	✓		
Pennsylvania HSSAP		✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK		✓	✓	✓	✓	✓
Pennsylvania PKC <sup>20</sup>		✓	✓	✓		
Rhode Island		✓	✓	✓	✓	
South Carolina	✓					
Tennessee <sup>22</sup>		✓	✓	✓	✓	
Texas		✓	✓	✓	✓	✓
Utah		✓	✓	✓		
Vermont		✓	✓	✓	✓	✓
Virginia VPI		✓	✓	✓		✓
Virginia Mixed Delivery			✓	✓		✓
Washington ECEAP		✓	✓	✓	✓	✓
Washington TK	✓					
West Virginia <sup>30</sup>		✓	✓	✓	✓	
Wisconsin <sup>34</sup>		✓	✓	✓	✓	✓
Guam	✓					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 93B. AGENCIES WITH WHICH SUBCONTRACTING IS PERMITTED TO PROVIDE PRESCHOOL**

STATE	Other Agency
Alabama	
Alaska	
Arizona	
Arkansas <sup>33</sup>	
California CSPP	✓ Higher education institutions, Counties, Cities, Tribal organizations
California TK	
Colorado <sup>27</sup>	✓ <sup>27</sup>
Connecticut CDCC	✓ Municipalities
Connecticut SR	
Connecticut Smart Start <sup>24</sup>	
Delaware	
District of Columbia	
Florida	
Georgia	
Hawaii EOEL <sup>22</sup>	
Hawaii SPCSP <sup>28</sup>	
Illinois	
Iowa Shared Visions	✓ Public or private non-profit organization
Iowa SWVPP <sup>28</sup>	
Kansas <sup>29</sup>	✓ <sup>29</sup>
Kentucky	
Louisiana 8(g)	
Louisiana LA 4	✓ Non-independent LEA charter schools
Louisiana NSECD	
Maine	
Maryland	
Massachusetts CPPI <sup>26</sup>	
Massachusetts Chapter 70 <sup>22</sup>	
Michigan <sup>26</sup>	✓ For-profit public or private agencies, Universities
Minnesota HdSt	
Minnesota VPK/SRP	✓ Community-based organizations like the YMCA or Boys and Girl's Clubs of America
Mississippi	
Missouri	
Nebraska	
Nevada <sup>22</sup>	
New Jersey <sup>24</sup>	
New Mexico	
New York <sup>23</sup>	✓ Libraries, Museums, Other agencies; only school districts can subcontract
North Carolina <sup>25</sup>	
North Dakota <sup>36</sup>	
Ohio	
Oklahoma	
Oregon Pre-K <sup>36</sup>	✓ Community college, Higher education institutions, Education service districts, Government agencies <sup>36</sup>
Oregon Preschool Promise <sup>32</sup>	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC <sup>20</sup>	✓ PDE licensed private nurseries
Rhode Island	
South Carolina	
Tennessee <sup>22</sup>	✓ <sup>22</sup>
Texas	
Utah	
Vermont	
Virginia VPI	
Virginia Mixed Delivery	
Washington ECEAP	✓ Tribal, city, government and higher education settings
Washington TK	
West Virginia <sup>30</sup>	
Wisconsin <sup>34</sup>	
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 94. REQUIREMENTS FOR STRUCTURED OBSERVATIONS OF PRESCHOOL CLASSROOM QUALITY**

STATE	All classrooms are observed at least annually	All classrooms are observed over the course of a multi-year cycle	Some classrooms are selected to be observed each year	Structured observations are required but determined locally	No
Alabama <sup>32</sup>	Yes				
Alaska <sup>27</sup>				Yes	
Arizona <sup>31</sup>			Yes		
Arkansas <sup>34</sup>		Yes, 2-year cycle			
California CSPP <sup>39</sup>	Yes				
California TK <sup>31</sup>			Yes		
Colorado <sup>28</sup>				Yes	
Connecticut CDCC <sup>32</sup>		Yes			
Connecticut SR <sup>27</sup>		Yes			
Connecticut Smart Start <sup>25</sup>		Yes			
Delaware <sup>18</sup>		Yes, 3-year cycle			
District of Columbia <sup>43</sup>	Yes				
Florida <sup>31</sup>	Yes				
Georgia			Yes		
Hawaii EOEL <sup>23</sup>	Yes				
Hawaii SPCSP <sup>29</sup>	Yes				
Illinois		Yes, 3- to 4-year cycle			
Iowa Shared Visions <sup>26</sup>		Yes			
Iowa SWVPP <sup>29</sup>		Yes, 3-year cycle			
Kansas					Yes
Kentucky <sup>33</sup>	Yes				
Louisiana 8(g)	Yes				
Louisiana LA 4	Yes				
Louisiana NSECD	Yes				
Maine <sup>27</sup>		Yes, 3-year cycle			
Maryland	Yes				
Massachusetts CPPI	Yes				
Massachusetts Chapter 70 <sup>23</sup>	Yes				
Michigan <sup>27</sup>		Yes, 3-year cycle			
Minnesota HdSt <sup>27</sup>		Yes, per federal Head Start			
Minnesota VPK/SRP <sup>45</sup>	Yes				
Mississippi	Yes				
Missouri					Yes
Nebraska <sup>26</sup>			Yes		
Nevada <sup>21</sup>		Yes, 2-year cycle			
New Jersey	Yes				
New Mexico <sup>20</sup>	Yes				
New York <sup>24</sup>	Yes, UPK			Yes	
North Carolina <sup>26</sup>		Yes			
North Dakota <sup>37</sup>					Yes
Ohio	Yes				
Oklahoma <sup>33</sup>	Yes				
Oregon Pre-K <sup>37</sup>		Yes, 3-year cycle			
Oregon Preschool Promise <sup>33</sup>		Yes, 3-year cycle			
Pennsylvania RTL			Yes, Instructional level I teachers		
Pennsylvania HSSAP		Yes, 3-year cycle			
Pennsylvania K4 & SBPK			Yes, Instructional level I teachers		
Pennsylvania PKC	Yes				
Rhode Island	Yes				
South Carolina <sup>31</sup>	Yes				
Tennessee <sup>23</sup>		Yes			
Texas					Yes
Utah <sup>33</sup>			Yes		
Vermont <sup>26</sup>		Yes, 3-year cycle			
Virginia VPI <sup>41</sup>	Yes				
Virginia Mixed Delivery <sup>45</sup>	Yes				
Washington ECEAP <sup>34</sup>		Yes, 3-year cycle			
Washington TK <sup>20</sup>	Yes				
West Virginia <sup>31</sup>	Yes				
Wisconsin <sup>35</sup>				Yes	
Guam	Yes				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 95. CRITERIA USED TO DETERMINE IF CLASSROOMS RECEIVE STRUCTURED OBSERVATIONS OF CLASSROOM QUALITY**

STATE	Low performing classrooms	New classrooms/ teachers	Classrooms are randomly selected	Classrooms only in specific settings	Other criteria
Alabama					
Alaska					
Arizona <sup>31</sup>			✓		
Arkansas					
California CSPP					
California TK <sup>32</sup>				✓	✓
Colorado					
Connecticut CDCC					
Connecticut SR					
Connecticut Smart Start					
Delaware					
District of Columbia					
Florida					
Georgia <sup>26</sup>			✓		✓
Hawaii EOEL					
Hawaii SPCSP					
Illinois					
Iowa Shared Visions					
Iowa SWVPP					
Kansas					
Kentucky					
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70					
Michigan					
Minnesota HdSt					
Minnesota VPK/SRP					
Mississippi					
Missouri					
Nebraska <sup>27</sup>	✓	✓	✓		✓
Nevada					
New Jersey					
New Mexico					
New York					
North Carolina					
North Dakota					
Ohio					
Oklahoma <sup>33</sup>					
Oregon Pre-K					
Oregon Preschool Promise					
Pennsylvania RTL <sup>11</sup>					✓
Pennsylvania HSSAP					
Pennsylvania K4 & SBPK <sup>15</sup>					✓
Pennsylvania PKC					
Rhode Island					
South Carolina					
Tennessee					
Texas					
Utah <sup>33</sup>			✓		
Vermont					
Virginia VPI					
Virginia Mixed Delivery					
Washington ECEAP					
Washington TK					
West Virginia					
Wisconsin					
Guam					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 96A. REQUIRED PRESCHOOL CLASSROOM OBSERVATION INSTRUMENTS

STATE	NA	CLASS	Danielson Framework	ELLCO	ERS/ECERS
Alabama <sup>33</sup>		✓			
Alaska					
Arizona <sup>31</sup>		✓			✓
Arkansas <sup>35</sup>					✓
California CSPP <sup>38</sup>					✓
California TK <sup>32</sup>					✓
Colorado <sup>29</sup>					
Connecticut CDCC					✓
Connecticut SR <sup>27</sup>					✓
Connecticut Smart Start					✓
Delaware <sup>18</sup>					
District of Columbia		✓			
Florida		✓			
Georgia <sup>27</sup>		✓			✓
Hawaii EOEL		✓	✓		
Hawaii SPCSP		✓			✓
Illinois <sup>27</sup>					✓
Iowa Shared Visions <sup>27</sup>		✓			
Iowa SWVPP <sup>30</sup>					
Kansas	✓				
Kentucky <sup>33</sup>			✓		✓
Louisiana 8(g)		✓			
Louisiana LA 4		✓			
Louisiana NSECD		✓			
Maine		✓			
Maryland		✓			✓
Massachusetts CPPI		✓			
Massachusetts Chapter 70 <sup>24</sup>					
Michigan <sup>27</sup>		✓			
Minnesota HdSt <sup>27</sup>		✓			
Minnesota VPK/SRP <sup>46</sup>		✓	✓		
Mississippi		✓			
Missouri	✓				
Nebraska <sup>28</sup>		✓			✓
Nevada					✓
New Jersey <sup>25</sup>			✓		✓
New Mexico <sup>20</sup>		✓			
New York <sup>24</sup>					
North Carolina <sup>27</sup>					✓
North Dakota	✓				
Ohio <sup>19</sup>					
Oklahoma					
Oregon Pre-K <sup>38</sup>		✓			✓
Oregon Preschool Promise <sup>34</sup>		✓			✓
Pennsylvania RTL <sup>12</sup>					
Pennsylvania HSSAP <sup>21</sup>		✓			✓
Pennsylvania K4 & SBPK <sup>16</sup>			✓		
Pennsylvania PKC <sup>21</sup>		✓	✓		✓
Rhode Island		✓			✓
South Carolina <sup>32</sup>				✓	✓
Tennessee		✓			
Texas	✓				
Utah <sup>34</sup>					✓
Vermont <sup>27</sup>		✓			✓
Virginia VPI		✓			
Virginia Mixed Delivery		✓			
Washington ECEAP <sup>35</sup>					
Washington TK <sup>21</sup>			✓		
West Virginia <sup>31</sup>					
Wisconsin <sup>36</sup>					
Guam <sup>7</sup>					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 96B. REQUIRED PRESCHOOL CLASSROOM OBSERVATION INSTRUMENTS**

STATE	Marzano	NAEYC Accreditation	TPOT	Other Instruments	Determined locally
Alabama <sup>33</sup>				✓ <sup>33</sup>	
Alaska					✓
Arizona <sup>31</sup>					
Arkansas <sup>35</sup>					
California CSPP <sup>38</sup>					
California TK <sup>32</sup>					
Colorado <sup>29</sup>				✓ <sup>29</sup>	
Connecticut CDCC		✓			
Connecticut SR <sup>27</sup>		✓			
Connecticut Smart Start		✓			
Delaware <sup>18</sup>					✓
District of Columbia					
Florida					
Georgia <sup>27</sup>			✓		
Hawaii EOEL					
Hawaii SPCSP					
Illinois <sup>27</sup>					
Iowa Shared Visions <sup>27</sup>		✓		✓ <sup>27</sup>	
Iowa SWVPP <sup>30</sup>					✓
Kansas					
Kentucky <sup>33</sup>		✓		✓ <sup>33</sup>	
Louisiana 8(g)					
Louisiana LA 4					
Louisiana NSECD					
Maine					
Maryland					
Massachusetts CPPI					
Massachusetts Chapter 70 <sup>24</sup>					✓
Michigan <sup>27</sup>				✓ <sup>27</sup>	
Minnesota HdSt <sup>27</sup>					
Minnesota VPK/SRP <sup>46</sup>	✓		✓		
Mississippi					
Missouri					
Nebraska <sup>28</sup>			✓		
Nevada					
New Jersey <sup>25</sup>	✓		✓		
New Mexico <sup>20</sup>					
New York <sup>24</sup>				✓ <sup>24</sup>	
North Carolina <sup>27</sup>				✓ <sup>27</sup>	
North Dakota					
Ohio <sup>19</sup>				✓ <sup>19</sup>	
Oklahoma	✓			✓	
Oregon Pre-K <sup>38</sup>					
Oregon Preschool Promise <sup>34</sup>					
Pennsylvania RTL <sup>12</sup>				✓ <sup>12</sup>	
Pennsylvania HSSAP <sup>21</sup>					
Pennsylvania K4 & SBPK <sup>16</sup>					
Pennsylvania PKC <sup>21</sup>				✓ <sup>21</sup>	
Rhode Island					
South Carolina <sup>32</sup>			✓	✓ <sup>32</sup>	
Tennessee					
Texas					
Utah <sup>34</sup>					
Vermont <sup>27</sup>		✓	✓	✓ <sup>27</sup>	
Virginia VPI					
Virginia Mixed Delivery					
Washington ECEAP <sup>35</sup>				✓ <sup>35</sup>	
Washington TK <sup>21</sup>	✓			✓ <sup>21</sup>	
West Virginia <sup>31</sup>					✓
Wisconsin <sup>36</sup>				✓ <sup>36</sup>	
Guam <sup>7</sup>				✓ <sup>7</sup>	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

## APPENDIX TABLE 97. STATE SUPPORTS FOR RELIABILITY AND VALIDITY OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA

STATE	Supports for reliability and validity
Alabama <sup>34</sup>	Double coding
Alaska <sup>28</sup>	Voluntary classes
Arizona <sup>32</sup>	The state requires all assessors to be reliable in the tools
Arkansas <sup>36</sup>	ERS/ECERS-3 is conducted via an independent contractor with trained and reliable personnel
California CSPP <sup>40</sup>	None in 2022-2023
California TK <sup>33</sup>	None in 2022-2023
Colorado	The state asks for a summation of the report results in the program's annual report
Connecticut CDCC <sup>33</sup>	Annual ERSI training; raters at least 85% reliable
Connecticut SR <sup>28</sup>	Annual ERSI training; raters at least 85% reliable
Connecticut Smart Start <sup>26</sup>	The OEC funds ongoing reliability training in the use of ERS
Delaware	Delaware Stars evaluators are required to be reliable on all observation tools used
District of Columbia <sup>44</sup>	Other
Florida	The state offers ongoing training opportunities and support to CLASS observers. All observers are required to re-certify annually.
Georgia	Observers must demonstrate annual reliability for all instruments for which they conduct observation
Hawaii EOEL	Observers must pass a training course and maintain certification yearly by passing required reliability testing
Hawaii SPCSP	Observers must pass a training course and maintain certification by passing annual required reliability testing
Illinois <sup>28</sup>	Ongoing reliability checks with the state anchor
Iowa Shared Visions <sup>28</sup>	Staff are trained on the Iowa Quality Preschool Program Standards
Iowa SWVPP <sup>31</sup>	Administrator license requires current evaluator approval training
Kansas	NA
Kentucky	Not supported during the 2022-2023 school year
Louisiana 8(g)	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana LA 4	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Louisiana NSECD	Staff must demonstrate reliability on the CLASS and be reassessed annually for reliability; Qualified non-classroom staff conduct periodic observational assessments to verify reliability; Shadow scoring is required.
Maine	All CLASS observers must have an updated reliability certificate to perform the CLASS
Maryland <sup>26</sup>	Fidelity checks are conducted on all assessors
Massachusetts CPPI <sup>27</sup>	CLASS Reliable Rater(s) to administer the CLASS observations
Massachusetts Chapter 70 <sup>25</sup>	State provides calibration training for evaluators
Michigan	Early Childhood Specialists are formally trained in the tools by the publishers and must renew status as a reliable assessor with a minimum test score of 80% biennially (Classroom Coach) or annually (CLASS).
Minnesota HdSt	Per Federal Head Start
Minnesota VPK/SRP <sup>47</sup>	MDE provides some training; Districts use professional learning funds for training
Mississippi <sup>23</sup>	All classroom monitors are reliable to the PreK CLASS tool and maintain reliability annually through annual certification
Missouri	NA
Nebraska	Observers are required to maintain an 85% reliability rating with state anchors who have achieved reliability with the tool authors
Nevada <sup>23</sup>	QRIS coaches must obtain state reliability with state anchor assessors
New Jersey	The state offers an overview of the ECERS-3 tool and reliability training for the TPOT
New Mexico	All persons administering classroom observations must be CLASS certified
New York <sup>24</sup>	Districts are required to use valid and reliable tools that include environmental quality and teacher/child interactions
North Carolina <sup>28</sup>	Assessors must maintain a reliability average of 85% or better
North Dakota	NA
Ohio	Staff must demonstrate reliability on any instruments used; Staff must be re-assessed periodically for reliability
Oklahoma	Observers must complete an initial five-day training with a final exam; Recertification training must be completed every two years
Oregon Pre-K <sup>39</sup>	Research partners ensure observers meet all certifications required to ensure validity and reliability of observation scores; Some double coding
Oregon Preschool Promise <sup>35</sup>	Research partners ensure observers meet all certifications required to ensure validity and reliability of observation scores; Some double coding
Pennsylvania RTL	Not supported
Pennsylvania HSSAP	Per Federal Head Start
Pennsylvania K4 & SBPK	Not supported
Pennsylvania PKC	ERS and CLASS are supported with reliable assessors
Rhode Island	Rhode Island contracts with a third party vendor that hires reliable assessors
South Carolina	EIA/4K: Observations are conducted using the same rubric, and all observers are trained in the rubric before entering the field. First Steps: Reliability and validity are supported by ongoing professional development for individual and organizational growth and change. All Coaches have been trained to reliability in the use of ELLCO.
Tennessee <sup>24</sup>	Reliability Training Provided
Texas	NA
Utah <sup>35</sup>	All observers must renew their reliability annually
Vermont <sup>28</sup>	As part of child care licensing, Vermont conducts state-wide and regional trainings for CLASS
Virginia VPI <sup>42</sup>	All local observers maintain annual recertification on each CLASS tool of which they have certification; Local Ready Region agencies support reliability of local CLASS observers with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks
Virginia Mixed Delivery <sup>36</sup>	All local observers maintain annual recertification on each CLASS tool of which they have certification; Local Ready Region agencies support reliability of local CLASS observers with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks
Washington ECEAP	The state contracts with the University of Washington (UW), using observers who are certified reliable
Washington TK <sup>22</sup>	OSPI provides evaluation guidance to districts
West Virginia	Determined locally
Wisconsin <sup>37</sup>	The state provides guidance via the WI Educator Effectiveness System but these resources are not required to be used
Guam	Classroom observations are completed by the School Administrator utilizing the district's Professional Teacher Evaluation Program (PTEP) tool

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 98. SHARING OF PRESCHOOL CLASSROOM OBSERVATION DATA WITH THE STATE AND LOCAL PROGRAMS

STATE	Programs/teachers/classrooms receive on-going feedback based on data collected from structured observations of preschool classroom quality	State receives the results of structured observations of preschool classroom quality
Alabama	Yes	Yes
Alaska	No	No
Arizona	Yes	Yes
Arkansas	Yes	Yes
California CSPP	Yes	Yes
California TK	Yes	Yes
Colorado	No	No
Connecticut CDCC	No	Yes
Connecticut SR	No	Yes
Connecticut Smart Start	Yes	Yes
Delaware	Yes	Yes
District of Columbia	No	Yes
Florida	Yes	Yes
Georgia	Yes	Yes
Hawaii EOEL	Yes	Yes
Hawaii SPCSP	Yes	Yes
Illinois	Yes	Yes
Iowa Shared Visions	Yes	No
Iowa SWVPP	No	No
Kansas	NA	NA
Kentucky	Yes	No
Louisiana 8(g)	Yes	Yes
Louisiana LA 4	Yes	Yes
Louisiana NSECD	Yes	Yes
Maine	Yes	Yes
Maryland	No	Yes
Massachusetts CPPI	Yes	Yes
Massachusetts Chapter 70	Yes	No
Michigan	Yes	Yes
Minnesota HdSt	Yes	No
Minnesota VPK/SRP	Yes	No
Mississippi	Yes	Yes
Missouri	NA	NA
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey	Yes	No
New Mexico	Yes	Yes
New York	No	No
North Carolina	Yes	Yes
North Dakota	NA	NA
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon Pre-K	Yes	Yes
Oregon Preschool Promise	Yes	Yes
Pennsylvania RTL	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania PKC	Yes	Yes
Rhode Island	Yes	Yes
South Carolina	Yes	Yes
Tennessee	Yes	Yes
Texas	NA	NA
Utah	No	Yes
Vermont	Yes	Yes
Virginia VPI	Yes	Yes
Virginia Mixed Delivery	Yes	Yes
Washington ECEAP	Yes	Yes
Washington TK	Yes	Yes
West Virginia	Yes	Yes
Wisconsin	No	No
Guam	No	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 99A. USE OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA FOR PROGRAM IMPROVEMENT

STATE	INFORMATION IS NOT USED		TO MAKE ADJUSTMENTS TO CURRICULA		TO PROVIDE FEEDBACK TO PARENTS		TO PROVIDE PROGRAM STAFF WITH TECHNICAL ASSISTANCE AND/OR MENTORING	
	State Level	Local Level	State Level	Local Level	State Level	Local Level	State Level	Local Level
Alabama <sup>35</sup>			✓	✓	✓	✓	✓	
Alaska <sup>29</sup>	✓			✓				✓
Arizona				✓			✓	✓
Arkansas <sup>37</sup>				✓		✓	✓	✓
California CSPP <sup>41</sup>				✓		✓	✓	✓
California TK <sup>34</sup>				✓		✓	✓	✓
Colorado <sup>30</sup>				✓		✓		✓
Connecticut CDCC				✓		✓	✓	
Connecticut SR <sup>29</sup>				✓		✓	✓	✓
Connecticut Smart Start				✓		✓	✓	
Delaware				✓		✓	✓	
District of Columbia <sup>45</sup>				✓				✓
Florida				✓	✓	✓		✓
Georgia			✓	✓		✓	✓	✓
Hawaii EOEL			✓	✓			✓	✓
Hawaii SPCSP <sup>30</sup>			✓	✓			✓	✓
Illinois				✓		✓		✓
Iowa Shared Visions				✓			✓	✓
Iowa SWVPP <sup>32</sup>	✓			✓				✓
Kansas	✓							
Kentucky <sup>34</sup>	✓	✓						
Louisiana 8(g)				✓	✓		✓	
Louisiana LA 4 <sup>21</sup>				✓	✓		✓	
Louisiana NSECD <sup>18</sup>				✓	✓		✓	
Maine <sup>28</sup>				✓			✓	✓
Maryland			✓	✓		✓	✓	✓
Massachusetts CPPI				✓		✓		✓
Massachusetts Chapter 70 <sup>24</sup>								
Michigan <sup>28</sup>				✓		✓	✓	✓
Minnesota HdSt <sup>27</sup>				✓				✓
Minnesota VPK/SRP <sup>48</sup>	✓			✓				✓
Mississippi				✓		✓	✓	✓
Missouri								
Nebraska <sup>29</sup>				✓		✓	✓	✓
Nevada				✓			✓	✓
New Jersey				✓		✓		✓
New Mexico				✓		✓	✓	✓
New York	✓			✓		✓		✓
North Carolina							✓	✓
North Dakota								
Ohio				✓		✓	✓	✓
Oklahoma <sup>34</sup>				✓		✓	✓	✓
Oregon Pre-K <sup>40</sup>				✓		✓	✓	✓
Oregon Preschool Promise <sup>36</sup>				✓		✓	✓	✓
Pennsylvania RTL <sup>13</sup>				✓		✓		✓
Pennsylvania HSSAP	✓			✓		✓		✓
Pennsylvania K4 & SBPK <sup>17</sup>				✓		✓		✓
Pennsylvania PKC				✓		✓	✓	✓
Rhode Island				✓		✓	✓	
South Carolina <sup>33</sup>			✓	✓	✓ (First Steps)	✓	✓	✓
Tennessee							✓	✓
Texas								
Utah <sup>36</sup>				✓		✓		✓
Vermont				✓	✓	✓	✓	✓
Virginia VPI <sup>43</sup>				✓		✓	✓	✓
Virginia Mixed Delivery <sup>37</sup>				✓		✓	✓	✓
Washington ECEAP			✓	✓	✓	✓	✓	✓
Washington TK <sup>22</sup>	✓			✓		✓		✓
West Virginia <sup>32</sup>				✓		✓		✓
Wisconsin <sup>38</sup>	✓			✓		✓		✓
Guam <sup>8</sup>			✓				✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 99B. USE OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA FOR PROGRAM IMPROVEMENT

STATE	TO IDENTIFY NEEDS TO GUIDE TEACHER TRAINING/ PROFESSIONAL DEVELOPMENT		TO CREATE A PROGRAM IMPROVEMENT PLAN		TO MEASURE PROGRAMS ON A QRIS		TO MAKE CHANGES TO STATE POLICIES REGARDING THE PRESCHOOL PROGRAM	
	State Level	Local Level	State Level	Local Level	State Level	Local Level	State Level	Local Level
Alabama <sup>35</sup>	✓	✓	✓	✓	✓	✓	✓	
Alaska <sup>29</sup>							✓	
Arizona		✓		✓	✓	✓	✓	
Arkansas <sup>37</sup>	✓	✓	✓	✓	✓		✓	
California CSPP <sup>41</sup>	✓	✓	✓	✓	✓	✓	✓	
California TK <sup>34</sup>	✓	✓	✓	✓	✓	✓	✓	
Colorado <sup>30</sup>		✓		✓	✓		✓	
Connecticut CDCC	✓	✓		✓			✓	
Connecticut SR <sup>29</sup>		✓		✓				
Connecticut Smart Start	✓	✓		✓				✓
Delaware	✓		✓	✓	✓		✓	
District of Columbia <sup>45</sup>	✓	✓		✓	✓			
Florida	✓	✓	✓	✓	✓	✓	✓	
Georgia	✓	✓	✓	✓	✓		✓	
Hawaii EOEL	✓	✓	✓	✓				
Hawaii SPCSP <sup>30</sup>	✓	✓	✓	✓				
Illinois		✓	✓	✓	✓		✓	
Iowa Shared Visions	✓	✓	✓	✓				
Iowa SWVPP <sup>32</sup>		✓		✓				
Kansas								
Kentucky <sup>34</sup>								
Louisiana 8(g)	✓	✓		✓	✓		✓	
Louisiana LA 4 <sup>21</sup>	✓	✓	✓	✓	✓	✓	✓	
Louisiana NSECD <sup>18</sup>	✓	✓		✓	✓		✓	
Maine <sup>28</sup>	✓	✓	✓	✓			✓	
Maryland	✓	✓	✓	✓	✓		✓	
Massachusetts CPPI		✓	✓	✓				
Massachusetts Chapter 70 <sup>24</sup>		✓						
Michigan <sup>28</sup>	✓	✓		✓	✓	✓	✓	
Minnesota HdSt <sup>27</sup>		✓		✓				
Minnesota VPK/SRP <sup>48</sup>		✓		✓				
Mississippi	✓	✓	✓	✓			✓	
Missouri								
Nebraska <sup>29</sup>	✓	✓	✓	✓	✓	✓	✓	
Nevada	✓	✓		✓	✓			
New Jersey		✓		✓	✓	✓	✓	
New Mexico	✓	✓	✓	✓				
New York		✓		✓		✓		
North Carolina	✓	✓	✓	✓	✓			
North Dakota								
Ohio	✓	✓	✓	✓	✓	✓	✓	
Oklahoma <sup>34</sup>	✓	✓		✓				
Oregon Pre-K <sup>40</sup>	✓	✓		✓	✓	✓	✓	
Oregon Preschool Promise <sup>36</sup>	✓	✓		✓	✓	✓	✓	
Pennsylvania RTL <sup>13</sup>		✓						
Pennsylvania HSSAP		✓		✓				
Pennsylvania K4 & SBPK <sup>17</sup>		✓		✓				
Pennsylvania PKC	✓	✓	✓	✓	✓		✓	
Rhode Island	✓	✓	✓	✓	✓	✓	✓	
South Carolina <sup>33</sup>	✓	✓	✓	✓			✓	
Tennessee	✓	✓	✓	✓				
Texas								
Utah <sup>36</sup>		✓		✓	✓		✓	
Vermont	✓	✓	✓	✓	✓	✓	✓	
Virginia VPI <sup>43</sup>	✓	✓			✓	✓		
Virginia Mixed Delivery <sup>37</sup>	✓	✓		✓	✓	✓		
Washington ECEAP	✓	✓	✓	✓	✓		✓	
Washington TK <sup>22</sup>		✓		✓				
West Virginia <sup>32</sup>		✓	✓	✓				
Wisconsin <sup>38</sup>		✓		✓		✓		
Guam <sup>8</sup>	✓		✓					

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 99C. USE OF PRESCHOOL CLASSROOM QUALITY OBSERVATION DATA FOR PROGRAM IMPROVEMENT

STATE	TO TARGET FUNDING FOR QUALITY IMPROVEMENT EFFORTS		TO MAKE FUNDING DECISIONS ABOUT PROGRAMS/GRANTEES		TO IDENTIFY PROGRAMS FOR CORRECTIVE ACTIONS/SANCTIONS		INFORMATION IS USED IN OTHER WAYS	
	State Level	Local Level	State Level	Local Level	State Level	Local Level	State Level	Local Level
Alabama <sup>35</sup>	✓		✓		✓		✓ <sup>35</sup>	
Alaska <sup>29</sup>								
Arizona		✓	✓	✓				
Arkansas <sup>37</sup>	✓		✓		✓		✓ <sup>37</sup>	
California CSPP <sup>41</sup>	✓	✓	✓		✓		✓ <sup>41</sup>	✓ <sup>41</sup>
California TK <sup>34</sup>	✓	✓	✓		✓		✓ <sup>34</sup>	✓ <sup>34</sup>
Colorado <sup>30</sup>		✓	✓		✓		✓ <sup>30</sup>	
Connecticut CDCC	✓		✓		✓			
Connecticut SR <sup>29</sup>				✓				✓
Connecticut Smart Start	✓		✓		✓			
Delaware	✓		✓		✓			
District of Columbia <sup>45</sup>	✓							
Florida	✓	✓	✓	✓	✓	✓		
Georgia	✓	✓	✓					
Hawaii EOEL	✓							
Hawaii SPCSP <sup>30</sup>	✓	✓	✓				✓ <sup>30</sup>	✓ <sup>30</sup>
Illinois	✓		✓		✓		✓	
Iowa Shared Visions			✓		✓		✓	
Iowa SWVPP <sup>32</sup>				✓				
Kansas								
Kentucky <sup>34</sup>								
Louisiana 8(g)	✓		✓		✓			
Louisiana LA 4 <sup>21</sup>	✓	✓	✓	✓	✓		✓ <sup>21</sup>	✓ <sup>21</sup>
Louisiana NSECD <sup>18</sup>	✓		✓		✓		✓ <sup>18</sup>	✓ <sup>18</sup>
Maine <sup>28</sup>	✓							
Maryland	✓		✓		✓			
Massachusetts CPPI		✓		✓				
Massachusetts Chapter 70 <sup>24</sup>							✓ <sup>24</sup>	
Michigan <sup>28</sup>	✓	✓		✓	✓	✓	✓ <sup>28</sup>	✓ <sup>28</sup>
Minnesota HdSt <sup>27</sup>				✓		✓	✓ <sup>27</sup>	
Minnesota VPK/SRP <sup>48</sup>		✓						
Mississippi			✓		✓			
Missouri								
Nebraska <sup>29</sup>	✓	✓	✓					
Nevada								
New Jersey	✓	✓	✓	✓	✓	✓		
New Mexico	✓							
New York		✓		✓		✓		✓
North Carolina								
North Dakota								
Ohio	✓	✓	✓		✓			
Oklahoma <sup>34</sup>				✓				
Oregon Pre-K <sup>40</sup>	✓	✓						
Oregon Preschool Promise <sup>36</sup>	✓	✓						
Pennsylvania RTL <sup>13</sup>							✓ <sup>13</sup>	
Pennsylvania HSSAP								
Pennsylvania K4 & SBPK <sup>17</sup>							✓ <sup>17</sup>	
Pennsylvania PKC								
Rhode Island	✓		✓		✓	✓		
South Carolina <sup>33</sup>	✓	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	✓ (First Steps)	✓ (First Steps) <sup>33</sup>	
Tennessee								
Texas								
Utah <sup>36</sup>		✓	✓		✓		✓ <sup>36</sup>	
Vermont	✓		✓		✓	✓		
Virginia VPI <sup>43</sup>	✓	✓						
Virginia Mixed Delivery <sup>37</sup>	✓	✓						
Washington ECEAP	✓	✓	✓		✓	✓		
Washington TK <sup>22</sup>		✓		✓		✓		
West Virginia <sup>32</sup>		✓		✓		✓	✓ <sup>32</sup>	
Wisconsin <sup>38</sup>		✓		✓		✓		✓ <sup>38</sup>
Guam <sup>8</sup>								✓ <sup>8</sup>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 100. PRESCHOOL SITE VISITS**

STATE	Site visit requirements
Alabama	Yes: More than once a year
Alaska	No
Arizona <sup>26</sup>	Yes: Other
Arkansas <sup>37</sup>	Yes: Annually
California CSPP	Yes: More than every 2 years, less than every 5 years
California TK <sup>35</sup>	Yes: Other
Colorado <sup>31</sup>	No
Connecticut CDCC <sup>34</sup>	Yes: Other
Connecticut SR <sup>30</sup>	Yes: Other
Connecticut Smart Start <sup>27</sup>	Yes: Other
Delaware	Yes: Annually
District of Columbia <sup>46</sup>	No
Florida	Yes: Annually
Georgia	Yes: Annually
Hawaii EOEL	Yes: Other: Only when and where circumstances permitted
Hawaii SPCSP <sup>31</sup>	Yes: More than once a year
Illinois <sup>29</sup>	No
Iowa Shared Visions <sup>29</sup>	Yes: Other
Iowa SWVPP <sup>33</sup>	Yes: Other
Kansas <sup>30</sup>	No
Kentucky <sup>35</sup>	Yes: More than every 2 years, less than every 5 years
Louisiana 8(g) <sup>18</sup>	No
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes: More than every 2 years, less than every 5 years
Maryland <sup>27</sup>	Yes: Annually
Massachusetts CPPI	Yes: Annually
Massachusetts Chapter 70 <sup>26</sup>	Yes: More than every 2 years, less than every 5 years
Michigan <sup>29</sup>	Yes: More than every 2 years, less than every 5 years
Minnesota HdSt <sup>28</sup>	Yes: Annually
Minnesota VPK/SRP	No
Mississippi	Yes: Annually
Missouri	No
Nebraska <sup>30</sup>	Yes: Other
Nevada <sup>24</sup>	Yes
New Jersey <sup>26</sup>	Yes: Every 3 years
New Mexico	Yes: Annually
New York <sup>25</sup>	Yes: Other
North Carolina <sup>29</sup>	Yes: More than once a year
North Dakota <sup>38</sup>	Yes: Other
Ohio	Yes: Annually
Oklahoma	No
Oregon Pre-K	Yes: Every 2 years
Oregon Preschool Promise	Yes: Annually
Pennsylvania RTL	No
Pennsylvania HSSAP <sup>21</sup>	Yes: Annually
Pennsylvania K4 & SBPK <sup>18</sup>	No
Pennsylvania PKC	Yes: Annually
Rhode Island	Yes: More than once a year
South Carolina <sup>34</sup>	Yes: More than every 2 years, less than every 5 years
Tennessee <sup>25</sup>	No
Texas	No
Utah <sup>37</sup>	Yes: Annually
Vermont <sup>29</sup>	Yes: Annually
Virginia VPI <sup>44</sup>	Yes: More than every 2 years, less than every 5 years
Virginia Mixed Delivery	No
Washington ECEAP <sup>36</sup>	Yes: Other
Washington TK	No
West Virginia <sup>33</sup>	Yes: More than once a year
Wisconsin <sup>39</sup>	No
Guam	Yes: Annually

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 101. WERE ANY OF THE FOLLOWING POLICIES IMPLEMENTED DURING THE COVID-19 PANDEMIC STILL IN PLACE?**

STATE	Virtual Professional Development	Virtual Coaching	Virtual Preschool Child Assessments	Virtual Classroom/Teacher Observations
Alabama	✓	✓		
Alaska				
Arizona	✓	✓		
Arkansas	✓			
California CSPP	✓			
California TK	✓			
Colorado			Not reported	
Connecticut CDCC				
Connecticut SR				
Connecticut Smart Start				
Delaware				
District of Columbia	✓			
Florida	✓	✓		
Georgia	✓			
Hawaii EOEL	✓	✓		
Hawaii SPCSP				
Illinois				
Iowa Shared Visions	✓	✓		
Iowa SWVPP	✓	✓		
Kansas	✓			
Kentucky				
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine	✓			
Maryland	✓			✓
Massachusetts CPPI	✓			
Massachusetts Chapter 70				
Michigan				
Minnesota HdSt	✓	✓		✓
Minnesota VPK/SRP	✓	✓		
Mississippi	✓	✓		
Missouri				
Nebraska	✓	✓		
Nevada	✓	✓		
New Jersey				
New Mexico	✓	✓		✓
New York	✓			
North Carolina	✓	✓		
North Dakota				
Ohio	✓			
Oklahoma				
Oregon Pre-K	✓	✓		✓
Oregon Preschool Promise	✓	✓		
Pennsylvania RTL				
Pennsylvania HSSAP				
Pennsylvania K4 & SBPK				
Pennsylvania PKC				
Rhode Island				
South Carolina				
Tennessee				
Texas				
Utah	✓			
Vermont	✓	✓		
Virginia VPI <sup>45</sup>	✓	✓		
Virginia Mixed Delivery				
Washington ECEAP	✓	✓		✓
Washington TK				
West Virginia				
Wisconsin	✓	✓		
Guam				

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 102. DOES STATE POLICY/GUIDANCE REQUIRE OUTDOOR TIME IN PRESCHOOL?**

STATE	Required outdoor time (weather permitting)	No requirement
Alabama		Yes
Alaska		Yes
Arizona	Yes: Amount of time not specified	
Arkansas	Yes: Every day: 60 minutes	
California CSPP <sup>42</sup>	Yes: Every day: Per ECERS	
California TK <sup>36</sup>	Yes: Every day	
Colorado	Not reported	
Connecticut CDCC <sup>35</sup>	Yes: Other	
Connecticut SR <sup>31</sup>	Yes: Other	
Connecticut Smart Start <sup>28</sup>		Yes
Delaware <sup>19</sup>	Yes: Every day	
District of Columbia <sup>47</sup>	Yes: DCPS: 20 minutes; CBOs: 45 minutes	Yes (PCS)
Florida		Yes
Georgia	Yes: Every day: 30-45 minutes per day for children enrolled in the 6.5 hour Pre-K instructional day	
Hawaii EOEL <sup>24</sup>	Yes: Every day	
Hawaii SPCSP <sup>32</sup>		Yes
Illinois	Yes: Every day: 30 minutes for every three hours of operation	
Iowa Shared Visions <sup>30</sup>	Yes: Every day	
Iowa SWVPP <sup>34</sup>	Yes: Every day	
Kansas <sup>31</sup>	Yes: Every day	
Kentucky <sup>36</sup>	Yes: Amount of time not specified	
Louisiana 8(g)		Yes
Louisiana LA 4		Yes
Louisiana NSECD		Yes
Maine	Yes: Amount of time not specified	
Maryland <sup>28</sup>		Yes
Massachusetts CPPI		Yes
Massachusetts Chapter 70		Yes
Michigan <sup>30</sup>	Yes: Every day	
Minnesota HdSt	Yes: Amount of time not specified	
Minnesota VPK/SRP <sup>49</sup>	Yes: Amount of time not specified	
Mississippi <sup>24</sup>	Yes: Every day	
Missouri		Yes
Nebraska	Yes: Amount of time not specified	
Nevada <sup>25</sup>		Yes
New Jersey	Yes: Every day: 45 minutes	
New Mexico <sup>21</sup>	Yes: Every day: 30 minutes	
New York	Yes: Amount of time not specified	
North Carolina <sup>30</sup>	Yes: Every day: 45 minutes	
North Dakota		Yes
Ohio <sup>20</sup>	Yes: Multiple times per day	
Oklahoma		Yes
Oregon Pre-K	Yes: Every day: 60 minutes	
Oregon Preschool Promise		Yes
Pennsylvania RTL		Yes
Pennsylvania HSSAP		Yes
Pennsylvania K4 & SBPK		Yes
Pennsylvania PKC		Yes
Rhode Island	Yes: Every day: 30 minutes	
South Carolina <sup>35</sup>	Yes: First Steps: Multiple times per day: 90 minutes in two intervals	Yes (CERDEP & EIA 4K)
Tennessee <sup>26</sup>	Yes: Every day	
Texas		Yes
Utah <sup>38</sup>		Yes
Vermont	Yes: Amount of time not specified	
Virginia VPI <sup>46</sup>		Yes
Virginia Mixed Delivery <sup>38</sup>	Yes: Every day	
Washington ECEAP <sup>37</sup>	Yes: Every day: 30 minutes for every three hours of operation	
Washington TK	Unsure	
West Virginia <sup>34</sup>	Yes: Every day: 60 minutes	
Wisconsin <sup>40</sup>		Yes
Guam	Yes: Multiple times per day: 30 minutes total (15 minutes in the morning and 15 minutes in the afternoon)	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

APPENDIX TABLE 103. STATE POLICY/GUIDANCE ON UNACCEPTABLE WEATHER CONDITIONS FOR OUTDOOR PLAY IN PRESCHOOL

STATE	Air quality	Maximum temperature	Minimum temperature	Storms/inclement weather	Other
Alabama <sup>36</sup>			Determined locally		
Alaska					
Arizona <sup>33</sup>	Yes	Yes	Yes	Yes	Yes
Arkansas <sup>38</sup>		Yes			Yes
California CSPP <sup>43</sup>					Yes
California TK <sup>37</sup>	Yes	Yes			
Colorado			Not reported		
Connecticut CDCC <sup>36</sup>					Yes
Connecticut SR <sup>32</sup>					Yes
Connecticut Smart Start <sup>29</sup>					Yes
Delaware <sup>19</sup>	Yes	Yes: Heat Index 90 degrees or higher	Yes: Wind chill below 32 degrees	Yes	
District of Columbia <sup>48</sup>					Yes
Florida			No state policy/guidance		
Georgia <sup>28</sup>	Yes	Yes	Yes	Yes	Yes
Hawaii EOEL <sup>25</sup>					Yes
Hawaii SPCSP					
Illinois		Yes: Heat Index 90 degrees or higher	Yes: Wind chill below 25 degrees		
Iowa Shared Visions <sup>31</sup>		Yes	Yes		Yes
Iowa SWVPP <sup>35</sup>		Yes	Yes		Yes
Kansas			No state policy/guidance		
Kentucky <sup>37</sup>			No state policy/guidance		
Louisiana 8(g)			No state policy/guidance		
Louisiana LA 4			No state policy/guidance		
Louisiana NSECD			No state policy/guidance		
Maine			Determined locally		
Maryland <sup>29</sup>					Yes
Massachusetts CPPI <sup>28</sup>					Yes
Massachusetts Chapter 70			No state policy/guidance		
Michigan <sup>31</sup>			Determined locally		
Minnesota HdSt <sup>29</sup>	Yes	Yes	Yes	Yes	Yes
Minnesota VPK/SRP <sup>50</sup>	Yes			Yes	Yes
Mississippi <sup>25</sup>				Yes	Yes
Missouri <sup>16</sup>					Yes
Nebraska <sup>31</sup>					Yes
Nevada			No state policy/guidance		
New Jersey			No state policy/guidance		
New Mexico <sup>22</sup>			No state policy/guidance		
New York <sup>26</sup>					Yes
North Carolina <sup>31</sup>	Yes	Yes	Yes	Yes	Yes
North Dakota <sup>39</sup>					Yes
Ohio					
Oklahoma			No state policy/guidance		
Oregon Pre-K <sup>41</sup>					Yes
Oregon Preschool Promise <sup>37</sup>					Yes
Pennsylvania RTL			No state policy/guidance		
Pennsylvania HSSAP <sup>5</sup>					Yes
Pennsylvania K4 & SBPK			No state policy/guidance		
Pennsylvania PKC			No state policy/guidance		
Rhode Island			No state policy/guidance		
South Carolina <sup>36</sup>					Yes
Tennessee <sup>27</sup>		Yes: 95 degrees	Yes: 32 degrees		Yes
Texas					
Utah <sup>39</sup>			Determined locally		
Vermont <sup>30</sup>	Yes	Yes	Yes		
Virginia VPI <sup>47</sup>	Yes				
Virginia Mixed Delivery <sup>39</sup>					Yes
Washington ECEAP <sup>38</sup>	Yes	Yes: 100 degrees	Yes: 20 degrees	Yes	Yes
Washington TK					
West Virginia <sup>35</sup>					Yes
Wisconsin <sup>41</sup>			Determined locally		
Guam <sup>9</sup>				Yes	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 104. PROFESSIONAL DEVELOPMENT TO PROMOTE EFFECTIVE LEARNING THROUGH OUTDOOR EXPERIENCES**

STATE	State supported/conducted professional development opportunities
Alabama	Yes
Alaska	No
Arizona	Yes
Arkansas	Yes
California CSPP	Yes
California TK	Yes
Colorado	Not reported
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Yes
District of Columbia	Yes
Florida	No
Georgia	Yes
Hawaii EOEL	Yes
Hawaii SPCSP	Yes
Illinois	No
Iowa Shared Visions	No
Iowa SWVPP	No
Kansas	No
Kentucky	No
Louisiana 8(g)	Not reported
Louisiana LA 4	Yes
Louisiana NSECD	Yes
Maine	Yes
Maryland	Yes
Massachusetts CPPI	No
Massachusetts Chapter 70	No
Michigan	No
Minnesota HdSt	Yes
Minnesota VPK/SRP	Yes
Mississippi	Yes
Missouri	No
Nebraska	No
Nevada	No
New Jersey	No
New Mexico	Yes
New York	Yes
North Carolina	Yes
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	Yes
Pennsylvania RTL	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	No
Rhode Island	Yes
South Carolina	Yes
Tennessee	No
Texas	No
Utah	No
Vermont	No
Virginia VPI	No
Virginia Mixed Delivery	No
Washington ECEAP	Yes
Washington TK	Not reported
West Virginia	No
Wisconsin	Yes
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.



APPENDIX TABLE 105. ACCESS TO GROSS MOTOR SPACE FOR PRESCHOOL PROGRAMS/SITES/BUILDINGS

STATE	Indoor space is required	Outdoor space is required	Both indoor & outdoor space is required	Gross motor space is required, but the location is not specified	No
Alabama				✓	
Alaska					✓
Arizona			✓		
Arkansas <sup>39</sup>			✓		
California CSPP			✓		
California TK		✓			
Colorado			Not reported		
Connecticut CDCC <sup>37</sup>		✓			
Connecticut SR <sup>33</sup>		✓			
Connecticut Smart Start					✓
Delaware				✓	
District of Columbia <sup>49</sup>		✓ (CBOs)			
Florida			✓		
Georgia		✓			
Hawaii EOEL		✓			
Hawaii SPCSP				✓	
Illinois			✓		
Iowa Shared Visions			✓		
Iowa SWVPP			✓		
Kansas					✓
Kentucky <sup>36</sup>			✓		
Louisiana 8(g)			Not reported		
Louisiana LA 4					✓
Louisiana NSECD					✓
Maine				✓	
Maryland <sup>28</sup>				✓	
Massachusetts CPPI					✓
Massachusetts Chapter 70					✓
Michigan					✓
Minnesota HdSt			✓		
Minnesota VPK/SRP <sup>49</sup>			✓		
Mississippi				✓	
Missouri					✓
Nebraska			✓		
Nevada				✓	
New Jersey				✓	
New Mexico			✓		
New York				✓	
North Carolina			✓		
North Dakota			✓		
Ohio			✓		
Oklahoma		✓			
Oregon Pre-K				✓	
Oregon Preschool Promise		✓			
Pennsylvania RTL					
Pennsylvania HSSAP					✓
Pennsylvania K4 & SBPK					✓
Pennsylvania PKC					✓
Rhode Island			✓		
South Carolina			✓ (Public Schools)	✓ (First Steps)	
Tennessee			✓		
Texas					✓
Utah					✓
Vermont			✓		
Virginia VPI					✓
Virginia Mixed Delivery			✓		
Washington ECEAP			✓		
Washington TK			Not reported		
West Virginia <sup>34</sup>			✓		
Wisconsin				✓	
Guam				✓	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 106. ACCESS TO GREEN SPACE IN PROGRAMS/SITES/BUILDINGS WHERE PRESCHOOLERS CAN EXPERIENCE NATURE**

STATE	State policy requiring green space
Alabama	No
Alaska	NA
Arizona	No
Arkansas	Yes
California CSPP <sup>44</sup>	Yes
California TK	No
Colorado	Not reported
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	NA
Delaware	No
District of Columbia	Not reported
Florida	No
Georgia	No
Hawaii EOEL	No
Hawaii SPCSP	No
Illinois	No
Iowa Shared Visions	Yes
Iowa SWVPP	Yes
Kansas	NA
Kentucky <sup>36</sup>	Yes
Louisiana 8(g)	Not reported
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	No
Maryland	No
Massachusetts CPPI	NA
Massachusetts Chapter 70	NA
Michigan	NA
Minnesota HdSt	No
Minnesota VPK/SRP <sup>49</sup>	Yes
Mississippi	No
Missouri	NA
Nebraska	Yes
Nevada	No
New Jersey	No
New Mexico	No
New York	No
North Carolina	No
North Dakota	No
Ohio	No
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania PKC	NA
Rhode Island	Yes
South Carolina <sup>35</sup>	Yes (First Steps)
Tennessee	No
Texas	NA
Utah	NA
Vermont	No
Virginia VPI	NA
Virginia Mixed Delivery	No
Washington ECEAP	No
Washington TK	Not reported
West Virginia	No
Wisconsin	No
Guam	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 107. ARE THERE ANY OUTDOOR/NATURE PRESCHOOLS PARTICIPATING IN THIS STATE-FUNDED PRESCHOOL PROGRAM?**

STATE	Outdoor/nature preschools participating in this state-funded preschool program
Alabama	No
Alaska	No
Arizona	Unsure
Arkansas	Unsure
California CSPP <sup>45</sup>	Unsure
California TK <sup>38</sup>	Unsure
Colorado	Not reported
Connecticut CDCC	No
Connecticut SR	No
Connecticut Smart Start	No
Delaware	Unsure
District of Columbia <sup>50</sup>	Yes
Florida	Unsure
Georgia	Unsure
Hawaii EOEL	No
Hawaii SPCSP	Yes
Illinois	No
Iowa Shared Visions	Unsure
Iowa SWVPP	Unsure
Kansas	No
Kentucky <sup>38</sup>	Unsure
Louisiana 8(g)	Not reported
Louisiana LA 4	No
Louisiana NSECD	No
Maine	Yes
Maryland <sup>28</sup>	No
Massachusetts CPPI	No
Massachusetts Chapter 70	Unsure
Michigan	Yes
Minnesota HdSt	Unsure
Minnesota VPK/SRP <sup>49</sup>	Yes
Mississippi	No
Missouri	Unsure
Nebraska <sup>32</sup>	Yes
Nevada	No
New Jersey	No
New Mexico	No
New York	Yes
North Carolina <sup>30</sup>	Unsure
North Dakota	No
Ohio	Unsure
Oklahoma	No
Oregon Pre-K	No
Oregon Preschool Promise	No
Pennsylvania RTL	No
Pennsylvania HSSAP	Unsure
Pennsylvania K4 & SBPK	No
Pennsylvania PKC	Unsure
Rhode Island	No
South Carolina	No
Tennessee	No
Texas	Unsure
Utah <sup>38</sup>	No
Vermont	Unsure
Virginia VPI	No
Virginia Mixed Delivery <sup>40</sup>	No
Washington ECEAP <sup>39</sup>	Yes
Washington TK	Yes
West Virginia	No
Wisconsin	Yes
Guam	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

**APPENDIX TABLE 108. DOES THE STATE HAVE ANY SPECIFIC REGULATIONS/GUIDANCE FOR NATURE-BASED AND/OR OUTDOOR PRESCHOOLS?**

STATE	Regulations or guidance for nature-based and/or outdoor preschools
Alabama	
Alaska	
Arizona	
Arkansas	
California CSPP	
California TK	
Colorado	Not reported
Connecticut CDCC	
Connecticut SR	
Connecticut Smart Start	
Delaware	
District of Columbia	No
Florida	
Georgia	
Hawaii EOEL	
Hawaii SPCSP	No
Illinois	
Iowa Shared Visions	
Iowa SWVPP	
Kansas	
Kentucky	
Louisiana 8(g)	Not reported
Louisiana LA 4	
Louisiana NSECD	
Maine	No
Maryland	
Massachusetts CPPI	
Massachusetts Chapter 70	
Michigan	No
Minnesota HdSt	
Minnesota VPK/SRP	Yes: <a href="https://education.mn.gov/MDE/dse/early/highqualel/out/">https://education.mn.gov/MDE/dse/early/highqualel/out/</a>
Mississippi	
Missouri	
Nebraska	No
Nevada	
New Jersey	
New Mexico	
New York	No
North Carolina	
North Dakota	
Ohio	
Oklahoma	
Oregon Pre-K	
Oregon Preschool Promise	
Pennsylvania RTL	
Pennsylvania HSSAP	
Pennsylvania K4 & SBPK	
Pennsylvania PKC	
Rhode Island	
South Carolina	
Tennessee	
Texas	
Utah	
Vermont	
Virginia VPI	
Virginia Mixed Delivery	
Washington ECEAP <sup>39</sup>	Yes: <a href="https://www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/onb">https://www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/onb</a>
Washington TK	Not reported
West Virginia	
Wisconsin	Yes: Any nature-based 4K, state-funded, nature-based program must follow public education teaching license requirements, instruction in required subject areas, and abide by other district requirements as defined in the collaborative educational contracts.
Guam	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '22-'23 school year.

## APPENDIX A FOOTNOTES

### ALABAMA – Alabama First Class Pre-K Program (FCPK)

- <sup>1</sup> The Office of School Readiness is housed within the Alabama Department of Early Childhood Education (ADECE), which is a cabinet-level agency, under the Governor's Office.
- <sup>2</sup> Teacher salary is supplemented.
- <sup>3</sup> Other race is Filipino: 14.
- <sup>4</sup> The poverty indicator comes from the Federal Poverty Level (FPL) guidelines or if they receive child care subsidy, WIC, free and reduced lunch, SNAP, or Head Start.
- <sup>5</sup> Parent fees are not a requirement of the FCPK program. Programs may choose, however, to request parent fees (tuition) based on FCPK guidelines. If a program charges fees, the program must show how all parent fees are reinvested back into the FCPK classroom. No child may be refused access to a FCPK program based on inability to pay. If a child is designated as being served by Title I, migrant or homeless funds, programs should refer to the guidance of their local LEA concerning the charging of fees to these students.
- <sup>6</sup> Except for Head Start classrooms, all classrooms have a 1:9 staff-to-child ratio with a maximum enrollment of 18 students. In Head Start programs, classrooms are allowed to have a 1:10 staff-to-child ratio with a maximum of 20 students.
- <sup>7</sup> Classrooms must provide at least lunch. Additional snacks and/or meals are optional but suggested. Programs are encouraged to provide nutritious meals that meet the USDA food and nutrition guidelines.
- <sup>8</sup> Screenings are to be provided by a medical professional on site at no cost. OSR has partnered with the Alabama Partnership for Children to connect families with Help Me Grow for referrals to needed services. Regional Care Coordinators work with parents to secure services and supports. Physical screenings must be conducted by a medical professional such as a nurse, nurse practitioner or physician's assistant. They must include information regarding height, weight, body mass index and blood pressure. Additionally, the ASQ-3 developmental screener and DECA-P2 were required. Families were provided additional options regarding how screenings could be completed.
- <sup>9</sup> Alabama's Standards for Early Learning and Development (ASELD) have been redesigned to reinforce the developmental continuum and to compliment and coordinate with the Head Start Child Development Learning Framework, Special Education, Part B and C, Home Visiting guidelines and the Alabama Courses of Study, Kindergarten through Second Grade. WIDA Performance Definitions based on the Can-Do Descriptors is included in the Language and Literacy Domain. In addition, Alabama also has the WIDA Early Years: Making Connections state specific document for teachers to coordinate dual language learning into their curriculum. The standards offer adults who work with children a shared knowledge and understanding of children's development along a continuum, enabling them to create culturally appropriate, individualized goals and work plans that support each child's individual learning styles and abilities.
- <sup>10</sup> TS GOLD is one of the required state assessment tools and is aligned with the state's ELDS.
- <sup>11</sup> Each classroom is assigned a coach who works directly with teachers on best practices and self-reflection, including incorporating the developmental standards into daily planning and reviewing assessment practices. The standards are vertically aligned with Alabama's Course of Study Standards as well as horizontally aligned with TS GOLD. Additionally, Alabama also has the WIDA Early Years: Making Connections state specific document for teachers to coordinate dual language learning into their curriculum.
- <sup>12</sup> Classrooms implement the Alabama First Class Pre-K Framework, which consists of the Alabama Standards for Early Learning and Development, First Class Pre-K Program Guidelines, First Class Pre-K Classroom Guidelines, & the TS GOLD Assessment. The ADECE reviews curricula to provide guidance on which curricula are most aligned to the Alabama FCPK Framework and Alabama Standards for Early Learning and Development. Region Directors and coaches must approve all curriculum decisions and purchases. Classroom guidance and support is provided by First Class Coaches. FCPK teachers and administrators work closely with coaches and/or program monitors to choose a curriculum that will help a teacher be successful. All curricula must promote appropriate instructional practice and be used as a supplement to the Alabama FCPK Framework. FCPK coaches were provided training on the First Six Weeks of School: Building Your Classroom Community curriculum. This curriculum was provided to all FCPK classrooms.
- <sup>13</sup> All First Class Pre-K funded programs must use the Teaching Strategies GOLD assessment. The ASQ-3 is a developmental screener that parents complete, ideally, prior to a child's entry into pre-k or within the first 30 days. The DECA-P2 is completed by the teacher after 4-weeks of contact with the child.
- <sup>14</sup> Monitors (program quality and compliance staff) assess with PPVT; coaches assist with PPVT and GOLD data collection, as needed.
- <sup>15</sup> State level data on child assessments is used to provide additional supportive materials (e.g., math supplement kits) as well as access to digital resources.
- <sup>16</sup> ADECE secured through a RFP process a state-wide, whole child, Kindergarten Entry Assessment (AlaKiDS) which is implemented by Alabama State Department of Education.
- <sup>17</sup> Pre-K teachers are required to have a bachelor's degree in early childhood, child development, or early childhood special education at minimum, regardless of the delivery system. All lead teachers must have 18 hours of coursework in early childhood or child development, at minimum.
- <sup>18</sup> All lead teachers must possess one of the following degrees: 1. Human Environmental Science degree with a concentration in Early Childhood Development or Child Development. 2. Early Childhood Education degree (B.S., B.A., or M.A./M.S.) or completion of a bachelor's degree program leading to P-3 certification in Early Childhood Education with a minimum of 18 credit hours in early childhood/ child development coursework. 3. Special Education degree in Early Childhood with a minimum of 18 credit hours in early childhood/child development coursework, or a bachelor's degree program leading to certification in Early Childhood Special Education with a minimum of 18 credit hours in early childhood/child development coursework. Note: Teacher certification is only required for teachers employed in public schools. Official transcripts on all new lead teachers must be submitted to the OSR no later than 30 days from hire date. Transcripts must be official and mailed, sealed and unopened, or electronically received by the OSR from the actual institution. All degrees must be earned from an institution that has received regional accreditation.
- <sup>19</sup> There were 1,486 classrooms in 2022-2023 for the Oct 1 data pull date for NIEER reporting. There were 12 classrooms without a Lead Teacher listed when the data were pulled for NIEER survey. There could be a number of reasons that this would occur within our data but should be interpreted as 12 classrooms did not have a Lead Teacher data entered in the department's data system as of the date of the report.
- <sup>20</sup> "Other" includes 142/9.6% other degrees accepted and 64/4.4% teachers on a waiver.
- <sup>21</sup> The shortages are indicated by the number of waivers in the data system. Waivers are given for any lead teachers that do not meet the criteria specified in the guidelines. This would be any teacher that has not finished their degree hours or completing the 18 hours of specialized ECE coursework. Applicants on a waiver have two years to complete either the ECE degree or the necessary coursework to complete the 18 hours of ECE. Waivers for Assistant Teachers are given when they do not have the completed CDA/CDA Credential or the 9 hours of specialized training. Applicants on a waiver have two years to complete the 9 hours or CDA/CDA Credential.
- <sup>22</sup> There were 45 lead teachers (3.08%) that had not completed the Bachelor's/minimum expectations. Therefore, they were supposed to show proof of enrollment in a Bachelor's program which followed the guidelines on the minimum expectations.
- <sup>23</sup> Alabama implemented the State adopted salary matrix for K-12 teachers in Pre-K. The matrix was revised in an effort to increase recruitment and retention.
- <sup>24</sup> All public schools and programs licensed by DHR are required to provide Universal Precautions training, Bullying Prevention, and Mandatory Reporters Training to all staff. Teachers in licensed childcare programs also receive training on CCDF mandated health and safety training hours (11 hours) plus hours in (1) child development; (2) health, safety and universal precautions; (3) quality childcare and licensing; (4) the childcare professional and the family; (5) language development; (6) positive discipline and guidance. Health and safety training is provided through public schools and is also mandatory for licensed childcare sites. In addition, during the first coaching visit, coaches provide PD on health and safety.
- <sup>25</sup> Health and Safety hours are required within public and nonpublic sites as required by law. Therefore, these hours are obtained in addition to the ECE specific training hours that ADECE requires. All public schools and programs licensed by DHR are required to provide Universal Precautions training, Bullying Prevention, and Mandatory Reporters Training to all staff. Teachers in licensed childcare programs also receive training on CCDF mandated health and safety training hours (11 hours) plus hours in (1) child development; (2) health, safety and universal precautions; (3) quality childcare and licensing; (4) the childcare professional and the family; (5) language development; (6) positive discipline and guidance. Health and safety training is provided through public schools and is also mandatory for licensed childcare sites. In addition, during the first coaching visit, coaches provide PD on health and safety.
- <sup>26</sup> Individual PD plans are required for each classroom. FCPK uses a tiered model of coaching, so the teachers are continuously setting goals and self-reflecting throughout the year.
- <sup>27</sup> Teachers receive coaching based on the Tiered Coaching Model. Each teacher receives monthly virtual and/or in-person coaching support but may also receive more

- frequent support as needed. New teachers receive training specifically designed for them and are engaged in multiple monthly coaching interactions.
- <sup>28</sup> A salary supplement is provided for master's degree level teachers and by years of experience.
- <sup>29</sup> ADECE requires at least a 25% match which may be from a funding source at the discretion of the grantee. Examples of match include Title 1, Special Education, Head Start, community funds, local funds, and in-kind matches.
- <sup>30</sup> At minimum, a 25% in-kind/cash match is required per classroom.
- <sup>31</sup> All childcare centers must be licensed by the Alabama Department of Human Resources.
- <sup>32</sup> Structured classroom observations consist of CLASS and the DECA-P2 classroom reflective checklist. The learning environment checklist (the DECA-P2 classroom reflective checklist) is conducted two times annually. The Department conducts formal CLASS observations on every classroom over the course of a three-year cycle. All classrooms are informally observed with the CLASS tool multiple times each year to support individual teacher growth.
- <sup>33</sup> The other instrument is the DECA-P2 reflective checklist.
- <sup>34</sup> Coach facilitators also work with coaches to ensure quality. Some FCPK coaches completed the Making Most of Classroom Interactions professional development offered through Teachstone.
- <sup>35</sup> CLASS is used to coach teachers on individual PD needs. The coach facilitates goal setting with the teacher. The scores are used at the state level to determine PD needs and coaching priorities. It is used as a formal and informal tool to support teacher goal setting. CLASS is also used in the P-3 classrooms to create continuity.
- <sup>36</sup> There is no state policy/guidance from ADECE regarding unacceptable weather conditions for when children in FCPK cannot play outside. However, all FCPK programs are governed by either DHR (licensed childcare), Head Start, or ALSDE which may include weather policies.

## ALASKA - Alaska Pre-Elementary Programs

- <sup>1</sup> Of the 54 school districts, one is a public high school boarding school. The 17 grantees are spread across the state, most being in rural and remote areas.
- <sup>2</sup> DEED contributes to the 20% nonfederal share required of Alaska's 15 Head Start programs serving 3-5 year olds. These are the total students served using the combined federal and state funds.
- <sup>3</sup> 249 students are served in school district pre-elementary programs funded by federal funds only; 7 students are served in a school district pre-elementary program funded by school district and tuition funds only; 157 students are served in school district pre-elementary programs funded by school district funds only; 11 students are served in a school district pre-elementary program funded by tuition funds only; 82 students are served in a school district pre-elementary program funded by "other" (not the abovementioned categories and not otherwise specified).
- <sup>4</sup> DEED is unable to sort data to determine number of children with IEP's who are attending the pre-elementary classroom programs versus self-contained classrooms, integrated classrooms fully funded by SPED funds, and students receiving itinerant services.
- <sup>5</sup> DEED collects data on total number of dually enrolled students and does not discriminate by age.
- <sup>6</sup> Alaska gives additional supplemental funds for Head Start & Early Head Start, but supplemental funds are not required to be used for additional slots. The selected options selected in this question are all possible uses of the funds. The only language around use of these funds is that it is being granted for helping the programs meet their federally required 20% match of funds. The Head Start Collaboration Office of Alaska reports that in 2022-23 there were 51 additional Head Start slots, but the breakdown is not available. There were no additional early Head Start slots created during the 2022-23 school year.
- <sup>7</sup> Head Starts have a number of federally funded enrollment slots. In addition to having those federally funded slots, some programs were able to offer additional state-funded slots because of the non-federal share funding. These additional slots are represented here.
- <sup>8</sup> DEED does not have the data for children enrolled. However, seven districts have class 4 days/week and ten have class 5 days/week.
- <sup>9</sup> Each funded school district determines the hours of operation based on community need. All funded programs have class either 4 or 5 days per week and may operate in the summer, the school year, or a combination of both.
- <sup>10</sup> Eligibility criteria is determined locally.
- <sup>11</sup> DEED does not collect data on those districts requiring tuition other than identifying which districts require tuition at some or all their locations. Two of 17 districts reported charging tuition and 58 students attended programs in those districts.
- <sup>12</sup> All programs follow state Pre-Elementary statute and regulations. Support services include parenting support or training, health services for children, and nutrition information. Pre-Elementary programs providing special education services must follow Individuals with IDEA requirements.
- <sup>13</sup> Pre-Elementary grantees are required to use TS GOLD and may access it online at DEED's expense. The only exception is grantees with programs that run for eight weeks in the summer.
- <sup>14</sup> DEED provides funding to non-profit agencies that provide support and instruction on the understanding and use of Alaska's Early Learning Guidelines.
- <sup>15</sup> Curriculum decisions are made locally. The only requirement is in regulation and states the curriculum must be in alignment with Alaska's Early Learning Guidelines. The State provides guidance in selecting a curriculum by referring the district to this [link](#).
- <sup>16</sup> The [Alaska Developmental Profile \(ADP\)](#) is an observation-based assessment conducted at the beginning of each kindergartener's school year. It is state-developed and based on Alaska's Early Learning Guidelines. Children who did not attend kindergarten are assessed with the ADP at the beginning of first grade.
- <sup>17</sup> There are no state pre-service training requirements other than a "person employed by or on behalf of a school district to teach special education to a preschool child with a disability, who does not hold an endorsement in early childhood special education, must have completed six semester hours in early childhood special education in addition to the requirements in (a) of this section." For more information, see this [link](#). DEED requires all Lead Teachers in the Pre-Elementary Programs to have an initial, professional, or master teacher certificate in any subject/concentration.
- <sup>18</sup> In villages, there is a shortage of certified teachers at all levels. Some programs are run by a paraprofessional under the supervision and planning of a certified teacher remotely.
- <sup>19</sup> The state provided waivers and exemptions to districts across the state but there is no information available specific to pre-elementary programs.
- <sup>20</sup> See this [link](#) for the regulation addressing teacher assistant/paraprofessional requirements.
- <sup>21</sup> Regulation 4 AAC 04.22 states a paraprofessional has the option of earning higher education hours or taking a test. For more information, see this [link](#).
- <sup>22</sup> Health and safety is not explicitly required for recertification.
- <sup>23</sup> Alaska regulations state school district lead teachers who are not performing well in two or more areas of evaluation must have an annual professional development plan to guide improvement. Paraprofessionals (assistant teachers) are required to have an annual evaluation, which must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.
- <sup>24</sup> Coaching and mentoring services are provided to some school district Pre-Elementary programs on a voluntary basis through a non-profit agency funded by DEED. Some individual districts have internal coaching and mentoring systems.
- <sup>25</sup> The state does not require the parity; the unions in the school districts do.
- <sup>26</sup> The \$5,730,000 went to school district-based pre-elementary programs for children ages 3-5. In addition, Head Start received \$6,853,000 in state funds from DEED for children 0-5 years of age (which covers the required non-federal share and added 51 seats to Head Start programs).
- <sup>27</sup> Pre-Elementary grantees are asked to address how they implement structured observations of their classroom quality in their grant applications; however, they are not required to report the data. It is at their discretion which tools/process, the frequency, and classrooms they will use.
- <sup>28</sup> Voluntary classes are provided through the state's QRIS, which is run through a non-profit that is funded by DEED. Districts that wish to access this support can but are not required to.
- <sup>29</sup> If a district voluntarily receives support through the QRIS, they must use data at the local level to inform program improvement. Otherwise, use of the data at the local

level is determined locally.

## ARIZONA - Quality First Scholarships

- <sup>1</sup> [First Things First \(FTF\)](#) was designed to meet the diverse needs of Arizona communities. Decisions about which early childhood strategies will be funded, such as Quality First (QF) Scholarships, are made by 28 [Regional Partnership Councils](#) and approved by the FTF State Board. FTF is funded by Proposition 203 (2006) which funds early childhood services with an 80-cent per pack increase on tobacco products.
- <sup>2</sup> In total, the number of children birth through five who participated in both centers and homes served through QF Scholarships is 9,226 children. A total of 5,726 preschool-aged children attended center-based programs and 228 preschool children were served in homes (104 three-year-olds, 97 four-year-olds, and 27 five-year-olds). In addition to center-based enrollment in 2022-2023, 207 children under the age of three were also included in QF Scholarships in family child care homes (67 infants, 72 one-year-olds, and 68 two-year-olds).
- <sup>3</sup> QF Scholarships are allocated based on the amount of funding available. While the number of slots available for the amount of funding is estimated, the actual number of slots varies due to the age of children that are awarded a QF Scholarship. Infant and toddler reimbursement rates are higher than preschool rates, so, if there are more infants and toddlers served, there are fewer overall scholarships available and if there are more preschool aged children served, there are more scholarships available.
- <sup>4</sup> A question was added to the family application for state fiscal year 2024 (school year 2024-2025) which will enable the State to report enrollment by race/ethnicity for the coming school year.
- <sup>5</sup> Part way through the 2022-2023 school year, QF Scholarships raised the income level to allow families earning up to 300% FPL to receive a Quality First Scholarship. The numbers do not include any children aged 0 - 2.
- <sup>6</sup> The total number is higher by setting as children may have moved from one setting to another mid school year so they are counted more than once.
- <sup>7</sup> The age and setting breakdown for children enrolled in part time (400 hours annually) for preschool aged children was (1,378 center-based; 25 home-based) and infants/toddlers (107 center-based; 2 home-based); and full time (1,120 hours annually) for preschool aged children (2,859 center-based; 139 home-based) and infants/toddlers (1,360 center-based; 93 home-based). Numbers do not add up to total number because some children may have been counted both as full time and part time as their enrollment fluctuated over the state fiscal year.
- <sup>8</sup> The program is based on minimum monthly and annual hours, not daily hours. The state does not dictate the annual operating schedule, but programs must operate a minimum of 400 instructional hours annually (9-, 10-, 11-, or 12-months), 34 hours per month, and 8 days per month to receive reimbursement for a part time QF Scholarship. This assumes a minimum of 2 days per week. To receive reimbursement for a full time QF Scholarship, children must be enrolled for a minimum of 93 hours per month, 1,120 hours annually, and a minimum of 8 days per month.
- <sup>9</sup> Arizona does have provisions in statute for early entry to kindergarten with an age cut-off of five by December 30th on a district-by-district basis.
- <sup>10</sup> Eligibility to participate in QF Scholarships includes age requirements and income requirements. Age requirements only include children birth through five years of age, not eligible for kindergarten. Family income eligibility only include families earning 200% of FPL or below. Part way through the school year, the income eligibility was raised to 300% FPL.
- <sup>11</sup> Eligibility is re-determined each state fiscal year based on the child's age and the family's income. Once deemed eligible, children remain eligible for the entire state fiscal year. Children who are deemed ineligible at the start of a new state fiscal year are dis-enrolled from the program.
- <sup>12</sup> Group size and teacher-child ratio are based on the age of the youngest child in attendance. Ratios and group sizes are assessed by the Department of Health Services, Bureau of Child Care Licensure during the annual compliance visit. Programs participating in QF Scholarships are able to access technical assistance in assessing and implementing ratios and group sizes.
- <sup>13</sup> State childcare licensing regulations require the following: children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and a meal.
- <sup>14</sup> In state fiscal year 2022-2023, the Quality First Rating no longer included an indicator for child screening, required child assessments, or required specific services. There is no requirement for screening or referral for programs who participate in Quality First Scholarships. Programs participating in QF Scholarships are able to access technical assistance to support their program in developing and implementing screening and referrals and comprehensive services in their program.
- <sup>15</sup> Participants make decisions about which preschool assessment tool to use and can access technical assistance to support the implementation of a child assessment tool aligned with the Infant Toddler Developmental Guidelines (ITDG) and Arizona Early Learning Standards (AzELS). Any preschool program under the administrative purview of the Arizona Department of Education (ADE) must use the State Board Approved Ongoing Progress Monitoring tool.
- <sup>16</sup> The ADE provides [online resources](#) to support programs in using the Infant Toddler Developmental Guidelines (ITDG) and Arizona Early Learning Standards (AzELS). Programs participating in QF Scholarships can access technical assistance to support in curriculum selection and implementation in alignment with the ITDG and AzELS.
- <sup>17</sup> With the support of Quality First Coaches, participants are provided TA with curriculum selection and alignment to AZ ELDS and ITDG. Programs decide which curriculum to use, which no longer needs to be aligned with the AZ ELDS.
- <sup>18</sup> Information about the [Kindergarten Entry Assessment](#) and [updated domains](#) are available online.
- <sup>19</sup> A program must achieve a 3-, 4-, or 5-star to participate in QF Scholarships. Programs must meet regulatory requirements, for lead teachers (HSD or equivalent and 6 months experience) and assistants (16 years of age and current and continuous enrollment in HS or a HS equivalency class; HS or HS equivalency diploma; enrollment in vocational rehabilitation, as defined in A.R.S. § 23-501; employment as a teacher-caregiver aide for 12 months; or service as a volunteer in a child care facility for 12 months).
- <sup>20</sup> The number of teachers employed cannot be broken out by setting.
- <sup>21</sup> In addition to the categories above, the total number of lead teachers in the following categories are employed at programs participating in QF Scholarships: Certificate of Completion in ECE - 21 (.8%); AZ Teaching Certificate - 2 (.08%); AZ Teaching Certificate with ECE Endorsement - 50 (1.91%); AMI/AMS Montessori Credential - 2 (.08%); Unknown - 2,395 (91.62%).
- <sup>22</sup> The State learned that participants did have workforce challenges but does not have numerical data to describe the scope of the challenges. In some cases, participants closed classrooms or lowered their maximum group sizes in their program while others may not have had enough staff to enroll children in all the QF Scholarship slots allocated to them. In situations where programs could not use all their allocated QF Scholarships, the slots were reallocated to programs that were able to use them.
- <sup>23</sup> For QF Scholarship participants, their annual incentive funds have always been able to be used to offset the cost of staff salaries or provide bonuses for recruitment and retention. For example, funds may be used to support hiring of additional teaching or support staff, to provide paid time outside the classroom for teachers to focus on curriculum planning or professional development, to recognize staff implementation of high-quality practices, and/or to support staff retention.
- <sup>24</sup> There are supports available to all early care and education practitioners in the state, not just for QF Scholarship participants. FTF offers [college scholarships](#) to achieve a CDA credential, AA degree, and in some regions, a Bachelor's degree. In addition, the Arizona Department of Economic Security, Division of Child Care [supports CDA credentials](#) in coordination with FTF, college certificates of completion in ECE, and has started an [Apprenticeship program](#).
- <sup>25</sup> QF Scholarships requirements for ongoing PD are aligned with the State Licensing standards. All programs participating in QF Scholarships that also have a contract with the Arizona Department of Economic Security to accept child care subsidy must meet the health and safety requirements identified in the CCDBG re-authorization of 2014.
- <sup>26</sup> Monthly coaching is provided to all early care and education programs participating in QF Scholarships. The coaching can be used to support teachers, assistant teachers, and administrators, and includes the review of assessment reports. While the coaching is required, the audience (teacher, assistant teacher, administrator) receiving the coaching is not dictated by the state but identified by the participating program and their needs. These site visits support quality improvement efforts and monitor the progress on the program's quality improvement plan.
- <sup>27</sup> These dollars represent preschool aged children in center and home-based programs. In total: \$59,011,503 (state and ARPA funds) was spent on QF including infants/toddlers (center and home based). In addition, \$2,778,758 was spent on local efforts and to support programs with 2 Stars.
- <sup>28</sup> The total allocation for children birth to five in both center and home-based settings breaks down to \$44,774,297 for direct scholarships and \$1,790,972 for administration of scholarships.

- <sup>29</sup> The federal funds were used to increase the QF Scholarships reimbursement rate to a cost of quality in alignment with a study conducted in 2021. Federal funds were also used to serve an additional 3,141 children (1,535 three- to five-year-olds in center-based care, 1,606 infants and toddlers in center-based care, 66 three- to five-year-olds in FCC homes, and 113 infants and toddlers in FCC homes).
- <sup>30</sup> Programs implementing faith-based instruction have QF Scholarships that families can transfer to any program that they would like, while QF Scholarships at non-faith-based programs are not transferable. All participating programs must be regulated by the state, military, or tribal authority.
- <sup>31</sup> All programs participating in QF Scholarships must also participate in Quality First, Arizona's QIRS. Each program receives a program assessment every 24 to 27 months that includes assessments in one-third of the total number of classrooms randomly selected at the site using the ERS-R (ITERS-3, ECERS-3, FCCERS-3) and the CLASS (Infant, Toddler, Pre-K). At least 1/3 of the total number of classrooms for each age group (infant/toddler, preschool) at a site is assessed using the ERS-3 and CLASS. FCC homes are also assessed using the FCCERS-3 and CLASS (specific CLASS tool used is based on the age of the majority of the children at the time of the assessment). The assessments are used to determine if the program is eligible to participate in QF Scholarships and to support the program in improving or maintaining quality.
- <sup>32</sup> The state contracts with an organization to conduct all the assessments in QF. The state requires that all assessors must meet the reliability as identified by the tool. In addition, ongoing reliability checks are required every 10th assessment an assessor conducts. The ongoing reliability checks must be conducted in tandem with an assessor supervisor or assessor trainer to ensure ongoing reliability in use of the tool. Assessors that fall below the reliability as required by the tool cannot conduct assessments.
- <sup>33</sup> This information is covered in state regulatory standards and under the County's jurisdictions for environmental health by setting ([Child Care Center Licensing Rules](#); [Child Care Group Home Licensing Rules](#)). Some providers have included this in their emergency preparedness processes.

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

- <sup>1</sup> State funding is provided through the Arkansas Department of Education (ADE) - Office of Early Childhood (OEC), which was created in Spring 2023 when the LEARNS Act was signed into law. The State Board of Education must be informed and/or approve grant awards, program standards/regulations, and the impact of these services as they relate to school readiness.
- <sup>2</sup> All 234 school districts have access to the Arkansas state funded preschool program.
- <sup>3</sup> School districts classified as being low performing, appearing on the Needs Improvement Priority School list, or where more than 75% of fourth graders score below proficient on benchmark exams, are required to work with the ADE/OEC-ABC and the local community to establish, promote, and assist in the development of an ABC Pre-K program. Awarded funding goes to either the school district or a community provider in the identified locations.
- <sup>4</sup> The enrollment total does not include children who received only ABC home-visiting services. Children who are dually served in center-based care and home visiting are included in the enrollment total. The five-year-old child was enrolled through a waiver process, which may be due to multiple disabilities, severe development delay, or the child is in foster care and needs additional skills and time to prepare for kindergarten.
- <sup>5</sup> For the 2022-2023 program year, the State awarded 23,527 Arkansas Better Chance Preschool slots to provide center-based and home visiting services for eligible children ages birth up to five years of age.
- <sup>6</sup> All children enrolled in an ABC program receive an annual development screening to identify any individual developmental delays and/or educational deficiencies. Identified children are referred for special education services through either the regional Education Service Cooperative or the local school district. The team consisting of parents, early childhood staff, and special education professionals collaboratively develop plans to design the individualized early intervention service components for eligible students.
- <sup>7</sup> ABC programs utilize the state (OEC-ABC) established annual fee schedule and sliding fee scale (based on the U.S. Federal Poverty Guidelines - U.S. Department of Health and Human Services) to determine eligibility of families with incomes between 200% and 250% FPL. Families who qualify for enrollment under a sliding fee scale pay fees directly to the local program. The amount of parent co-pay as determined by OEC-ABC is deducted from the state reimbursement to the program. If the ABC programs have additional space to serve more children, then programs may enroll families supported with funds other than the State ABC funds or those with incomes about the 250% FPL (private pay).
- <sup>8</sup> All state-funded preschool services for children ages birth-up to five years are mandated to operate a minimum of 7 hours per day and 178 days per year. This is considered the regular school day and not an extended day in Arkansas. The local ABC program operating schedule typically reflects the annual operating schedule of the local school district(s) in the service area.
- <sup>9</sup> Kindergarten-age eligible children may enroll in preschool contingent on the OEC-ABC team reviewing and approving the child waiver request containing the supporting documentation and IEP if applicable. The Kindergarten Child Waiver must be approved by the OEC-ABC team prior to enrolling the kindergarten-age eligible child in an ABC program.
- <sup>10</sup> ABC funding uses other individual child/family characteristics to determine eligibility and can serve children starting at birth. Children eligible to participate in ABC shall have at least one of the following: family with income under 200% FPL; a parent without a HSD or GED; low birth weight (below 5 lbs., 9 oz); parent who was under 18 at the birth; family member with a history of substance abuse; a demonstrable developmental delay; eligible for services under IDEA; income-eligible for Title I programs; limited English proficiency; a parent who has a history of abuse or neglect, or who is a victim of abuse or neglect; is homeless; is in foster care; or has an incarcerated parent. ABCSS funding uses income eligibility and serves children ages 3 and 4 years old or those children who are not eligible for kindergarten. To participate in ABCSS, the family must have an income under 200% FPL and the child must be age eligible. A sliding fee scale applies to families with incomes between 200-250% FPL.
- <sup>11</sup> 284 children enrolled or 1.5% of total enrollment are families on the sliding fee scale determined by the family income between the 200 - 250% of FPL. ABC programs utilize the state (OEC-ABC) established annual fee schedule and sliding fee scale (based on the U.S. Federal Poverty Guidelines - U.S. Department of Health and Human Services) to determine eligibility of families with incomes between 200% and 250% FPL. Families who qualify for enrollment under a sliding fee scale pay fees directly to the local program. The amount of parent co-pay as determined by DSES-ABC is deducted from the state reimbursement to the program. If the ABC programs have additional space to serve additional children then programs may enroll families supported with funds other than state ABC or those with incomes above the 250% FPL (private pay).
- <sup>12</sup> The maximum class size for each age group of ABC children cannot exceed the classroom's licensing capacity at any time.
- <sup>13</sup> The age-appropriate health/well child screenings include the age-appropriate Early Periodic Screening and Diagnosis Treatment (EPSDT) screening, hearing and vision assessments. The complete health/well child screenings should be completed every two years while the child is in the ABC program.
- <sup>14</sup> Children who are identified with developmental delays and/or educational deficiencies must be referred to Early Childhood Special Education within seven calendar days of the date of screening.
- <sup>15</sup> Each ABC program is required to create and implement a local Parent Engagement/Involvement Plan including a minimum of two parent-teacher conferences, an open-door policy, and opportunities for parents to have input in their child's educational decisions. Each ABC program is also required to create and implement a local Transition Plan to Kindergarten.
- <sup>16</sup> In addition, the Arkansas ELDS includes Emergent Literacy based on the Science of Reading, Mathematical Thinking, Science and Technology, Social Studies, and Creativity and Aesthetics. The ELDS are linked to all the approved KEAs.
- <sup>17</sup> ABC programs are required to use the Work Sampling System (WSS) - Pearson Assessments for every preschool age child enrolled. The ABC teaching staff continuously assess children's progress by monitoring their skills, knowledge, behavior, and accomplishments. Teachers evaluate a child's progress in each of the WSS domains three times during the year - Fall, Winter, and Spring. WSS is curriculum neutral and has been aligned with the Arkansas ELDS. Additionally, the state has an approved list of developmental screening instruments that programs use to conduct a routine annual developmental screening on each child to identify developmental delays and/or educational deficiencies.
- <sup>18</sup> The state strongly supports the ELDS and has approved these standards via the Arkansas Early Childhood Commission, which is an advisory group. The state manages and initiates professional service grants with contractors to disseminate training and technical assistance statewide for early childhood providers.
- <sup>19</sup> ABC funding awarded to programs may be used for a comprehensive curriculum and technical assistance to support curriculum implementation. The state supports and makes available to all ABC programs professional development opportunities that offer enhancements to any curriculum. Supplemental curriculum can be determined at the local level to enhance and align with local kindergarten programming. The ADE offers a research based supplemental foundational literacy curriculum to all state pre-k programs serving 4-year-olds.



- <sup>20</sup> Arkansas law (Act 930 of 2017) requires the administration of a developmentally appropriate measurement or assessment at least three times during the school year for kindergarten through grade two (K-2) in literacy and mathematics. To meet this requirement, while providing districts some flexibility each district is able to select the assessment that best meets the needs of their K-2 students. School districts are allowed to choose from a list of state approved assessments for their K-2 students. The approved list of K-2 Assessments are: Curriculum Associates: i-Ready; Istation: ISIP; NWEA: MAP Growth; or Renaissance: Star.
- <sup>21</sup> Lead teachers are required to have a minimum of a bachelor's degree in Early Childhood Education (ECE) or Child Development (CD) or a bachelor's degree with at least 12 college credits (or more) in ECE/CD. The lead teacher employed by public schools must hold a standard Arkansas teacher license in early childhood. For programs with multiple classrooms, one lead teacher is required for every three classrooms and the other two classroom teachers shall hold, at minimum, an AA in Early Childhood Education or Child Development. Teachers who do not hold a bachelor's degree or do not have one of these pre-service specializations are placed on a two-year Staff Qualification Plan (SQP).
- <sup>22</sup> ABC Programs experienced challenges of hiring and retaining quality teaching staff to provide early childhood learning services. During the 2022-23 program year, there were 345 teaching staff on Staff Qualification Plans to obtain required early childhood (EC) credentials. This is a result of EC staff having limited access to EC degree programs that led to licensure. In Arkansas, the P-4 teaching license is no longer available and the K-6 license requires a minimum of 12 hours in EC to qualify for a teaching position.
- <sup>23</sup> Due to a shortage of qualified lead preschool teachers, many ABC programs with multiple classrooms implemented the staffing pattern for every three classrooms - one qualifying lead teacher with BA and teaching license and two classroom teachers with a minimum of AA in Early Childhood Education or Child Development.
- <sup>24</sup> ABC Programs experienced challenges of hiring and retaining quality teaching staff to provide early childhood learning services. During the 2022-23 program year, there were 345 teaching staff on Staff Qualification Plans to obtain required early childhood (EC) credentials.
- <sup>25</sup> To serve as a paraprofessional/assistant teacher in the ABC program, teachers are required to either complete the CDA credential or have an associate degree in early childhood education (ECE) or child development (CD). If an assistant teacher has an AA in another subject, they must complete a minimum of 12 credit hours in ECE/CD. The Birth to Pre-K Credential and Technical Certificate in ECE/CD are also options for the state-funded preschool program. The Technical Certificate requires 24 coursework hours in ECE and/or CD. If a school district program is classified as a school wide Title 1 school or a targeted assistance program receiving Title 1 funds, ABC Paraprofessionals must meet highly qualified status by August 2023.
- <sup>26</sup> The state contracts with state agencies to provide professional development and technical assistance opportunities for preschool staff. ABC teachers are required to receive early childhood training in the areas of Arkansas Child Development and Early Learning Standards: Birth through 60 Months including child growth and development, social emotional development, serving children with special needs, trauma informed care, early literacy and mathematical thinking, child assessment and ERS.
- <sup>27</sup> The teachers and paraprofessionals in public and non-public school settings are required to have a written, individualized annual professional growth goal (PGG) and develop a professional development plan to support their PGG.
- <sup>28</sup> Classroom-embedded support is required for novice teachers by state policy and is reinforced by administration at the local level. Technical assistance and coaching are available for the ERS and for implementing the on-going state assessment system using anecdotal recording and observation. Early childhood professional development opportunities and coaching are offered for all areas of the ELDS to support teachers and/or paraprofessionals in achieving continuous quality improvement and meet the required hours and courses to maintain program standards.
- <sup>29</sup> A personalized coaching plan is based on individual needs of the staff, with novice staff being more frequent.
- <sup>30</sup> Salary parity is highly recommended and was initially expected. Because the program has been flat funded with minimal increases, the preschool salary schedule may vary across the state. Many programs pay the preschool teachers on a comparable pay scale as other K-2 teachers and assistant teachers depending on their educational level and credentials.
- <sup>31</sup> Other Federal funding sources are paid to pre-k programs based on the achieved tiered level of program quality (Better Beginnings Quality Incentive Payments).
- <sup>32</sup> 40% (cash or in-kind).
- <sup>33</sup> Several of the Education Service Cooperatives ABC grantees write and manage the grant for state funds on behalf of the local school districts. The Education Cooperative establishes the services, management, and oversight of the operations for the preschool program on behalf of the local school district. One of the higher education institution ABC grantees writes and manages the grant on behalf of the local school districts, local community programs, and family care homes. The higher education institute establishes the services, management, and oversight of the operations for the preschool programs.
- <sup>34</sup> Typically, the facilities with ABC classrooms are observed on a two-year cycle. The professional development opportunities, technical assistance, coaching, observations, and assessments for the ECERS-3 are conducted by a state agency contracted by the state. The contracted agency employs, trains, ensures reliable and validated personnel are in place to provide the services.
- <sup>35</sup> The state utilizes the ECERS-3 for all ABC preschool classrooms observations and assessments. Preschool teachers and paraprofessionals participate in professional development opportunities, receive technical assistance, and classroom coaching for the ECERS-3. To foster the Continuous Quality Improvement model, ABC programs will be designated as an Assessment or Growth year. This ABC cycle is typically an assessment year followed by one growth year. The expectation is that programs will submit for coaching and TA during their growth year. This is the time when administrators work with ERS coach to use their CQI data to create growth plans that identify professional development for staff, policy and procedure changes, improvements to the classroom environment, etc.
- <sup>36</sup> ERS/ECERS-3 observations and classroom assessments are conducted by a state funded contractor who employs, trains, ensures reliable and validated personnel.
- <sup>37</sup> The ABC Office monitors the programs in collaboration with the OEC Licensing Unit and Better Beginnings Quality Rating System. The OEC Specialists focus on the teacher-child ratios and other programmatic areas promoting quality that are pertinent to the ABC program then communicates the information to the specific ABC Specialist. The ABC Specialists conduct on-site and/or desk monitoring, provides technical assistance and support to the programs. Classrooms are observed and teaching staff are provided technical assistance as requested and/or when areas of noncompliance and program improvement are identified.
- <sup>38</sup> When heat index is 90+ degrees then outdoor play is scheduled during early morning hours. Additionally, Arkansas Minimum Licensing requires all licensed early childhood programs to provide an outdoor shady area allowing children to play out of direct sunlight.
- <sup>39</sup> Arkansas Minimum Licensing requires preschool programs to provide children with materials and equipment that is easily accessible and will support learning including Gross Motor activities, a total of at least one (1) hour of outdoor play per day in suitable weather, and if weather is not suitable then must provide scheduled indoor play each day for moderate to vigorous physical activity.

## CALIFORNIA – California State Preschool Program (CSPP)

- <sup>1</sup> Agencies in Mariposa and Sierra counties do not have CSPP contracts.
- <sup>2</sup> The total enrollment includes 32 six-year olds. Overall, total CSPP enrollment increased in the year 2022-23 compared to the previous year, 2021-22. The increase in numbers of younger children is likely due to the expansion of Transitional Kindergarten (TK) as a free program to a larger number of four-year old children, and a change made in the 2022-23 fiscal year to increase the funding for three-year old children in CSPP to 1.8 times the funding provided for four-year-old children. As TK becomes available to more four-year-old children, more licensed spaces and capacity become available to serve younger children.
- <sup>3</sup> Please note that the methodology to calculate the total funded capacity changed between FY 2021-2022 and FY 2022-23, resulting in the total funded capacity estimate for FY 2022-23 being 17,340 slots lower than the estimate for FY 2021-22. Specifically, the FY 2021-22 estimate made an assumption of the distribution of part-day full day slots only and did not take into account the extra costs of serving dual language learners, children with exceptional needs/disabilities, and children at risk of abuse or neglect and the FY 2022-2023 estimate does take into account the extra costs of serving these children. Additionally, in 2021-22, funding for three-year old children was the same as four-year old children, while in the 2022-23 budget, funding for three-year old children was increased to 1.8 times the rate for four-year old children. As a result of the change in methodology and the advent of the differentiated rates for three-year old children, the numbers have changed.
- <sup>4</sup> The 2022-23 school year was the first year CSPP contractors were required to reserve 5 percent of funded enrollment to serve children with disabilities. By 2026-27, this percentage requirement will increase to 10 percent, and penalties for not filling these spaces with children will begin to be phased in. This may explain the increase in the number of children with disabilities served. For more information, refer to [Management Bulletin 23-02: Management Bulletin 23-02 - Child Development \(CA Dept of Education\)](#).
- <sup>5</sup> The CDE is continuing its process to develop a new data system to enable the collection and reporting of dual enrollment data for CSPP and Head Start Programs.

- <sup>6</sup> The total numbers of children include two-year-old children, five-year-old children, and six-year-old children.
- <sup>7</sup> The CSPP eligibility threshold was increased in 2022-23 to 100 percent of SMI compared to the 85 percent of SMI threshold that CSPP had for the 2021-22 fiscal year. There were various circumstances when children are eligible to enroll in CSPP even though the children's family income is above 100 percent of SMI. Children were eligible for CSPP if their family's income was up to 15 percent above the 100 percent of the SMI threshold. Irrespective of a family's income, children are eligible for CSPP if the children received child protective services or are at risk of abuse, neglect, or exploitation or if they live within the attendance boundary of a qualified Free or Reduced-Price Meals (FRPM) school. A qualified FRPM school is a public elementary school where at least 80 percent of enrolled pupils are eligible for free or reduced-price meals. Additionally, effective 2022-23, children with disabilities, as documented by an IEP or IFSP, have categorical eligibility for CSPP. Some children were excluded from this enrollment count because families who indicated that their Reason for Receiving Services was Child Protective Services or At-Risk are allowed to leave the Family Monthly Income field blank.
- <sup>8</sup> Enrollment data for 2022-23 is by location of the agency with administrative/fiscal responsibility. During the summer of 2023, five agencies held CSPP Family Childcare Home Education Networks (FCCHEEN) contracts and family childcare home providers served 151 children in CSPP.
- <sup>9</sup> Some of the children receiving extended day programs are participating in school day programs. CDE funds CSPP part-day and full-day services. Part-day programs are funded to operate between three and less than four hours per day, and at least 175 to 185 days per year, unless the contract specifies a lower number of minimum of days of operation. Full-day CSPP programs are funded to operate for the number of hours needed to meet the needs of the community for a minimum of 246 days per year unless the contract specifies a lower number of minimum days of operation. However, if the total number of hours per week a child was certified to attend totaled less than 30 hours per week, the contractor's reimbursement would be based on a half-time reimbursement. If the total number of hours exceeded 30 hours or more per week, the contractor would receive a full-time reimbursement. Lastly at any time a child's full-time enrollment exceeded 10.5 hours on a single day, then the contractor would receive a full-time plus reimbursement rate for that day. Assuming three hours per day for 175 days per year, 525 hours is the minimum number of hours per that CSPP was funded to operate during 2022-23.
- <sup>10</sup> The minimum age for CSPP eligibility is 3 by June 30 of the fiscal year they would be enrolled. CSPP-eligible three-year-old children are defined as those who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP. Children who turn three years old in the FY between December 2, inclusive and June 30, inclusive may be enrolled in CSPP on or after their third birthday per CA EC Section 8205(aa). CSPP-eligible four-year-old children are those who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP and whose parent or guardian has opted to retain or enroll them in a CSPP per CA EC Section 8205(ab). Priority for CSPP is given to 4-year-olds who are not enrolled in TK. During 2022-23, enrollment in both part-day and full-day CSPP was allowed for TK and kindergarten children for extended learning and care around their TK and kindergarten day.
- <sup>11</sup> As of July 1, 2022, enrollment in part-day CSPP was allowed for TK- and kindergarten-age eligible children for extended learning and care around their TK and kindergarten day. Pursuant to 5 CCR 17749(c), kindergarten-age eligible children may receive full-day CSPP services during the summer immediately prior to their enrollment in kindergarten. These children must have received full-day services as a CSPP eligible four-year-old on or before June 30 of that year and may only receive services until the child's first day of kindergarten, or September 30, whichever comes first, at which point they must be disenrolled.
- <sup>12</sup> Part-Day CSPP Eligibility and Enrollment: Families must meet at least one of the following eligibility criteria to be enrolled in part-day CSPP: 1) income eligible; 2) receiving cash aid; 3) homeless; 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation; 5) have a child with a disability; or 6) have a member of its household who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE, such as CalWORKS. A family is income eligible when income is at or below 100% of State Median Income (SMI) at initial enrollment or recertification. From July 1, 2022 until June 30, 2023, at least 5% of a full-day CSPP contracting agency's funded enrollment shall be reserved for children with exceptional needs as defined in EC Section 8205. This percentage will grow to 10% by 2026. After all otherwise eligible families have been enrolled, a part-day CSPP may enroll: 1) Children with disabilities not within the 5% enrollment set aside whose income is above 115% of the SMI; 2) Children from families whose income is between 100% and 115% of the SMI. Children from families enrolled under this exception may not exceed 10% of the participating CSPP's total contract enrollment; 3) After all children have been enrolled pursuant to the above categories, part-day CSPP sites operating within the attendance boundaries of a qualified FRPM school, may enroll CSPP three- and four-year-old children whose families reside within the attendance boundary of a qualified FRPM school without establishing eligibility. In addition, children that are enrolled in an education program as a TK or kindergarten student can be enrolled in part-day CSPP for less than four hours during the hours they are not receiving TK or kindergarten, if their families meet the eligibility requirements for part-day CSPP. To be eligible for full-day CSPP, families must meet both eligibility and need for services criteria. For full-day CSPP, families must also establish at least one of the following needs for care: employment/seeking employment, education or vocational training, homelessness, or parental incapacity. Families can also be served without establishing a need for care, though families demonstrating a need for care get priority for enrollment.
- <sup>13</sup> Families with incomes above 39% percent of State Median Income would typically pay family fees according to a sliding scale that is based upon a Schedule of Income Ceilings. The following families are exempt from paying a family fee: Families receiving part-day CSPP services; Families receiving CalWORKS cash aid; Families with an income level that, in relation to family size, is less than the first entry in the family fee schedule; A child that receives child protective services, or is at-risk thereof may be exempt for up to 12 months if it is required by the services plan. Family fees were waived for all families during fiscal years 2021-22 and 2022-23. During those years, programs were required to determine what fees the families would have otherwise paid, but families were not charged a fee. For more information on family fees, visit Management Bulletin 22-07: [Management Bulletin 22-07 - Child Development \(CA Dept of Education\)](#). The assessment of the monthly family fee is based on the following factors: Hours of certified need as documented on the application for services, the family's adjusted monthly income, and family size.
- <sup>14</sup> Beginning on July 1, 2022, contractors operating part-day CSPP must certify a family eligible for the remainder of the current program year and the following program year when enrolling children, provided the child continues to meet age eligibility requirements. Contractors can begin enrolling families 120 days prior to the beginning of a new program year, and in those cases the child will be enrolled for two full program years. If the child is age-eligible for CSPP for any additional program years beyond the initial enrollment for the current program year and following program year, the contractor will complete an initial certification for the family at that time before the new program year. Contractors operating full-day CSPP must initially certify or recertify all families for 24-months beginning July 1, 2022. If a child is no longer age-eligible for CSPP during the 24-month period, the contractor will notify the family of the date the child will be disenrolled from the CSPP. In the event that the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, as long as applicable age-eligibility requirements are met. When a CSPP contractor deems a child to be ineligible during the school year, a CSPP contractor recommends alternative early learning and care programs for children of families to attend prior to disenrolling the children from CSPP. If a CSPP contractor deems a family is no longer eligible based upon their income, a CSPP contractor may continue to enroll the family's child in CSPP based upon CSPP neighborhood school/ FRPM eligibility if the family is eligible. If CSPP neighborhood school/FRPM eligibility is not an option, a CSPP contractor may suggest the family consider private pay options.
- <sup>15</sup> Although there is no limit to class size, programs typically enroll 24 children in a classroom. If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. In CSPP classrooms, the staffing ratios for children 3-to 6-years-old is 1:8 adult-child ratio, 1:24 teacher-child ratio (pursuant to CA EC Section 8241). If groups of children of varying ages are commingled, the teacher and adult ratios shall be proportionate and appropriate to the ages and groups of children. When CSPP-enrolled children are commingled with TK-enrolled children in a blended TK classroom, the required ratio is 1:8 adult-child ratio (pursuant to CA EC Section 48000(h)).
- <sup>16</sup> Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program (NSLP). For the part-day program, one meal or snack is required. For the full-day program, one meal and two snacks or two meals and one snack are required, depending on the hours of operation. California's universal meals program applies to transitional kindergarten, not CSPP with one exception. If the CSPP is co-located at an LEA school site participating in the School Nutrition Programs, then the preschool children are also eligible to receive a breakfast and lunch through the universal meals program.
- <sup>17</sup> Full physical exam includes vision and hearing screenings; other health screenings are determined locally. If screenings are not provided by parents, local programs must address them.
- <sup>18</sup> CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain. The Preschool Learning Foundations and Preschool Curriculum Framework include companion videos for preschool foundations for children ages three through five. Online modules describe the content of the Preschool Learning Foundations and Preschool Curriculum Framework. The CDE has statewide training systems to provide professional development for early learning and care professional about the content of the foundations and framework. In addition, work has begun to revise the Preschool Learning Foundations. Final revisions to the revised foundations will be released to the field in the spring 2024. The extension of the Preschool Learning Foundations to Kindergarten-Grade 3 will be released in 2024.
- <sup>19</sup> Other standards include: Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five. The CDE has published The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth

- to Five, Second Edition. This publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of other important resources, including areas of the California Infant/Toddler Learning & Development Foundations, recently updated California Content Standards, and the Head Start Early Learning Outcomes Framework, Ages Birth to Five. Additional information is found [here](#).
- <sup>20</sup> The DRDP is aligned to the California Preschool Learning Foundations.
- <sup>21</sup> Statewide training systems administered by the Department of Social Services are available that teach the content from the early learning foundations and frameworks (0-5), and these systems include Family Child Care at its Best and CPIN. The CPIN provides guidance for implementing subject-specific curricula in social-emotional development, language and literacy, English language learners, mathematics, visual and performing arts, physical development, health, history, social science, and science. This is done through regional CoP and series of professional learning experiences. The CPIN promotes promising practices in early learning, family engagement, and equity, and emphasizes a whole child approach. CPIN instructors provide research-based teaching and learning strategies that are age and developmentally appropriate and highlight inclusive practices and support for all children. The trainings are based on the California Preschool Learning Foundations, which describe the competencies, knowledge and skills that most children can be expected to exhibit in a high-quality program before entering kindergarten. To support understanding of the foundations, each volume of the foundations has companion volumes called the curriculum frameworks that offer teaching strategies, ways to engage families, supports to children with disabilities, and best-practice approaches for early learning and care programs. Companion videos for each of the domains found in the foundations are available through a free video-streaming website. Additionally, other supports for the ELDS include free online overview modules covering all ELDS and framework content, and the modules are provided through the [CECO website](#).
- <sup>22</sup> Other supports for the ELDS include an online overview module: CPIN Family Child Care at its Best. Organized into 11 regions of the state, CPIN instructors provide research-based teaching and learning strategies that are age and developmentally appropriate and highlight inclusive practices and support for all children. Instruction incorporates adult learning theories and is intentional, rejective, and interactive with hands-on learning and time for planning. Although there is not a requirement for CSPPs to align their curricula with the California Preschool Learning Foundations, the CDE encourages CSPPs to align their curricula with the California Preschool Learning Foundations. The CDE has developed the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks to be used as a resource by programs. The DRDP, which all CSPP programs are required to use to inform their curriculum, is aligned with the foundations and the frameworks. As a result, while curricula used in CSPP is not required to align with the California Preschool Learning Foundations, CDE does require use of DRDP, which includes strong components that align with the Preschool Learning Foundations.
- <sup>23</sup> Pursuant to Title 5 California Code of Regulations (CCR) Section 17702, CSPPs are required to use the DRDP that the CDE developed. The DR system used by the CDE is designed to improve the quality of programs and services provided to all children, who are enrolled in state subsidized early care and education programs and before-and after-school programs.
- <sup>24</sup> CSPP contractors complete the initial DRDP 60 days from the date of a child's enrollment. A second rating period must occur six months following the initial rating.
- <sup>25</sup> Contractors are required to complete the DRDP. Contractors have the flexibility to determine which of their staff complete the DRDP, but it is usually completed by the child's teacher.
- <sup>26</sup> It is up to the LEA to decide whether to use a kindergarten readiness assessment, and many do. However, kindergarteners who were identified as speaking a home language other than English (via family survey), must take the English Language Proficiency Assessments of California.
- <sup>27</sup> The California Child Development Associate Teacher Permit is the minimum education/degree requirement for Lead CSPP Teachers employed by Public Schools and Nonpublic Schools and exceeds the requirements of the CDA. The permit requires 12 units in early childhood education (ECE) or child development (CD) and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or CD, and 175 days of work experience, or a Master Teacher permit. Those with the Associate Teacher Permit must obtain a full Teacher Permit within 10 years, which has higher requirements. A teacher may also have the full Child Development Teacher Permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or CD, and 175 days of work experience, or a Master Teacher permit.
- <sup>28</sup> Anecdotally, CSPP contractors reported difficulties finding qualified teachers and substitutes. This difficulty was due to low teacher wages and other economic factors as well as a continued workforce crisis across multiple sectors in California. Some CSPP teachers were hired by school districts and charter schools to provide universal access to TK by 2025-26. This resulted in CSPP teachers moving to higher-paying jobs in TK programs. The CDE also heard that the low pay for CSPP teachers was a barrier to hiring and retaining qualified teachers.
- <sup>29</sup> The Early Education Teacher Development grant, which the state provided \$100 million for in the 2021-22 budget, has funding and goals for increasing the number of CSPP, TK, and kindergarten teachers and for retaining CSPP, TK, and kindergarten teachers. This could still be used in 2022-2023. In accordance with EC Section 8281.5, California provided \$500 million for Universal Prekindergarten Planning and Implementation Program to school districts and charter schools for expanding access to classroom-based prekindergarten programs at local educational agencies, and an allowable use was spending their funds on hiring and recruitment costs and staff training and professional development. Pursuant to EC Section 8320, California provided \$18.3 million in 2022-23 (and another \$18.3 million in 2023-24) for Universal Prekindergarten local mixed delivery planning and implementation related to UPK. These funds were allocated to local childcare and development planning councils and resource and referral agencies to expand universal access for three- and four-year-old children across the state through a mixed-delivery system. An allowable use of the grant funds was to assist existing and aspiring universal preschool site supervisors, teachers, and other support staff in identifying and accessing local workforce pathway programs, including financial support programs, to increase the number of site supervisors, teachers, and other support staff who have required credentials and degrees.
- <sup>30</sup> Assistant teachers in CSPP are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD. The permit is issued for five years and is renewable for successive five-year periods upon completion of 105 hours of professional growth.
- <sup>31</sup> Lead and assistant teachers are required to complete 105 hours of professional growth every five years. Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Lead teachers are required to complete 15 additional units toward a Teacher Permit, and they must meet the Teacher requirements within 10 years.
- <sup>32</sup> Individualized professional development plans are determined locally. CSPP programs are required to have a professional development program that includes identification of training needs of staff or service providers that improves the quality, diversity, stability, and retention of caregivers, teachers, and directors, along with staff development opportunities pursuant to Title 5 California Code of Regulations Section 17704.
- <sup>33</sup> California allocates funds each year through the CSPP QRIS block grant, a part of the State's Quality Counts California initiative, that may be used for embedded supports such as coaching or mentoring. The California State Preschool Program Quality Rating and Improvement System (CSPP QRIS) Block Grant is an annual apportionment of \$50 million that supports California State Preschool programs in maintaining and increasing classroom quality. The grant requires that participating classrooms are offered coaching services and incentives, but the frequency and type of coaching varies between programs. Additionally, Assembly Bill 1808 (Chapter 32, Statutes of 2018), established the Inclusive Early Education Expansion Program (IEEEP). AB 1808 appropriated General Funds to the State Superintendent of Public Instruction for allocation to local educational agencies (LEAs) for the purposes of increasing access to inclusive early learning and programs for children with disabilities, including children with severe disabilities. The IEEEP funds were awarded to 65 LEAs through a competitive application process with a variety of purposes, of which included professional development funding to ensure early learning and care staff are prepared to serve children with a broad range of disabilities. Professional development included the ability to provide practice-based coaching and job embedded learning with such models as Embedded Instruction Early Learning California and Pyramid model (i.e., California Teaching Pyramid and the National Center for Pyramid Model Innovations) and other coaching models to support staff in providing individualized and necessary supports to enable children with disabilities to meet high expectations within early learning and care settings.
- <sup>34</sup> Local contractors determine the salary and fringe benefits for public and nonpublic school employees.
- <sup>35</sup> The final fiscal year 2023 spending data is preliminary.
- <sup>36</sup> There was \$50,123,577 spent in USDA CACFP funds to support CSPP. If the CSPP is co-located at an LEA school site participating in the School Nutrition Programs, then the CSPP-eligible children are also eligible to receive a breakfast and a lunch through the universal meals program. There is no mechanism to capture how much universal meals funding supported children in a CSPP co-located at an LEA school site. American Rescue Plan Act of 2021 (ARPA) consisted of \$96,770,806 to support increases to the per child reimbursement rates and \$113,622,639 to support temporary rate increases.
- <sup>37</sup> Local Housing and Urban Development funds. However not all CSPPs are required to provide a local match; only two CSPPs are required to provide local matching funds as part of a historic maintenance of effort requirement.
- <sup>38</sup> While family child care homes do not receive funds directly through the CSPP, an organization may apply to operate a family child care home education network through the CSPP.

- <sup>39</sup> All classrooms or family child care homes are observed at least annually as part of the contract monitoring review or self-evaluation process. Classrooms are observed using the ERS annually by the CSPP contractor as part of the Program Self Evaluation. Consultants observe a classroom per contract type during an agency's contract monitoring review. Additionally, with a total of 3,444 CSPP sites as of June 30, 2022, 80 percent participated in Quality Counts California, California's QRIS. Of the participating CSPP sites with complete ratings, 99 percent received a CLASS Observation Score of 3 or higher in the Effective Teacher Child Interactions: CLASS Assessment element during the Fiscal Year 2021-22. Classrooms that scored below "good", or a 5, on any subscale of the ERS during the most recent contract monitoring review receive an observation.
- <sup>40</sup> The ECERS-R is 15 years old and is no longer supported by its developers, the Environment Rating Scale Institute (ERSI), and, consequently, is no longer supported in California. As a result, training on the ECERS-R is not available, nor is certification for raters. Because support for the ECERS-R is no longer available, it is not possible for any previously trained observers to be recertified as reliable in the use of the instrument. Because of these challenges, the 2023-24 budget appropriated funding (approximately \$1 million) to implement the Classroom Assessment Scoring System (CLASS) tool in California. Contractors will begin implementing the CLASS in 2023-24, with requirements for a certain percentage of classrooms to be reviewed, starting in 2024-25. Because this proposal to implement CLASS was introduced in the 2023-23 program year, the CDE did not spend resources to support the reliability of ECERS-R data. In contrast to the ECERS-R, the CLASS instrument is an empirically validated system that has been shown to produce gains in children's math, literacy, social, emotional, and cognitive abilities. Beginning in 2024-25, CSPPs will be required to use CLASS, and the ECERS-R requirement will be removed.
- <sup>41</sup> Per existing law and Management Bulletin (MB) 23-04 at Management Bulletin 23-04 - Child Development (CA Dept of Education), each CSPP contractor is required to develop and implement an annual plan for its program self-evaluation process. The Environment Rating Scale (ERS) tools are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). CSPP contractors are required to use the appropriate ERS tool when completing the annual program self-evaluation at the local level to determine areas in need of improvement, and to develop an action plan for continuous program quality improvements. Additionally, the ERS tools are used during the reviews conducted by CDE/EED program staff to determine the CSPP contractors' compliance with the terms of the CSPP contract, and to provide technical assistance to the CSPP contractor regarding continuous program quality improvements.
- <sup>42</sup> CSPP contractors are required to obtain an average score of good on every scale of the ECERS-R. To achieve a score of 5, or good, on item 35 in the ECERS-R, programs are required to have free play that occurs for a substantial portion of the day, both indoors and outdoors. However, note that their requirement for an average score of good (i.e., 5) is across the subscale, and it would be possible for a program to not meet a score of 5 for item 35, achieve a score of 7 in the other items in the subscale, and still meet program requirements. The number of minutes/hours is determined in the Environment Rating Scales. The program must include outdoor gross motor play for a substantial portion of the day, which is dependent upon the number of hours of operation.
- <sup>43</sup> The Environment Rating Scale states weather permitting for outdoor play, but weather permitting is not defined beyond that.
- <sup>44</sup> The Environment Rating Scale requires the outdoor space for gross motor play have a variety of surfaces.
- <sup>45</sup> The CDE does not collect data on nature-based and/or outdoor preschools operating in the CSPP.

## CALIFORNIA – California Transitional Kindergarten (TK)

- <sup>1</sup> Pursuant to CA EC Section 48000(c)(1)(D), every school district is required to offer Transitional Kindergarten (TK) to all age-eligible students in the district. However, not every school site is required to offer TK.
- <sup>2</sup> Enrollment information for 2022-2023 was estimated by the California Department of Education.
- <sup>3</sup> TK is a universal program as part of California's TK-Grade 12 public school system and all TK eligible children are guaranteed access. In the 2022-23 year, children with fifth birthdays between September 2 and February 2 were guaranteed access through TK, though in many cases districts also chose to serve younger children (at their own expense, as state funds were not available before the child turns 5).
- <sup>4</sup> Because of the nature of the statute around Transitional Kindergarten, 100 percent of Transitional Kindergarten enrollment is at Public Schools.
- <sup>5</sup> Pursuant to CA EC Section 46117, the minimum school day for pupils in TK and kindergarten is 180 minutes inclusive of recesses, and no units of average daily attendance shall be credited for attendance in TK and kindergarten classes if the minimum school day of such classes is less than 180 minutes. Effective June 27, 2017, an LEA may maintain TK or kindergarten classes for different lengths of time during the school day, either at the same or a different school site, but the minimum instructional minute and day requirements must be met. In addition, the Expanded Learning Opportunities Program (ELOP) wraps with TK to provide a minimum of nine hours combined instructional time and expanded learning time on each school day. The ELOP is also required to be offered for at least 30 intersession days outside the school year. All school districts and county offices of education, with the exception of a few school districts, operate five days per week. Charter schools may operate five to seven days per week.
- <sup>6</sup> TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (pursuant to CA EC Section 48000(d)). Children who turn five between September 2 and February 2 are eligible to participate and must be served if they are interested. Early Admittance TK (ETK) is an exception to regular TK. Pursuant to CA EC Section 48000(c)(2), a public school or charter school may, at any time during a school year, admit a child into a TK program if the child will have their fifth birthday after February 2, but before the end of the school year (June 30). Admittance of a child into ETK must have the approval of the parent or guardian subject to two conditions: 1) The school district or charter school determines that the admittance is in the best interests of the child; 2) The parent must be given information regarding the advantages and disadvantages and any other explanatory information. Children admitted to an ETK program shall not generate average daily attendance, or be included in the enrollment or unduplicated pupil count until the pupil has attained his or her fifth birthday, regardless of when the pupil was admitted during the school year. In addition, CA EC Section 48000(b) provides that the school districts maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school under certain conditions. Implementation of universal TK will occur by 2025-26. The rollout of universal TK is as follows: In the 2023-24 school year, a child who turns five years old between September 2 and April 2 is eligible for TK. In the 2024-25 school year, a child who turns five years old between September 2 and June 2 is eligible for TK. Starting with the 2025-26 school year, a child who turns four years old by September 1 is eligible for TK.
- <sup>7</sup> Preschool refers to TK here. TK is part of the K-12 public school system and is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK average daily attendance (ADA) may only be claimed for the first year of TK and a combination of TK and K ADA can only be claimed for two years pursuant to EC Section 46300(g)(2).
- <sup>8</sup> TK classrooms must maintain an average of at least one adult for every 12 students. There are fiscal penalties on school districts and charter schools that fail to maintain an average adult to student ratio of 1:12 starting in 2022-23 or maintain an average TK class size of no more than 24 students for each school site. The class size limits do not include the following: County offices of education; Special Day Classes; and a student enrolled in traditional or course based independent study for the full regular school day. A school district or charter school that commingles children from CSPP and TK in the same classroom shall meet all of the requirements of the respective programs in which the children are enrolled, and the school district or charter school shall adhere to all of the following requirements, irrespective of the program in which the child is enrolled. Pursuant to CA EC Section 8241: the classroom shall have a 1:8 adult-child ratio and the maximum teacher to child ratio is 1 to 24.
- <sup>9</sup> Under the California Universal Meals Program, all public LEAs, specifically Public School Districts, County Offices of Education and Charter Schools, are required to offer all students, including students enrolled in TK, a nutritionally adequate breakfast and a nutritionally adequate lunch on all school days.
- <sup>10</sup> Per CA EC Section 49452, school districts are required to provide for the testing of the sight and hearing of each pupil enrolled in the schools of the district. Students' vision shall be appraised by the school nurse or other authorized person during the kindergarten year or upon first enrollment at an elementary school. Per CA EC Section 48216, the county office of education or the governing board of the school district of attendance shall exclude any pupil who has not been immunized properly pursuant to Chapter 1 (commencing with Section 120325) of Part 2 of Division 105 of the CA Health and Safety Code. Students enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, no later than May 31 of the school year, shall present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months before the date of the initial enrollment of the pupil.
- <sup>11</sup> The California Community Schools Partnership Program supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments: Integrated support services; Family and community engagement; Collaborative leadership and practices for educators and administrators; and Extended learning time and opportunities. In May 2022, the State Board of Education approved \$649 million dollars for the first round of California Community Schools Partnership Program (CCSPP) grants in a seven-year, \$3 billion program, that is part of California's overall strategy to improve learning

- through a whole child approach. In this first round, a total of 268 school districts, county offices of education, and charter schools received grants.
- <sup>12</sup> CDE's Preschool Learning Foundations and Preschool Curriculum Framework feature an English Language Learner foundations domain. The Preschool Learning Foundations and Preschool Curriculum Framework include companion videos for preschool foundations for children ages three through five. Online modules describe the content of the Preschool Learning Foundations and Preschool Curriculum Framework. The CDE has statewide training systems to provide professional development for early learning and care professional about the content of the foundations and framework. In addition, work has begun to revise the Preschool Learning Foundations. Final revisions to the revised foundations will be released to the field in the spring 2024. The extension of the Preschool Learning Foundations to Kindergarten-Grade 3 will be released in 2024.
- <sup>13</sup> The ELDS are aligned with the Common Core Standards, California Preschool Learning Foundations, California Content Standards, and Head Start Early Learning Outcomes Framework, Ages Birth to Five. The CDE has published The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five, Second Edition. This publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of other important resources, including areas of the California Infant/Toddler Learning & Development Foundations, recently updated California Content Standards, and the Head Start Early Learning Outcomes Framework, Ages Birth to Five. Additional information is found [here](#).
- <sup>14</sup> The state requires a child assessment in TK for children with disabilities only, and when TK children are in the same classroom with CSPP students. The DRDP Preschool tool is encouraged for use in TK, but it is not required. For TK students in the same classroom as CSPP students, child assessments are required to be aligned with the ELDS. In this case, TK child assessments follow the same requirements as CSPP.
- <sup>15</sup> The CDE provides many statewide, in-person trainings, certifications, online modules, and engaging professional web sites for early childhood professionals. CDE professional resources are aligned to CA ELDS.
- <sup>16</sup> Pursuant to CA EC Section 48000(f), it is the Legislature's intent that TK curriculum be aligned to the California Preschool Learning Foundations developed by the department. California provides the following resources: [TK Implementation Guide](#) and Focus Area D: Curriculum, Instruction, and Assessment in the Universal Prekindergarten Planning and Implementation Grant Program [LEA Planning Template](#). The CDE developed a series of videos demonstrating integrated English Language Development (ELD) instruction and its related designated ELD instruction during ELA, mathematics, and science. The Integrated and Designated ELD Video Series demonstrates the relationship between the California English Language Development Standards (CA ELD Standards) and the state content standards. When used in tandem, English learner students build English proficiency, refine academic use of English, and access subject area content in TK/kindergarten through grade twelve. There is a UPK curriculum [checklist](#) (guidance document, not requirement) that describes elements to consider when choosing a curriculum. It does not reference explicit curricula by name.
- <sup>17</sup> The CDE requires the completion of the Desired Results Developmental Profile (DRDP (2015) Preschool Fundamental View) for all children with Individualized Education Programs enrolled in TK and all children in TK served in classrooms alongside CSPP-enrolled children. The DRDP must be completed for each student within 60 calendar days of enrollment and at least once every six months.
- <sup>18</sup> It is up to the LEA to decide whether to use a kindergarten readiness assessment, and many do. However, kindergarteners who were identified as speaking a home language other than English (via family survey), must take the English Language Proficiency Assessments of California.
- <sup>19</sup> Teachers are required to have a bachelor's degree and, are required to have a teaching credential. Senate Bill (SB) 114, the Education Omnibus Budget Trailer bill, extended the deadline for credentialed TK teachers to meet the requirements in CA EC Section 48000(g) until August 1, 2025. Consequently, a school district or charter school must ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have one of the following by August 1, 2025: 1) At least 24 units in ECE, or childhood development, or both; 2) As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-aged children that is comparable to the 24 units of education; or 3) A Child Development Teacher Permit issued by the Commission on Teacher Credentialing. Lead TK teachers must possess an English learner authorization or bilingual authorization to teach English learners. An English learner authorization authorizes teachers to provide instruction in English language development and Specially Designed Academic Instruction in English. A bilingual authorization authorizes teachers to provide instruction in the authorized language, in English, in English language development, and Specially Designed Academic Instruction in English. A lead teacher serving in a Special Education Transitional Kindergarten classroom will need additional pre-service training.
- <sup>20</sup> Lead Teacher is assumed to be the teacher of record. Transitional Kindergarten (TK) must be taught by an educator who holds one of the following credentials: Multiple Subject Credentials (P, K-12 and adults), General Kindergarten-Primary Teaching Credential (K-3), General Elementary Teaching Credential (K-8), Standard Early Childhood Credential (PreK-3), Standard Elementary Credential (K-9), or a Specialist Instruction Credential in Early Childhood Education. Currently, California has a regulations package set to be approved, and that will establish a Preschool through Third Grade Specialist Instruction (PK-3) Credential. This credential enables an educator to teach in a TK classroom with a credential that recognizes and values the rich background and extensive experience candidates who come from current and/or prior work in the early childhood education field.
- <sup>21</sup> LEAs have reported that there is a shortage of qualified TK teachers. According to a survey of 1,546 school districts and charter schools, 1,164 (75 percent) indicated that they do not have enough Multiple Subject Teaching Credential holders to meet the need for TK educators.
- <sup>22</sup> Effective July 1, 2022, the Emergency Specialist Teaching Permit in Early Education, also referred to as the Emergency Transitional Kindergarten Permit is authorized by California Education Code Section 44300(j). This is a one-year permit and is available at the request of the Local Educational agency (LEA) that is unable to recruit a fully credentialed teacher to serve in an TK assignment. The permit authorizes the holder to teach all subjects in a self-contained TK class in a general education setting. The permit can be renewed one time. More information can be found in the [Credential Information Alert 22-10](#).
- <sup>23</sup> Please see the [Universal Prekindergarten Compendium](#) for a listing of the funding opportunities that are aimed at recruiting and retaining UPK teachers, including Transitional Kindergarten.
- <sup>24</sup> The qualifications for assistant teachers (or paraprofessionals or instructional aides) vary based the school type. The qualifications are as follows: Paraprofessionals employed at non-Title I schools must have a high school diploma or the equivalent, and pass a local assessment of knowledge and skills in assisting in instruction. Local educational agencies may also have specific requirements for employment. Title I schools for paraprofessionals whose duties include instructional support must have a high school diploma or the equivalent, and two years of college (48 units), or A.A. degree (or higher), or pass a local assessment of knowledge and skills in assisting in instruction. Local educational agencies may also have specific requirements for employment.
- <sup>25</sup> California does not have an assistant teacher credential. However, many use paraprofessionals to provide extra support in the classroom. Title I paraprofessionals whose duties include instructional support must have: (1) High school diploma or the equivalent, and (2) Two years of college (48 units), or (3) AA degree (or higher), or (4) Pass a local assessment of knowledge and skills in assisting in instruction. Many districts use the California Basic Educational Skills Test for this purpose.
- <sup>26</sup> Since TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate (as specified in EC Section 48000d), all teachers have parity with kindergarten teachers.
- <sup>27</sup> Please note data provided for the 2022-23 funding does not include Local Control Funding Formula (LCFF) supplemental and concentration grant funding. LCFF supplemental and concentration grant funding is provided to LEAs for children that are eligible for free- or reduced-price meals, English Learners, and/or foster youth. Supplemental funding is additional funding provided for each student in one of those categories, while concentration funding is provided to LEAs with large concentrations of those groups.
- <sup>28</sup> The LAO provided [this January 2023 figure](#) for the fiscal year 2022-23.
- <sup>29</sup> Some school districts may support their TK programs with funding authorized by Titles I and II of the Every Student Succeeds Act and Title III of the McKinney-Vento. However, the CDE was unable to obtain information internally on whether this occurs and the extent to which it occurs. State-funded LEAs may receive federal funds that are used to support TK, but these funds are not reflected in the estimated statewide funding for TK. Many TK students may receive meals through the USDA School Nutrition programs, such as the National School Lunch Program and the School Breakfast Program.
- <sup>30</sup> The CDE considers school districts and charter schools as public schools.
- <sup>31</sup> State policy does not require all TK classrooms to be observed. However, if CSPP children are enrolled with TK students in the same TK classroom, an Early Childhood Environment Rating Scale, as specified in Section 18281 of Title 5 of the California Code of Regulations, must be completed for the classroom as part of the contract monitoring review or annually as part of the self-evaluation process per EC Section 48000(h)(1).
- <sup>32</sup> TK Classrooms where CSPP children are also served at the same time are required to be observed on the ECERS each year as part of the CSPP Program Self Evaluation Process and once every 4 years by CDE staff during CSPP program monitoring.

- <sup>33</sup> The CSPP has been using the ECERS-R for years. Because this is no longer supported by the developers, the CDE is in the process of transitioning to CLASS 2nd Edition and CLASS environment for CSPP classrooms and classrooms serving TK and CSPP children in the same classroom.
- <sup>34</sup> Each CSPP contractor, including those CSPP contractors that have TK classrooms consisting of CSPP and TK students, is required to develop and implement an annual plan for its program self-evaluation process. The Environment Rating Scale (ERS) tools are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, use of language, health and safety practices, space, and materials). CSPP contractors are required to use the appropriate ERS tool when completing the annual program self-evaluation at the local level to determine areas in need of improvement, and to develop an action plan for continuous program quality improvements. Additionally, the ERS tools are used during the reviews conducted by CDE/EED program staff to determine the CSPP contractors' compliance with the terms of the CSPP contract, and to provide technical assistance to the CSPP contractor regarding continuous program quality improvements.
- <sup>35</sup> For compliance monitoring purposes, it depends on whether the LEA was identified for a Federal Program Monitoring review. In the Federal Program Monitoring (FPM) process, a LEA could be identified for a compliance monitoring reviews every two years. The CDE Monitoring Tool (CMT) is a Web-based system, which allows LEAs to facilitate a response to state and federal requirements for program monitoring. The frequency of site visitations is derived from the FPM cohort rotation schedule, whereby a LEA is assigned to one of four cohorts. Each cohort is evaluated for a potential compliance monitoring review every two years, and the cohort's review mode alternates between in-person and online. During the biennial evaluation process of a cohort, CDE applies its risk assessment criteria to identify select LEAs for a compliance monitoring review.
- <sup>36</sup> It is up to the local educational agency to determine the length of recess. However, pursuant to California EC 49056, commencing with the 2024-25 school year, all of the following must apply to recess provided by a public school: Recess must be at least 30 minutes on regular instructional days and at least 15 minutes on early release days and may be provided in one or more periods. The requirement does not apply to days in which there is a field trip or other educational program. Recess must be held outdoors whenever the weather and air quality permits. If outdoor space is not sufficient, recess may be held indoors. Recess must comply with a student's individualized education program or pupil's plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794).
- <sup>37</sup> The Environment Rating Scale states weather permitting for outdoor play. Additionally, the California Department of Education has issued air quality guidelines that are based on the United States Environmental Protection Agency (U.S. EPA) and Centers for Disease Control's [Air Quality and Outdoor Activity Guidance for Schools and Wildfire Smoke: A Guide for Public Health Officials](#).
- <sup>38</sup> Kindergarten classrooms are designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Play yard design provides a variety of activities for development of large motor. There are site requirements for elementary schools with more than 6 classrooms for kindergarten: For one kindergarten classroom: 3,000 square feet of turf area, 2,000 square feet of paved area.

## COLORADO – Colorado Preschool Program

- <sup>1</sup> School districts can contract with community preschool programs in their districts, as well as provide services in district classrooms. Colorado has 178 traditional school districts and the Charter School Institute, making a total of 179 school districts in the state. The districts that do not participate in the Colorado Preschool Program (CPP) partner with their neighboring districts to provide preschool services.
- <sup>2</sup> Participation in CPP is voluntary. Any school district may apply to the Colorado Department of Education (CDE) for participation in CPP using an application provided by the Department. Along with the application, the school district shall submit a proposal for the implementation of its district preschool program. The Department shall evaluate any application and give priority to school districts that include exemplary plans for the coordination of the program and are not participating in the program currently. Once selected for voluntary participation in the program, districts may continue without competition for funding on an annual basis. In the past, new funding has been awarded to district programs on a competitive basis.
- <sup>3</sup> A total of 6,001 children under 3, 3-years-old, or age eligible for kindergarten but attending preschool attended the program but disaggregated data by age are not available.
- <sup>4</sup> 7,980 preschoolers received two part-days of preschool for at least 720 hours across the school year. 13,360 received one part-day funding for at least 360 hours across the school year. 15,339 of these students were in the year prior to kindergarten entry.
- <sup>5</sup> Half-day CPP funding requires 360 hours per school year at a minimum, which is equivalent to approximately 2.5 hours per day. Full-day CPP funding requires 720 hours per school year at a minimum, which is equivalent to approximately 5 hours per day. Statute requires children to attend four, half days per week (or the equivalent), with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement. These opportunities are determined locally and based on the needs of children and families. District advisory councils are encouraged to stack CPP funding with other sources, such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs.
- <sup>6</sup> Under certain conditions, highly advanced, gifted children may be granted early entrance to kindergarten. If a child is granted early entrance to kindergarten, they will not receive CPP funding. If a child is age eligible for kindergarten and still is attending preschool, then they are not eligible to receive CPP funding. A kindergarten-eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten. Additionally, there is a state policy limiting children to two years of participation in CPP.
- <sup>7</sup> Eligibility is determined by the child's age and the number of significant family risk factors that may impact a child's learning. 4-year-olds qualify for the preschool program with one risk factor and 3-year-olds must have three or more risk factors. Income eligibility is one of several eligibility factors used to qualify. In some areas of the state where the cost of living is extremely high, local district advisory councils have increased the income eligibility to 200-225% FPL. The state-specified significant family risk factors in addition to those reported here include: The child's parent or guardian has not completed a high school education or its equivalent; Frequent relocation by the child's family to new residences; Poor social skills of the child; Child in need of language development, including the ability to speak English. School districts may designate additional risk factors in their community. The local risk factors are determined by their district advisory council and approved by the State.
- <sup>8</sup> Eligibility for CPP is determined prior to each school year. Once a child is deemed eligible, they are enrolled in the program for the duration of that school year. Their eligibility will be reassessed at the start of each school year if the child is continuing in the program.
- <sup>9</sup> All meals and snacks provided by the center must meet current USDA child and adult care food program meal pattern requirements and be offered at suitable intervals. Children who are at the center for more than 4 hours must be offered a meal that meets at least one-third of their daily nutritional needs.
- <sup>10</sup> This information was not collected in the 22-23 school year. It is very likely that districts provided hearing and vision screening at the same rates in the past.
- <sup>11</sup> Most often, programs suggest services to families rather than make referrals directly on the families' behalf.
- <sup>12</sup> CPP providers must have a written plan that addresses family involvement and a plan for coordinating the district preschool program with a parenting program. CPP rules require that families shall enter into an agreement about their responsibilities to the educational program of their child with the program that is providing the services. Children cannot participate unless such an agreement is made. The agreement may be formal or informal. The District Advisory Councils should assess the needs specific to the families they serve when creating a written family partnering agreement and the signed agreement should be kept in the child's file. School districts or local agencies may choose to provide additional support services.
- <sup>13</sup> This updated 2019 iteration was prepared as one of the five required activities under the Colorado Preschool Development Grant (PDG) B-5 and was specifically designed to maximize parental choice and knowledge. As part of this project the Early Learning & Development Guidelines were aligned with the 2020 Colorado Academic Standards and the 2015 Head Start Early Learning Outcomes Framework (HSELOF).
- <sup>14</sup> In 2021-22, Colorado had three child assessment tools approved: Assessment, Evaluation, and Programming System for Infants and Children, Second Edition, COR Advantage by HighScope, and GOLD by Teaching Strategies. Programs participating in CPP are required to choose one of these approved assessment tools. These assessment tools are aligned with the State's current ELDGs. An assessment tool's alignment with the State's ELDGs is one of CDE's minimum requirements for selection.
- <sup>15</sup> Colorado offers professional development (PD) opportunities for the implementation of the Early Learning and Development Guidelines (ELDGs). The Professional Development Information System (PDIS) is the statewide web-based system supporting PD for Colorado's early childhood workforce. There is a training course on the ELDGs in PDIS.
- <sup>16</sup> While CPP does not endorse specific curricula, CPP does encourage districts to implement a research-based, developmentally appropriate curriculum to close the achievement gap that may already exist when children with significant family risk factors begin preschool. Any curriculum choices should follow national standards, the Colorado Quality Standards, and/or Colorado's ELDS. For additional ELDG support examples please refer to the ELDG website. While there aren't specifically earmarked funds for curriculum, state and local funds that support preschool are available for districts to pay for selected curriculum (implementation and training).

- <sup>17</sup> Additional information can be found [here](#).
- <sup>18</sup> See approved [lists of assessments](#).
- <sup>19</sup> Lead teachers are required to be qualified as an Early Childhood Teacher (ECT) by Child Care Licensing under the Colorado Department of Early Childhood. Local districts may require lead teachers to possess an Educator License in ECE from the Colorado Department of Education. For more information on the Early Childhood Teacher Certification, see this [link](#).
- <sup>20</sup> Staff aides must meet the following Colorado Department of Human Services Licensing Requirements: at least 16 years of age and have a favorable background check.
- <sup>21</sup> To meet the annual clock hour training requirements, all licensed child care providers are required to complete 15 clock hours of training. Three of those hours must be the focus of social-emotional development. The remaining 12 clock hours shall be in one or more of the following competency areas: Child growth and development and learning, Child observation and assessment; Family and community partnership; Guidance, Health, safety, and nutrition; Professional development and leadership; Program planning and development; and Teaching practices.
- <sup>22</sup> While there is no requirement for programs to provide individualized plans for each staff person, they do report a program-wide plan, which may be differentiated based on individual staff needs.
- <sup>23</sup> Though state policy does not require specific salary, benefits, or paid time off, districts may set their own policy. Some districts require their preschool teachers hold a commensurate degree with K-12 teachers and offer additional benefits.
- <sup>24</sup> Allocation is by total positions, not a set amount of funds.
- <sup>25</sup> In the Colorado School Finance Formula, each preschool slot is funded at 0.5 FTE (part-time) and provides for both a local and state share. Local school districts are required to contribute to their per-pupil revenue according to the school finance formula. This local share differs significantly by school district due to the variables in the Colorado school finance formula.
- <sup>26</sup> CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent. The early childhood setting may be located in school district settings, local child care centers, community preschools or Head Start programs including early childhood programs located on tribal lands. Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.
- <sup>27</sup> School districts may partner with local child care centers, community preschools or Head Start programs, and early childhood programs located on tribal lands. School districts may partner with faith-based organizations when they do not provide religious instructional hours during the preschool instruction funded by the state. Family child care homes may not partner because of their license type. Child care centers serving CPP include the following types of facilities: large child care center, small child care center, preschool, full-day, and part-day programs. The term shall not include any facility licensed as a family child care home, a foster care home, or a specialized group facility that is licensed to provide care for three or more children.
- <sup>28</sup> Observations for each classroom will vary depending on the program's QRIS rating. If a program is rated at 3 through 5 in QRIS then the QRIS observations will meet CPP's observation requirements. If a program is rated at 1 or 2 in QRIS then the program must continue to have the District Advisory Council oversee quality monitoring. The DAC shall make at least two on-site visits per year to all Head Start agencies and public and private child care facilities with which the school district has contracted to monitor overall program compliance and make recommendations for any needed improvements. However, DACs may observe each program (not each classroom) or hire external raters to conduct observations. In any case, DACs must review data from QRIS, or any other quality data, to oversee and implement continuous improvements to the district's preschool programs.
- <sup>29</sup> District Advisory Councils visit all settings providing CPP enrollment, and although not required, many districts serving CPP use ERS/ECERS and CLASS for classroom observations and participate in the state QRIS. A total of 142 districts reported participating in structured observation through Colorado Shines: 79 districts used CLASS, 68 used ECERS, 10 used TPOT, 4 used Pyramid, and 13 used NAEYC Accreditation, and 69 used another measure. Some districts used multiple tools. Many districts reported that their classroom assessments were adapted to accommodate pandemic-related restrictions.
- <sup>30</sup> CDE receives summary statements related to quality monitoring from LEAs, which they use to inform their continuous quality improvement efforts. The Colorado Department of Early Childhood is responsible for administering the QRIS, Colorado Shines, which requires that all licensed programs participate at a minimum of Levels I and II. Programs with higher ratings (levels 3-5) have completed an additional optional rating process to demonstrate higher levels of quality. The percentage of CPP Programs among Colorado Shines Ratings is as follows: Level 1: 25.9%, Level 2: 14.2%, Level 3: 13.2%, Level 4: 41.7%, Level 5: 5.0%.
- <sup>31</sup> Each district advisory council oversees and implements their own visitation program for each site, and they set the frequency for visits. State agency staff provide support and oversight, including site visits to each district program. The frequency and intensity of site visits are determined based on a variety of factors and data, including quality of the annual report, local staff turnover, review of available data sources (child count, preschool outcomes, etc.). During the 2021-22 year, program specialists supported preschools mostly virtually, including through webinars, video conferences, phone calls and emails, with some in-person site visits.

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

- <sup>1</sup> The Office of Early Childhood Early Care and Education Division coordinates the work for this state funded Preschool program. Additional agency support is provided by the OEC Quality Improvement, Fiscal, Contract, and Communications Division staff, as well as OEC Leadership.
- <sup>2</sup> Child Day Care Contracts (CDCC) are with individual contractors which by statute may be municipalities, human resource development agencies, or nonprofit corporations. Contractors may serve multiple towns. No town is required to offer these services and the funds are currently distributed through purchase of service contracts. Sites are funded under two-year contracts.
- <sup>3</sup> The 19,014 preschool students reported as enrolled in public schools by the CT State Department of Education include children enrolled in preschool in magnet and charter schools, children with IEPs, children whose preschool experience is funded by the district. This total may also include children enrolled in state funded preschool. Data from other local or city operated preschool programs is not available. CDCC also served 1,419 infants and toddlers in either full day or wrap around spaces in center or school-based sites.
- <sup>4</sup> In CT, IDEA Part B is delivered in public schools and many families send their children to public preschool for intervention. Therefore, CDC programs have fewer children with disabilities. The 19,000 children in public school have a higher proportion of children with IEPs.
- <sup>5</sup> CDCC does not offer part day or school day programs. The preschool wrap space type is only permitted to be used to wrap services to an existing school day space that is not funded through CDCC.
- <sup>6</sup> CDCC programs provide services for children through multiple funding sources. The minimum number of hours paid for with CDCC funds cannot be specified.
- <sup>7</sup> The State does not have a requirement regarding hours per year. Programs generally operate for 48 weeks a year; however, they are allowed up to 4 weeks of closure per year.
- <sup>8</sup> Compulsory school attendance begins in kindergarten. However, parents of a child who is 5 years old have the option not to send their child to school until the child is 6 or 7 years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- <sup>9</sup> Eligibility is based on multiple factors of CDCC programs including family income, residency requirements and workforce requirements. 80% of enrolled children's families must be earning income through employment. 60% of families must fall below 75% of SMI or below.
- <sup>10</sup> Families must meet income eligibility criteria upon enrollment. Eligibility is re-assessed annually based on family income (75% SMI for state funds). If a child meets eligibility upon enrollment, they remain eligible until they age out of the program, but the family pays a higher fee if their income increases. Eligibility is determined by individual child or family characteristics in addition to age. Forty percent of families may earn above 75% of SMI.
- <sup>11</sup> The sliding scale is a published General Policy (B-02) that provides guidelines on the implementation of the OEC-published Fee Schedule (also known as "the fee scale") to determine Fees and Family and/or per-Child Contributions. These guidelines apply to Child Day Care contractors and sub-contractors. All children included in the total program enrollment are paying on a sliding scale. For more information, see [here](#).
- <sup>12</sup> Child Day Care contracted programs are required to participate in the CACFP program. Programs can submit a waiver if the implementation of the CACFP is a financial hardship for the program, is incompatible with the needs of enrolled families, or if more than half the children in the program are not supported through the Child Day Care Contract.
- <sup>13</sup> An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screenings noted are required as a part of the

- Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a developmental assessment that is a mandated screening/test to be completed by provider.
- 14 All CDC programs receive information and access to Sparkler, a new developmental screening tool that also has a social and emotional development component. More than 20,000 families in CT have utilized this tool. It is tied to our Part C referral system.
  - 15 Programs provide a variety of services unique to their communities and report on their local collaborations to support children and families. The state has provided over \$800,000 for local community collaboration and planning.
  - 16 Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. There are no additional policy requirements related to child assessment for Child Day Care Programs. Assessments are locally determined. CT offers an aligned framework for formative assessment tied to CT ELDS (CT DOTS).
  - 17 CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A Series of documents "Using the CT ELDS to Support All Children" is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
  - 18 Guidance documents available: "Supporting All Children Using the CT ELDS: Building Meaningful Curriculum" includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
  - 19 OEC approved trainers delivers the professional development offered by OEC including training and coaching related to standards, curriculum, and assessment.
  - 20 Programs may choose any assessment aligned to the CT ELDS. OEC does not provide a list of recommended or required tools. However, the OEC does have a state developed assessment tool aligned to the CT ELDS, the [CT DOTS](#).
  - 21 Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023). Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.
  - 22 The [CT Kindergarten Entrance Inventory](#) is required upon entry to Kindergarten. The approved Menu of Research based Universal Reading Screening can be found [here](#).
  - 23 Until June 30, 2025 the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have an associate's degree or higher, specific to EC, with all remaining lead teachers holding at least an CDA credential plus 12 EC credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a Bachelor's degree or higher, specific to EC, with all remaining lead teachers holding an AA specific to EC. As of July 2029, 100% of lead teachers must hold a BA in EC. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member (QSM) for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. QSMs may enter the role with a minimum of a CDA plus 12 credits, and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement.
  - 24 The Early Childhood Teaching Credential (ECTC), which includes an option for an Individual Review Route, is one option for meeting education requirements.
  - 25 Other included 1 Y cert/30 ECE credits.
  - 26 There is not a formal collection of this data but there is information on how many classrooms lacked a designated lead teacher in the workforce registry. This may be because the program did not do their tasks, or they lacked a Teacher meeting one of the qualifying options. A total of 357 classrooms marked with CDC funding and 132 were without a DQSM.
  - 27 The OEC offered education benchmark based incentives to teaching staff in OEC funded licensed centers and group homes.
  - 28 There are no minimum education degree requirements for assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
  - 29 Programs that accept CCDF subsidy are required to have PD that totals 1% of total annual hours worked including at least one training on a health and safety topic area as defined by CCDF.
  - 30 Lead Teachers who do not meet the final benchmark of a BA for QSM must have a written PD plan. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If Lead Teachers or Teacher Assistants seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. The [Core Knowledge and Competency Framework](#) outlines guidance for creating individual PD plans.
  - 31 Note that the total amount of state funding for this program also includes funding for infant and toddler spaces and school age spaces. Connecticut does not have a breakdown of expenditures by space type.
  - 32 In addition to the funding listed, \$2,138,125 in one-time facility/start-up funding was provided to support new state-funded infant/toddler classrooms. Individual programs may access Head Start and/or USDA CACFP funding.
  - 33 Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within 3 years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process.
  - 34 The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every 10 visits.
  - 35 There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding; Experiencing licensing compliance challenges; Non-compliant with approval system requirements including reporting and required criteria; Chronically under enrolled; Non-compliant with OEC reporting requirements, General Policies, or legislation; Enrolling families in OEC funded spaces that do not meet income eligibility requirements; Experiencing significant issues as determined by OEC. Monitoring will be conducted by a team from the Division of Early Care and Education at OEC.
  - 36 Educational requirements for licensed programs state the daily plan of activities must include indoor and outdoor physical activities which provide opportunities for fine and gross motor development.
  - 37 Programs develop their own policies often based on recommendation of Local Health Department.
  - 38 Licensed programs are required to have a minimum of 75 square feet of outdoor play space for the number of children using the space at one time. This could include parks, school yards, parking areas or elevated or roof top play areas. The outdoor area must be fenced, protected from traffic, bodies of water, gullies, and other hazards.

## CONNECTICUT – Connecticut School Readiness (SR)

- 1 The Office of Early Childhood Early Care and Education Division coordinates the work for this state funded Preschool program. Additional agency support is provided by the OEC Quality Improvement, Fiscal, Contract, and Communication Division staff as well as OEC Leadership.
- 2 Of the 67 communities, 21 are priority districts and 46 are competitive municipalities as defined by legislation. The 21 priority school districts are not required to participate in the School Readiness Program, but funds are available to all eligible districts.
- 3 The 19,014 preschool students reported as enrolled in public schools by the CT State Department of Education include children enrolled in preschool in magnet and charter schools, children with IEPs, children whose preschool experience is funded by the district. This total may also include children enrolled in state funded preschool. Data from other local or city operated preschool programs is not available.
- 4 Total number of children by race and ethnicity includes children under 3 and 5 years of age.
- 5 Operating schedules are locally determined and hours vary by program. Minimum hours and dates of operations are: Full-day programs operate ten hours per day, 48 weeks per year, while school-day programs operate six hours per day, 180 days per year. Part-day programs operate 2.5 hours per day, 180 days per year. Funding from



- another source can be used to extend programs. Extended day operates ten hours per day, 48 weeks per year.
- <sup>6</sup> All age-eligible children in districts may enroll, however, districts are required to enroll at least 60% of families with incomes below 75% SMI. Eligibility is determined by Family Income and Residency. Local policy can be established to allow programs to enroll non-resident children.
  - <sup>7</sup> Per legislative requirements, the child must have been enrolled in School Readiness a minimum of one year for consideration to be given to maintaining enrollment if they are kindergarten eligible. Additionally, the parent and program must be in agreement it is in the child's best interest not to transition to kindergarten. Lastly, the parent must have a waiver signed by the Board of Education.
  - <sup>8</sup> The sliding scale is a published General Policy (B-02) that provides guidelines on the implementation of the OEC-published Fee Schedule (also known as "the fee scale") to determine Fees and Family and/or per-Child Contributions. These guidelines apply to Child Day Care contractors and sub-contractors. All children included in the total program enrollment are paying on a sliding scale. OEC collects data on the amount of family fees collected. For more information, see [here](#).
  - <sup>9</sup> Licensed Programs are required to serve one snack to children who attend fewer than five hours per day and one snack plus one meal to children in school for five to eight hours per day. Children attending more than eight hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
  - <sup>10</sup> An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screening noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a developmental assessment indicating that it is a mandated screening/test to be completed by provider.
  - <sup>11</sup> Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. Programs may choose any assessment aligned to the CT ELDS, but there are no additional policy requirements related to child assessments. CT offers an aligned framework for formative assessment tied to CT ELDS, called the [CT Documentation and Observation for Teaching System \(CT DOTS\)](#).
  - <sup>12</sup> CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A series of documents "Using the CT ELDS to Support All Children" is available and embedded in PD. CT DOTS is an aligned framework for formative assessment that is tied to CT ELDS. OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
  - <sup>13</sup> Guidance documents available: "Supporting All Children Using the CT ELDS: Building Meaningful Curriculum" includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
  - <sup>14</sup> OEC approved trainers delivers the professional development offered by OEC including training and coaching related to standards, curriculum, and assessment.
  - <sup>15</sup> Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023). Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.
  - <sup>16</sup> The [CT Kindergarten Entrance Inventory](#) is required upon entry to Kindergarten. An approved Menu of Research based Universal Reading Screening can be found [here](#).
  - <sup>17</sup> Until June 30, 2025, the current minimum requirements are a CDA credential plus 12 early childhood credits, or a qualifying degree. Between July 1, 2022 and June 30, 2025 the minimum requirement shifts such that 50% or more of the lead teachers across the program must have an AA or higher, specific to EC, with all remaining lead teachers holding at least an CDA credential plus 12 EC credits. On July 1, 2025 to June 30, 2029, 50% or more of the lead teachers across the program must have a BA or higher, specific to EC, with all remaining lead teachers holding an AA specific to EC. As of July 2029, 100% of lead teachers must hold a BA in EC. The Staff Qualifications requirement for OEC funded programs requires a Qualified Staff Member (QSM) for each classroom in a program, including classrooms that do not receive funding and classrooms that serve infants and toddlers. QSM may enter the role with a minimum of a CDA plus 12 credits, and are required to attain a BA. The OEC provides scholarships for teachers to achieve the requirement.
  - <sup>18</sup> The Early Childhood Teaching Credential (ECTC), which includes an option for an Individual Review Route, is one option for meeting education requirements.
  - <sup>19</sup> Other includes 11 teachers: 1 y cert/30 ECE credits) and four teachers: advanced degree (i.e., 6th year). A total of 78 teachers had a teacher certification.
  - <sup>20</sup> There is not a formal collection of this data but there is information on how many classrooms lacked a designated lead teacher in the workforce registry. This may be because the program did not do their tasks, or they lacked a teacher meeting one of the qualifying options. There are 769 classrooms tagged with SR funding and 171 have no DQSM.
  - <sup>21</sup> The OEC offered education benchmark based incentives to teaching staff in OEC funded licensed centers and group homes.
  - <sup>22</sup> Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
  - <sup>23</sup> There are no minimum education degree requirements for assistant teachers. Assistant teachers in public and nonpublic settings must meet either NAEYC/licensing professional development and/or Head Start requirements.
  - <sup>24</sup> License-exempt and licensed School Readiness programs must have a plan for professional development for staff, including, but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity. Programs that accept CCDF Subsidy are required to have Professional Development that totals 1% of total annual hours worked including at least one training on a health and safety topic area as defined by CCDF.
  - <sup>25</sup> Lead Teachers who do not meet the final benchmark of a bachelor's degree for QSM must have a written PD plan. Teacher Assistants who do not meet qualifications requirements may have a PD plan if they intend to achieve QSM status. If Lead Teachers or Teacher Assistants seek scholarship funds from the state, they must also have a formal plan of study from an institution of higher education. [Core Knowledge and Competency Framework](#) outlines guidance for creating individual PD plans.
  - <sup>26</sup> In addition to the funding listed above, individual programs might access USDA CACFP, McKinney-Vento, Title 1, Head Start, Title 11, or ESSER funding.
  - <sup>27</sup> Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within 3 years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process. Other programs may be required to have an ERS if they lose accreditation or if other concerns related to quality arise from ongoing monitoring. Within a program, classrooms are randomly selected for observation.
  - <sup>28</sup> The state funds annual training from ERSI to ensure raters are at least 85% reliable. Raters engage in reliability checks at a minimum of every 10 visits.
  - <sup>29</sup> Local Councils make recommendations for funding to the OEC and include observations of classroom quality conducted at the local level in their decision making.
  - <sup>30</sup> There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Criteria: Priority for monitoring extends to programs that are: In their first year of funding, experiencing licensing compliance challenges, non-compliant with approval system requirements including reporting and required criteria, chronically under enrolled, non-compliant with OEC reporting requirements, General Policies, or legislation, enrolling families in OEC funded spaces that do not meet income eligibility requirements, or experiencing significant issues as determined by OEC.
  - <sup>31</sup> Educational requirements for licensed programs state the daily plan of activities must include indoor and outdoor physical activities which provide opportunities for fine and gross motor development.
  - <sup>32</sup> Programs develop their own policies often based on recommendation of Local Health Department.
  - <sup>33</sup> Licensed programs are required to have a minimum of 75 square feet of outdoor play space for the number of children using the space at one time. This could include parks, school yards, parking areas or elevated or roof top play areas. The outdoor area must be fenced, protected from traffic, bodies of water, gullies, and other hazards.

## CONNECTICUT – Connecticut Smart Start

- <sup>1</sup> The 19,014 preschool students reported as enrolled in public schools by the CT State Department of Education include children enrolled in preschool in magnet and charter schools, children with IEPs, children whose preschool experience is funded by the district. This total may also include children enrolled in state funded preschool. Data from other local or city operated preschool programs is not available.

- <sup>2</sup> Total number of children by race and ethnicity includes children under 3 and 5 years of age.
- <sup>3</sup> School districts allow children to be served at community-based sites; however, the teachers must be employed by the public schools. No districts have opted for this provision.
- <sup>4</sup> The school year is five days per week, six hours per day, 180 days per year.
- <sup>5</sup> There is no minimum age set for preschool entry or license-exempt programs, but two years and nine months at entry is a common practice to ensure that children have access to two years of preschool. Compulsory school attendance begins in Kindergarten. However, parents of a child who is five years old have the option not to send their child to school until the child is six or seven years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.
- <sup>6</sup> Individual districts receiving the Smart Start grant set priorities for enrollment. The expectation is that at least 60% of families enrolled fall at or below 75% of the State Median Income or that 50% or more of families enrolled qualify for free or reduced lunch. Districts may set other priorities including homelessness, foster care status, and/or status as a dual language learner.
- <sup>7</sup> Smart Start programs submit an application that details the steps the district will take to recruit and prioritize the enrollment of children who are dual language learners (DLL), identified with special needs, are homeless or have unstable housing, have an incarcerated parent(s), have a parent(s) on active military duty or are involved with DCF or in foster care. Districts are required to prioritize enrollment based upon the approved application.
- <sup>8</sup> Districts are not required to charge a family fee; however, if they do charge a family fee, they must use the OEC sliding fee scale to determine fees. OEC collects data on the amount of family fees collected but it is not collected for individual children/families. More information can be found [here](#) and [here](#).
- <sup>9</sup> An Early Childhood Health Assessment Record is required prior to enrollment in public schools and licensed programs. The screening noted above are required as a part of the Early Childhood Health Assessment Record. The form asks families to report concerns across domains, including social and emotional development and behavior. The form also includes a developmental assessment indicating that it is a mandated screening/test to be completed by provider.
- <sup>10</sup> Smart Start does not require specific comprehensive services, but local school districts provide a variety of services unique to their communities and district programs report on their local collaborations to support children and families.
- <sup>11</sup> Programs are required to achieve NAEYC accreditation and accreditation criteria address ongoing child assessment. Programs may choose any assessment aligned to the CT ELDS, but there are no additional policy requirements related to child assessments. CT offers an aligned framework for formative assessment tied to CT ELDS, called the [CT Documentation and Observation for Teaching System \(CT DOTS\)](#).
- <sup>12</sup> CT has developed a series of videos and resources for families that are connected to the CT ELDS. In addition, crosswalks between the CT ELDS and several assessment tools have been completed. A Series of documents "Using the CT ELDS to Support All Children" is available and embedded in PD. An aligned framework for formative assessment is tied to CT ELDS (CT Documentation and Observation for Teaching System (CT DOTS). OEC funds professional development related to standards, curriculum, and assessment that includes both training and coaching opportunities.
- <sup>13</sup> Guidance documents available: "Supporting All Children Using the CT ELDS: Building Meaningful Curriculum" includes a curriculum self-assessment tool, which has been used in trainings for administrators. Additional guidance related to the intersection of Standards, Curriculum, and Assessment is also available.
- <sup>14</sup> OEC approved trainers delivers the professional development offered by OEC including training and coaching related to standards, curriculum, and assessment.
- <sup>15</sup> Per Section 10-14t(a) of the Connecticut General Statutes, all local and regional boards of education, including charter schools, serving students in kindergarten to Grade 3, inclusive, must select and administer an assessment from the Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments (July 1, 2023). Administering a set of screening measures in the primary grades helps identify students who are at risk for reading difficulties and require intervention, and assists in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.
- <sup>16</sup> The [CT Kindergarten Entrance Inventory](#) is required upon entry to Kindergarten. See also the [Approved Menu of Research based Universal Reading Screening](#).
- <sup>17</sup> The Lead Teacher must hold certification with a CT State Department of Education endorsement that includes early childhood education or early childhood special education.
- <sup>18</sup> Other includes advanced degree (i.e., 6th year). A total of 25 teachers had a teacher certification.
- <sup>19</sup> There is not a formal collection of this data but there is information on how many classrooms lacked a designated lead teacher in the workforce registry. This may be because the program did not do their tasks, or they lacked a teacher meeting one of the qualifying options. There are 46 classrooms tagged with Smart Start funding and 8 of those have no DQSM.
- <sup>20</sup> Paraeducators may achieve a score of at least 47 on the ETS ParaPro Assessment in lieu of the associate's degree requirement. In addition, assistant teachers must meet NAEYC accreditation standards and/or Head Start requirements related to assistant teachers. There are not additional state requirements for assistant teachers. When they become NAEYC accredited (within three years of initial funding) or if they are Head Start approved, they would meet the higher threshold set by those criteria.
- <sup>21</sup> Lead teachers are certified by CSDE and fall under Educator Evaluation requirements. These requirements state that districts and schools shall provide professional learning opportunities for teachers, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. For more information, see [Guidelines](#).
- <sup>22</sup> While OEC policy does not specifically address parity in pay and benefits, teachers in Smart Start classrooms must be certified and employed by the local school district. Therefore, union agreements regarding pay and benefits would apply to teachers in Smart Start classrooms, thereby ensuring parity. Salary and benefits parity is required although actual pay and benefits varies by district. Although not required, union contracts in individual districts typically require prorating or adding stipends for duties above and beyond the scope and time of the typical teacher responsibilities.
- <sup>23</sup> In addition to the funding listed above, individual programs might access IDEA, USDA CACFP, McKinney-Vento, Title 1, Head Start, Title 11, or ESSER funding.
- <sup>24</sup> There is no prohibition regarding subcontracting with faith-based centers; however, as a public school program, there are requirements related to non-sectarian programming. No districts have opted to partner with community-based programs to provide Smart Start programs.
- <sup>25</sup> Programs that have not yet achieved accreditation are required to have an annual ERS conducted by an OEC approved rater. Programs must be Head Start approved or achieve NAEYC accreditation within three years of receiving funding. Programs are observed on an annual basis prior to achieving NAEYC accreditation. Programs that are Head Start approved or achieve NAEYC accreditation receive structured classroom observations through the Head Start annual review process and/or NAEYC accreditation process. Other programs may be required to have an ERS if they lose accreditation or if other concerns related to quality arise from ongoing monitoring. Within a program, classrooms are randomly selected for observation.
- <sup>26</sup> Programs are required to have a rating by a randomly assigned approved rater. OEC relies on NAEYC and Head Start for reliability and validity of assessors associated with their accreditation/approval systems.
- <sup>27</sup> There are no specific requirements to the frequency of site visits. Compliance Monitoring is performed periodically to ensure that state funds provided to programs are utilized according to their intended purpose and that services are delivered in compliance with requirements. Priority for monitoring extends to programs that are: in their first year of funding; experiencing licensing compliance challenges; non-compliant with approval system requirements including reporting and required criteria; chronically under enrolled; non-compliant with OEC reporting requirements, General Policies, or legislation; enrolling families in OEC funded spaces that do not meet income eligibility requirements; experiencing significant issues as determined by OEC. Monitoring is conducted by a team from the Division of Early Care and Education at OEC.
- <sup>28</sup> C.G.S. Sec. 10-221o reads: Each local and regional board of education shall require each school under its jurisdiction to (1) offer all full day students a daily lunch period of not less than twenty minutes, and (2) include in the regular school day for each student enrolled in elementary school time devoted to physical exercise of not less than twenty minutes in total, except that a planning and placement team may develop a different schedule for a child requiring special education and related services in accordance with chapter 164 and the Individuals With Disabilities Education Act, 20 USC 1400 et seq., as amended from time to time. In the event of a conflict with this section and any provision of chapter 164, such other provision of chapter 164 shall be deemed controlling. Nothing in this subsection shall prevent a local or regional board of education from including an additional amount of time, beyond the twenty minutes required for physical exercise, devoted to undirected play during the regular school day for each student enrolled in elementary school.
- <sup>29</sup> Programs develop their own policies often based on recommendation of Local Health Department.

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

- <sup>1</sup> Federally funded Head Start and Early Head Start programs are also eligible to apply to the State Funded Early Care and Education RFP. Those that are awarded as state funded ECE programs are funded for seats in addition to their federally funded seats.
- <sup>2</sup> State Funded Early Care and Education funding is provided for at least 3.5 to 6 hours per day. Programs provide services for children part day or full day, depending upon each operating schedule. Programs blend and braid other funding sources to reach a full day of funding for each seat.
- <sup>3</sup> Schedule requirements are indicated by the Head Start Program Performance Standards (HSPPS). Programs that operate longer than 3.5 hours per day may have funding from multiple sources to support the additional service hours. Some ECAPs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children. Programs operate for at least nine months but do not necessarily follow school district calendars. The program year for state funded ECAPs is based on the state fiscal year and extends from July 1 through June 30 of the following year; programs determine operating schedules within this program year.
- <sup>4</sup> Programs provide high-quality educational and comprehensive services to children for at least 160 days per year, 5 days per week, and at least 3.5 hours per day with state early care and education funding.
- <sup>5</sup> Eligibility is determined by individual child or family characteristics in addition to age. Children filling state funded seats must meet the federal HSPPS eligibility guidelines. Eligibility is determined based on age of child, family income, disability, housing status, parental status, and other individual/family factors. Ten percent of available slots must be provided for children with disabilities; programs can apply for waivers to this requirement. Effective as of the Head Start Act of 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL.
- <sup>6</sup> As per the federal Head Start Program Performance Standards, each program establishes selection criteria annually based on community needs identified in its community needs assessment. This may result in identification of additional risk factors. Eligibility is reassessed at the beginning of each program year.
- <sup>7</sup> Meal or snack offered depends on the duration of the day and the start and end time. Some programs follow CACFP requirements.
- <sup>8</sup> State funded early care and education programs follow the requirements for screenings per the federal Head Start Program Performance Standards (HSPPS). Depending on the screening, these are conducted within the first 45 or 90 calendar days of the program year. Screening procedures are locally determined.
- <sup>9</sup> Comprehensive services are required, but the specific services offered are determined locally. Delaware's state funded early care and education programs follow HSPPS which require comprehensive services.
- <sup>10</sup> The Curriculum Consumer Report is explored with programs when guiding them in their selection of a curriculum.
- <sup>11</sup> Delaware Stars Quality Improvement Specialists support programs in the selection of curricula that best meets the needs of the children and families served.
- <sup>12</sup> Kindergarten programs are required to use TS GOLD. No other assessments are required.
- <sup>13</sup> Federal HSPPS require at least an AA in early childhood education or a related field in addition to coursework equivalent to a major relating to early childhood education and experience teaching preschool-age children for all lead teachers. Fifty percent of teachers must have a BA in child development, early childhood education, or equivalent coursework. Lead teachers in both public and private settings must meet these requirements. Additional certifications and specializations are required by school district programs. (State and federal requirements are dictated by the funding source).
- <sup>14</sup> Many programs were challenged with recruiting and retaining qualified lead preschool teachers.
- <sup>15</sup> State-sponsored support for professionals working to get a CDA.
- <sup>16</sup> Federal HSPPS require that assistant teachers must have at least a CDA, be enrolled in a program leading to an AA or BA or be enrolled in a CDA program to be completed within two years.
- <sup>17</sup> State funded early care and education programs can participate in the Delaware Head Start Association and are included in Head Start trainings.
- <sup>18</sup> During COVID-19, all Stars verification visits were and continue to be suspended for the 2022-2023 program year. Therefore, programs did not receive structured external observations aside from their resumed Office of Child Care Licensing monitoring visits. The State is currently revising the Quality Improvement System, DE Stars. Within the new system there are plans to resume the use of classroom assessment instruments at the start of the next school year; however, their use will be to support programs' quality improvement, and not for verification. Programs will choose which classroom assessment instrument they would like to use to collect data.
- <sup>19</sup> The requirement is, "Weather permitting, a licensee shall ensure daily outdoor play is provided for infants, toddlers, and older children when the wind chill factor is 32°F or higher or the heat index is 89°F or lower." Outdoor play outside of these temperature ranges can be determined by the licensee. There is also a policy regarding physical activity, "A licensee shall provide opportunities for physical activity for each child one year and older, according to the child's ability: 1. For every four hours the child is in care between 7 AM and 7 PM, 30 or more minutes of moderate to vigorous physical activity indoors or outdoors must be provided; 2. Daily active play may happen in one or more blocks of time; 3. Structured physical activities must be adapted to allow inclusion of children of all abilities." For additional information, see p. 82 in [DELAWARE: Regulations for Early Care and Education and School-Age Centers](#). Programs are to follow the guidance of the National Weather Service to make decisions regarding health and safety risks.

## DISTRICT OF COLUMBIA – District of Columbia Universal Pre-K

- <sup>1</sup> The District utilizes a mixed-delivery system operating across three sectors for pre-K services, including traditional public schools (DCPS), public charter schools (PCS) and publicly funded community-based organizations (CBOs). Each PCS is authorized and monitored by the DC Public Charter School Board (PCSB). OSSE administers the Pre-K Enhancement and Expansion (PKEEP) Program. CBOs that receive and maintain a high-quality designation under PKEEP from OSSE provide publicly funded pre-K education with the same expectations and funding as school-based programs.
- <sup>2</sup> Across the District's eight Wards, pre-K is offered in 80 DCPS and 67 PCS facilities. An additional 28 pre-K programs were offered in CBOs.
- <sup>3</sup> Pre-K is offered for all age-eligible students in all DCPS elementary schools, and in most PCS elementary schools. PCS sites that are approved to provide pre-K (by way of the school's charter) may offer pre-K to any student that meets the District residency and age eligibility requirements. Additionally, the PKEEP provides funding to high-quality CBOs.
- <sup>4</sup> The total funded capacity for 2022-2023 was 13,986 seats with 6,206 seats in DCPS, 6,740 seats in public charter schools and 1,040 seats in CBOs.
- <sup>5</sup> In some programs, children were enrolled using state-funded preschool and Head Start blended funds. In others, children were enrolled in either Head Start or state pre-K.
- <sup>6</sup> All Head Start programs in the District are operated either by public schools or private agencies that also participate in the state funded pre-k program. As such, all Head Start students are also served in either public schools or private agencies. There are a total of 328 Head Start children served in state pre-K, of which 256 are enrolled in DC public schools and 72 in CBOs that participate in both Head Start and PKEEP.
- <sup>7</sup> This number is based on the minimum of 6.5 hours per day; however, there are extended day programs as well.
- <sup>8</sup> Eligibility for PK3 is 3 by September 30; Eligibility for PK4 is 4 by September 30. DCPS, PCS and CBOs all follow DC code that define the minimum age for preschool and kindergarten eligibility.
- <sup>9</sup> Children who are age-eligible for kindergarten are generally not permitted to enroll in state-funded preschool. Individual cases require Principal or LEA level approval for enrollment.
- <sup>10</sup> Class size and ratio requirements are based on the age of the youngest child in the classroom. PCS LEAs have autonomy to develop their own guidelines/program standards for class size and ratio, but they are subject to their charter, which is approved by the PCSB.
- <sup>11</sup> The DC Healthy Tots Act requires all participating CBOs to follow Child and Adult Care Food Program's dietary guidelines as identified by the USDA. Schools are required to serve breakfast in the classroom as required by the School Breakfast Program. DC Public Schools provides breakfast and lunch. CBOs and PCS require snacks in addition to breakfast and lunch.
- <sup>12</sup> The following additional requirements apply to Head Start Programs in DC public schools: DC Universal Health Certificate completed and signed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, blood pressure and completion of immunizations. The required components of the physical exam as set by DC's EPSDT can be found [here](#). Pursuant to the Child Care Licensing Regulations, CBOs must

- have a policy in place to adhere to all OSSE licensing standards regarding immunizations. Currently, the regulations require that each child attending a facility shall, prior to the child's first day of services and at least annually thereafter, submit to the facility appropriate, complete documentation of a comprehensive physical health examination, and, for each child three years of age or older, evidence of an oral health examination.
- 13 PCS have autonomy to offers services that reflect their mission and population served. CBOs participating in PKEEP conduct developmental screenings and provide comprehensive services for children enrolled in the public pre-K program. Services for Head Start are required per federal Head Start requirements. DCPS requires all programs to provide parent involvement activities, referral to social services, transition to kindergarten activities, parent conferences and/or home visits. Some specific services are determined by elementary school.
  - 14 The District of Columbia Early Learning Standards (DC ELS) are aligned to 1.) the Common Core State Standards for English Language Arts and Mathematics (2010); 2.) the Next Generation Science Standards (2013); and 3.) the Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015). They are also translated into Spanish, Amharic, French, Korean, Chinese, and Vietnamese to increase accessibility to educators and families.
  - 15 The District requires all licensed child development providers that enter into, and maintain, a Provider Agreement for Subsidized Child Care Services with OSSE to use an OSSE-approved, research-based curriculum and a child assessment aligned to the DC ELS. All CBOs serving children in DC Universal Pre-K are required to have signed provider agreements for subsidized child care and thus must meet the requirement for DC ELS alignment. When the state updates the DC ELS, the state reaches out to approved curriculum providers with an alignment document for them to show continued alignment with the DC ELS. DC policy does not require DCPS and PCS to align their curriculum or child assessments to the DC ELS. DCPS utilizes Creative Curriculum and TS GOLD, which align closely with the standards. Alignment is ensured through the OSSE approval and review process. PCS have autonomy over their curriculum and child assessments, consistent with their charters, but the DC PCSB ensures alignment with ELDS through the charter application, review and renewal processes.
  - 16 Monthly DC ELS training is offered through the learning management system, which is open for all early educators in the District's mixed delivery system to attend.
  - 17 There are several supports offered by the state related to curriculum decision-making. In addition to providing the list of approved curricula, the state offers ongoing training and professional development opportunities offered through the learning management system and provided by approved curricula vendors. As such, leaders can take the time to familiarize themselves with various options before making decisions. Additionally, the state offers ongoing training and professional development on curriculum implementation and lesson planning for leaders as well as early educators.
  - 18 Other curricula include: Balanced Learning, Venture Program (Primrose Schools) - Preschool Curriculum; Every Child Ready - Second Edition (AppleTree Institute for Education Innovation); Experience Early Learning - Preschool; Fireflies (FunShine Express) - Preschool Curriculum; FD Education (Funnydaffer Early Learning Curriculum); Get Set for School - Pre-K (No Tears Learning, Inc. dba Learning Without Tears); Learn Every Day: The Preschool Curriculum (Kaplan Early Learning Company); Life Essentials, Ready, Set, Go (Kiddie Academy Domestic Franchising); Wonder of Learning (Goddard Systems, LLC) - Birth-to-5 Curriculum; or World at their Fingertips (Bright Horizons) - Birth-to-5 Curriculum
  - 19 The OSSE list of approved curricula is updated annually based on new applications for approval and when the DC ELS are updated for all previously approved curricula. The list was most recently updated in 2023.
  - 20 The District reviews curricula from vendors who wish to be listed on the [approved curricula list](#) posted on the OSSE website annually. This information is available for consideration for all sectors. The District offers information sessions on listed curricula for CBO/school leaders if vendors opt to provide it.
  - 21 There is a review committee that includes education program analysts and a program manager.
  - 22 Preschool assessments are required by all sectors but differ by sector. All CBOs serving children in DC Universal Pre-K are required to use a child assessment aligned to the curriculum used. The District provides access to Teaching Strategies GOLD to CBOs, which most programs use. DCPS requires the use of Teaching Strategies GOLD for all DCPS pre-K programs. PCS LEAs choose the assessments that they administer and there is not a PCS-wide mandate defining assessment selection.
  - 23 DC public schools requires that assessments cover all domains listed. PCSB require language/literacy and math. CBOs are required to utilize assessments that align with the curriculum.
  - 24 In DCPS, children are assessed tri-annually with the DCPS' Routine Curricular Tasks (RTC) district-wide assessments, along with ongoing and embedded authentic assessments and quarterly administration of TS GOLD. In CBOs, children are assessed at least three times during the program year. Public charter schools are encouraged to administer assessments according to publisher.
  - 25 Information on use at the local level is not available.
  - 26 There is no common District-wide assessment of children's learning prior to kindergarten entry, however; DCPS requires the use of DIBELS. To address this gap, since 2016 the District has contracted with the University of California Los Angeles to support administration of the Early Development Instrument (EDI). The EDI is a research tool designed to provide a measure of kindergarten readiness at the community level. It includes an observational assessment, completed by the child's pre-K teacher in the Spring prior to kindergarten entry. This assessment collects data on children's learning and development across five domains: physical health and well-being, social competence, emotional maturity, language and cognitive skills. This provides a District-wide and neighborhood picture of children's learning and development that can be used to understand the current state of children's learning and development across the District, identify gaps in specific domains or geographies and track progress over time. It does not offer an assessment of kindergarten readiness at the individual child, program or classroom level.
  - 27 DCPS requires use of DIBELS and other assessments (determined locally).
  - 28 A bachelor's degree is required for lead teachers in DCPS and CBOs. PCS have autonomy to establish their own requirements for lead teachers, consistent with their charters and federal law (where applicable). Entry level lead teachers in DCPS must have a bachelor's degree in early childhood or a related field. Lead teachers working in CBOs must have a bachelor's degree in child development, early childhood education or child and family studies. Alternately, a lead teacher is qualified to teach if they hold a bachelor's degree in a field other than child development, early childhood education, or child and family studies and have 18 credits in early childhood education.
  - 29 For pre-K teachers in DCPS, pre-service requirements are addressed through sate licensure requirements. CBO pre-service training is met through the degree requirement. Lead teachers in CBOs are required to: (A) hold at least a BA in child development, ECE, early childhood special education or child and family studies; (B) hold a BA in another field and have earned 18 credits in ECE; or (C) hold a BA in another field and successful completion of applicable Early Childhood Praxis Exams. Additionally, for educators in CBOs, pre-service and orientation training in health and safety standards is required by the licensing regulations (DCMR 5-A, Chapter 1), as well as annual health and safety training and annual professional development. Public charter schools have autonomy to determine the minimum education/degree requirements for lead teachers they employ, consistent with their charters and federal law (where applicable).
  - 30 DCPS requires lead teachers to have at least one of the following certifications/licensures/endorsements: Pre-K, Kindergarten, 3 years to K, Pre-K-K, Pre-K-2nd grade, Pre-3rd grade, Pre-K-4th grade, Pre-K-6th grade, Pre-K-8th grade, Birth-K, Birth-3rd grade, or Elementary Education. CBOs require a minimum of 18 college credits in early childhood education. PCS determines requirements at the LEA level, consistent with their charters and federal law (where applicable).
  - 31 DC public schools and public charter school data is based upon LEAs reporting of staff rosters for 2022-23 school year, for their staff employed as of Oct. 5, 2022. Teachers were included if their federal role reported was "Teacher, Pre-School and Pre-Kindergarten (grades PS and PK)".
  - 32 For DCPS and PCS, data can be reported on teachers with 48 hours of college credits, Associates, Bachelors, Masters, Doctorate, Other. Eight (8) teachers in the "other" category above had 48 hours of college credit. The other 16 teachers in the "other" category can refer to educators that have certificates (e.g., Montessori, Early Childhood, etc.), high school diplomas, or less than 48 hours of college course credit.
  - 33 State-level vacancy information for public schools by federal role and subject shows 12 vacancies for Teacher in Pre-school and Pre-Kindergarten and 8 of those vacancies were in the subject Early Childhood. DCPS reports regarding experiencing a shortage of qualified lead preschool teachers. Public charter schools are not required to report shortages to DC PCSB.
  - 34 The District has an initial teacher credential, which is a nonrenewable certification issued to applicants who meet certain requirements, but do not yet qualify for a standard (e.g., full) teaching credential. Initial teacher credentials expire on July 31 of the third year from the date of issuance. Additionally, one-year provisional credentials are nonrenewable certifications that are issued to teacher applicants who have not previously held a DC teacher credential and have been selected for employment by a DC LEA in a teaching assignment area where an initial or standard credential qualified individual is not available. One-year provisional credentials expire 12 months from the date issued and may not be re-issued. For more information, [see](#).
  - 35 DCPS assistant teachers must hold an associate degree or 48 college credit hours or hold a high school diploma (or equivalent) and successfully pass the Paraprofessional Assessment administered by ETS. CBOs require assistant teachers have the following minimum education requirements: (a) hold an associate degree in child development, early childhood education, early childhood special education or child and family studies or (b) hold an associate degree a field other than child development, early childhood education, early childhood special education, or child and family studies and have earned nine (9) credits in early childhood education. PCS

- have autonomy to establish their own requirements for assistant teacher education and credentials at the LEA level, consistent with their charters and federal law (where applicable).
- <sup>36</sup> Beyond the education requirements, DCPS does not have additional pre-service training requirements for assistant teachers, but at least 12 credit hours in early childhood education is strongly preferred. CBOs must meet the education requirements articulated in footnote 28, with the listed degree specialization/pre-service training, as well as pre-service and orientation training in health and safety standards is required by the licensing regulations (DCMR 5-A, Chapter 1), and annual health and safety training and annual professional development. PCS have autonomy to establish their own requirements for assistant teacher education and credentials, consistent with their charters and federal law (where applicable).
- <sup>37</sup> Teachers in CBOs are required 18 hours on topics related to health and safety.
- <sup>38</sup> PD plans are required for Head Start teachers; PCS have autonomy to establish their own policies and practices, consistent with their charters.
- <sup>39</sup> Ongoing classroom-embedded support is not required for assistant teachers in DCPS; however, many schools require teaching teams to be coached together. While PCS do not have a uniform standard/approach for ongoing classroom embedded support, many provide coaching and professional development for their teaching staff.
- <sup>40</sup> CBOs are required to follow the DCPS calendar, as well as DCPS closures for holidays and official closings.
- <sup>41</sup> The Universal Per Student Funding Formula (per child funding) increased from school year 21-22 to 22-23. Additionally, changes in the number of children identified as English Learners, At-risk or Special Education will impact total funding as those per-child funding amounts are weighted.
- <sup>42</sup> The funding levels for pre-K programs are set based on audited enrollment and there is not a separate annual appropriation for pre-K programs in public schools as they are included in the Uniform Per Student Funding Formula (UPSFF).
- <sup>43</sup> CLASS for Pre-K observations are conducted at least once annually by a vendor contracted by OSSE. DCPS, PCS and CBOs receive classroom and program level reports based on the observations. Observations are used for the DC School Report Card and for Capital Quality, quality rating and improvement system designations for CBOs. Observation protocols for CLASS Pre-K can be found [here](#).
- <sup>44</sup> The previously mentioned protocols outline reliability measures that are in place for the vendor (Program Quality Evaluation and Assessment (CLASS Pre-K) I osse (dc.gov)). Section III Training and Reliability of Observers notes the process for training and reliability. Additionally, based on the protocols, DCPS, PCS and CBOs may appeal scores within the specified timeframe, as found in section VI Appeals.
- <sup>45</sup> The DC PCSB uses the CLASS observation scores in their School Quality Reports, published annually. The CLASS scores make up a portion of the overall score for each school with pre-K. Data from CLASS observations is used more broadly as a component of scoring in the DC School Report Card, which measures performance of DCPS and PCS schools along frameworks based upon grades served. Data from CLASS observations are also used to generate ratings for Capital Quality, the District's Quality, Rating and Improvement System. Aggregated CLASS data are also publicly reported in the annual state preschool report.
- <sup>46</sup> CBOs are required to be part of Capital Quality, the District's QRIS system. DCPS and PCS participate in CLASS observations as a measure of pre-K classroom quality reported in the DC School Report Card. CLASS Pre-K is also included in the DC PCSB's Performance Management Framework (PMF) which is used to assess and communicate performance of Public Charter Schools.
- <sup>47</sup> CBOs are required to provide forty-five (45) minutes of outdoor play time, weather permitting. DC Public schools requires at least 20 minutes of recess, which is offered outdoors, weather permitting. There is no requirement for PCS.
- <sup>48</sup> OSSE sends communications with guidance when extreme weather conditions occur (e.g., air quality, minimum/maximum temperature, storms/increment weather). Communications have been sent when conditions warrant (i.e. extreme heat, poor air quality (Code Orange or Red). This is not specified in policy.
- <sup>49</sup> CBOs must comply with child development licensing regulations related to physical space.
- <sup>50</sup> [Briya public charter school](#) provides an outdoor pre-k program.

## FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

- <sup>1</sup> Beginning with the 2024-2025 VPK program year, the child application will include this demographic information, however, this information is self-reported and not required for families to answer.
- <sup>2</sup> Children attended part-day state-funded preschool and used Head Start and CCDF funding for wrap around services.
- <sup>3</sup> Race and ethnicity are self-reported by the parent entering the application for services and are not verified by Early Learning Coalition.
- <sup>4</sup> Some children had a VPK re-enrollment at a different provider type than their original provider.
- <sup>5</sup> Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- <sup>6</sup> Providers are allowed to determine their individual calendars to meet the program requirements (e.g., School-Year Programs: 540 hours; Summer Programs: 300 hours). Most School-Year Programs operate on a 180-day calendar. Most Summer Programs operate on a two-month calendar.
- <sup>7</sup> If a child's fourth birthday falls February 2 through September 1 in a calendar year, parents can postpone enrolling their child in VPK that year and wait until the following year when their child is 5.
- <sup>8</sup> Children must live in Florida and be 4 years old on or before September 1 of the current program year.
- <sup>9</sup> Childcare providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times children are in care. Meals and snacks are required for extended-day programs.
- <sup>10</sup> All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. Referrals for follow-up are recommended by the health professional. For public school programs, referrals for further follow-up are required. The VPK program allows faith-based license-exempt providers to offer the state-funded preschool program.
- <sup>11</sup> The Florida ELDS are aligned to the Florida's Benchmarks for Excellence for Student Thinking (B.E.S.T.) Standards for Kindergarten.
- <sup>12</sup> All Voluntary Prekindergarten programs are required to assess all preschool students using the state approved progress monitoring tool.
- <sup>13</sup> Additional supports offered to Florida providers include access to online and instructor-led trainings on the implementation of the ELDS, online and instructor-led domain specific trainings (Language and Literacy, Mathematical Thinking, Approaches to Learning, Physical Development, Scientific Inquiry, Social Studies, Creative Expression Through the Arts) and online and instructor-led trainings that address content specific learning strategies and skills (phonological awareness, emergent literacy, language and vocabulary). In addition, supports are offered through Florida's VPK Regional Facilitators.
- <sup>14</sup> Each VPK provider's curriculum must be developmentally appropriate, designed to prepare a student for early literacy, enhance age-appropriate student progress in attaining state-adopted performance standards, and prepare students to be ready for kindergarten based on the statewide kindergarten screening. VPK providers may select or design the curriculum for their classrooms unless they are on probation as a result of their kindergarten readiness rates falling below the minimum rate. The legislation implementing the VPK Education Program requires the Department to approve curricula for use by private prekindergarten providers and public schools placed on probation as a result of their kindergarten readiness rates falling below the minimum rate adopted by the State Board of Education (SBE). The Division of Early Learning (DEL) has curriculum specifications that align with the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten (2017). DEL developed An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. [The Educator's Guide](#) provides standards, examples, environmental considerations, information on how to use the standards with diverse learners and much more.
- <sup>15</sup> VPK Regional Facilitators provide ongoing technical assistance and support to providers on all aspects of instruction including the proper use of the selected curriculum. Public and non-public programs may utilize coaches, mentors, principals, directors and instructional staff to support classroom teachers on the use of the selected curriculum.
- <sup>16</sup> In partnership with Renaissance, VPK students must be administered the Star Early Literacy assessment at least three times during the program (beginning, middle and end of year) as part of the coordinated screening and progress monitoring program known as FAST Star Early Literacy.

- <sup>17</sup> VPK personnel (VPK director or administrator, VPK lead or assistant teacher, reading coach or assessment administrator) that meet FAST Star Early Literacy Test Administrator training requirements.
- <sup>18</sup> Kindergarten child assessment must take place three times during the year.
- <sup>19</sup> Lead teachers in the summer program must have a Bachelor's degree or higher in: early childhood education, prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area. Lead teachers in the school-year program are required to have a CDA or equivalent. All teachers must complete an ELDS training and 15 hours of emergent literacy training. VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.
- <sup>20</sup> Lead instructor counts for VPK program year 2022-2023. Counts were for active instructors as of the last day of the class. Non-Public schools include all providers that are not public schools (private centers, private schools, family child homes).
- <sup>21</sup> No specific data was collected on shortages.
- <sup>22</sup> The following funding sources provided recruit and retention opportunities for ELCs and providers in Florida: (1) Recruit and Train New Teachers - Coalitions received funding to provide financial supports for all early learning/child care providers to assist with recruiting new early learning educators to provide essential early learning services throughout the state. Bonuses were available; (2) Upskill Directors -Coalitions received funding to provide incentives for all early learning directors (ELDs) to promote high quality adult-child interactions by providing intensive trainings; (3) Child Success Grants - Contracted SR and/or VPK providers at sites with a CLASS composite score below a 5 on the most recent assessment or without a CLASS composite score, may apply for a grant to reward early learning employees and ELDs for completing up to two 24-hour segments of DEL-approved trainings on adult-child interactions; (4) CLASS Observer Director Training Grant - CLASS Observation Trainings helps build capacity to collect CLASS teaching assessment data, which is the first step on an organization's journey to improving the quality of teacher-student interactions in the classroom; (5) Continuous Quality Improvement Grants -Contracted SR and/or VPK providers with a most recent CLASS composite score of 5 or higher may apply for a grant of up to \$19,800 to develop/implement a program to strengthen practices that support effective interactions, strengthen business and leadership practices, support child assessment and screening with reliability, or other local priorities; (6) Coalition Workforce Initiatives for Early Educators - Coalitions/RCMA may extend approved Workforce Initiatives for Early Educator (WIEE) grant initiatives to utilize ARP Act funding.
- <sup>23</sup> DEL has established a voluntary [Career Pathway](#) for all program providers with teachers, directors or support staff serving children birth to school age. Teacher or directors will receive one of the designations along their career pathway based on successful completion or attainment of the requirements.
- <sup>24</sup> Assistant teachers do not have to meet any degree requirements but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by DCF. VPK providers on probation who must complete the Staff Development Plan as a part of their improvement plan, are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.
- <sup>25</sup> Lead teachers are required to have a staff credential issued by the Department of Children and Families (DCF). They are additionally required to complete three 5-hour emergent literacy courses with an additional 5 hours every five years. All lead teachers are required to complete the Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten training. An additional 10-hours of annual in-service training may be required. Assistant teachers do not have to meet any degree requirements but must complete a 40-hour training course if employed at a licensed child care facility. This training course is offered by the DCF. VPK providers on probation who must complete the Staff Development Plan as a part of their improvement plan, are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.
- <sup>26</sup> FL DCF 40-hour introductory training is targeted at health, safety and developmentally appropriate practices.
- <sup>27</sup> VPK teachers in public school VPK programs that are on probation are required to have individualized PD plans. For nonpublic schools, providers on probation must either implement the approved staff development plan including lead and assistant teachers or select a new, approved VPK curriculum. Providers selecting a new curriculum must require lead and assistant teachers to complete the required professional development to implement the curriculum.
- <sup>28</sup> Ongoing embedded classroom support for VPK providers is determined locally.
- <sup>29</sup> Salary schedules and benefits are a district-based decision for public school VPK teachers and an individual business-based decision for private child care center VPK teachers.
- <sup>30</sup> A total of \$48,867,817 in ARPA Discretionary funds was used for VPK child care providers to implement \$15 per hour Wage Incentive Program.
- <sup>31</sup> All VPK classrooms are observed using the CLASS tool for school-year and summer programs every year. Beginning with the 2023-2024 program year, VPK programs will have to receive a 4.00 or higher program assessment composite score to be eligible to contract in the following program year.

## GEORGIA – Georgia's Pre-K Program

- <sup>1</sup> Georgia has a separate state agency governing services for children birth to age five and their families. Georgia Department of Early Care and Learning (DECAL) administers Georgia's Pre-K program.
- <sup>2</sup> Enrollment in Georgia's Pre-K program increased from the 2021-2022 school year to the 2022-2023 school year but continued to be impacted by the COVID-19 pandemic.
- <sup>3</sup> Category One child eligibility is defined as the child's and/or family's participation in one of the following: SNAP, SSI, Medicaid, TANF, or CAPS. Families who qualify may not be charged meal or snack fees in the Georgia's Pre-K program. Category Two Status would be any child who does not meet Category One status.
- <sup>4</sup> Children who are eligible for kindergarten and attend Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.
- <sup>5</sup> Children who are age eligible for Kindergarten can attend Georgia's Pre-K program if they have not attended as a four year old. There is a parent acknowledgement form a family must complete to acknowledge that the child has not already attended Pre-K. Children who are eligible for kindergarten and attend Pre-K may repeat if the program submits a Retention Request, with supporting documentation, which has been reviewed and approved by DECAL.
- <sup>6</sup> The maximum class size and teacher-to-student ratio was changed as of the 2011-2012 school year because of budget constraints. The average class size is 20. The maximum for an inclusion classroom is 18 students with three teachers. During the 2023-2024 school year, the State is piloting a class size reduction to 20 students with 2 teachers.
- <sup>7</sup> All programs are required to serve lunch, but if a program participates in the CACFP, the program is also required to serve a snack during the pre-K day.
- <sup>8</sup> Children in blended Pre-K Program/Head Start classrooms are required to have developmental screenings. All Pre-K programs are required to ask parents if a child has received a developmental health screening and provide a referral and appropriate follow-up to children who have not. Children eligible for Medicaid or PeachCare are required to have a 4-year-old full physical exam.
- <sup>9</sup> World-Class Instructional Design and Assessment (WIDA) Early English Language Development (E-ELD) Standards describe the social and academic language DLLs need to process and produce across standards-based curricula in early care and education programs. The E-ELD Standards are aligned with the WIDA K-12 English Language Development Standards and have been cross-walked with the Georgia Early Learning and Development Standards (GELDS).
- <sup>10</sup> All Georgia's Pre-K classrooms are required to use Work Sampling Online (WSO). A correlation between the GELDS and WSO has been developed. All teachers receive professional development and onsite technical assistance on curriculum, lesson planning, and child assessment.
- <sup>11</sup> DECAL provides a [website](#) which includes resources for families, teachers, and providers on the GELDS. All Pre-K teachers are provided with a GELDS manual and toolbox. PEACH is an interactive [website](#) that provides GELDS-aligned activities for teachers to use in instructional planning. This website allows teachers to develop, save online, and print lesson plans. The state is updating the GELDS and PEACH websites utilizing PDG B-5 funding.
- <sup>12</sup> Other curricula include: Alpha Skills Pre-K Curriculum, Beyond Centers and Circle Time, Ready to Advance Early Learning Program, WINGS: The Ideal Curriculum for Children in Preschool
- <sup>13</sup> The G-Kids Assessment was developed by the Georgia Department of Education. More information on the assessment tool can be found [here](#).
- <sup>14</sup> Lead teachers must have a minimum of a bachelor's degree in early childhood education or a related specified field (e.g., child development). In addition, 68% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.

- <sup>15</sup> The other category includes teachers that did not meet credential requirements but received an approved waiver for the 2022-2023 school year and teachers who are grandfathered in.
- <sup>16</sup> During the 2022-2023 school year, the State approved 241 teacher credential waivers for Pre-K lead teachers and assistant teachers.
- <sup>17</sup> To receive a waiver, the teacher must be enrolled in a credentialing program for the credential requirement for their position. Georgia approved 167 Lead Teacher waivers which was 4.5% of total lead teachers. The waiver is approved for the current school year only. Directors must provide information on the teacher's current credentials and provide a plan for meeting the approval credential requirement (e.g., enrollment in a bachelor's degree program, expected completion date). Georgia approved 74 Assistant Teacher waivers or approximately 2% of all assistant teachers.
- <sup>18</sup> Pre-K lead and assistant teachers received a \$2,000 base salary increase for the 2022-2023 school year.
- <sup>19</sup> A CDA is the minimum requirement. However, 1,344 assistant teachers hold a state paraprofessional license issued by the Georgia Professional Standards Commission. Additionally, many assistant teachers have a higher ECE credential: 178 have a Technical College Diploma, 314 have a Technical Certificate of Credit, 375 have an Associate degree, 349 have a BA, and 66 have an advanced degree.
- <sup>20</sup> Lead teachers must have a minimum of a bachelor's degree in early childhood education or a related specified field (i.e., child development). In addition, 69% of lead teachers hold a Georgia teacher certification issued by the Georgia Professional Standards Commission, which also licenses all K-12 teachers in the state.
- <sup>21</sup> Pre-K providers are required to develop a written Professional Development Plan for lead and assistant teachers. The Professional Development Plan for Pre-K staff should include: identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K trainings attended), timelines for completion, hours accrued, and reviews of progress toward goals.
- <sup>22</sup> All Pre-K programs have an assigned Education Specialist, with an ECE credential and appropriate experience, who provides classroom-embedded technical assistance, coaching and monitoring in classrooms. Specialists led professional learning community sessions within their regions based on areas of need identified through classroom observations and teacher feedback.
- <sup>23</sup> Pre-K Specialists provided coaching through in-person and virtual visits. Decisions about coaching needs were made based on teacher feedback and observations. Pre-K specialists met with teachers in individual coaching sessions and conducted virtual group sessions when teachers had similar needs. Coaching sessions were on topics including planning instruction based on assessment, classroom arrangement to maximize learning, teacher child interactions, and classroom management.
- <sup>24</sup> Georgia's Pre-K program guidelines outline policies and requirements for salary and benefits for Pre-K lead and assistant teachers. These are updated annually to reflect any changes. In addition, any salary or benefit increases for K-12 teachers in the state budget are also allocated in the Pre-K budget annually. This allows for the Pre-K program to maintain parity with the K-12 system. The salary for a lead teacher is driven by the credential and years of experience. The starting salary for all pre-K assistant teachers is higher than the starting salary for K-12 assistant teachers; however, it is a flat salary and not driven by credential or years of experience. Funding for benefits for Pre-K assistant teachers are allocated in the Pre-K grants at the same rate as K-12 teachers. However, private Pre-K programs are allowed to determine benefits at the local level to allow programs to align Pre-K benefit packages with other employees in the program.
- <sup>25</sup> Allocation is state spending on PreK including PreK grants and operations (\$384,753,400); 11,393,068 for the Summer Transition Program (\$7,831,608 in federal funds and \$3,561,460 in state funds) and \$18,640,000 in federal funds (each Georgia's Pre-K program received a onetime \$5,000 classroom grant for supplies and materials).
- <sup>26</sup> Georgia conducts yearly CLASS observations to gather a state baseline. Classrooms are randomly selected to provide a representative snapshot of the program statewide. CLASS observations are provided to programs for program improvement and to support the development of Professional Development Plans. In addition, teachers receive CLASS observations as part of participation in Making the Most of Classroom Interactions (MMCI) PD. These observations are used in coaching sessions. For programs participating in the state TQRIS, Quality Rated, classrooms receive ECERS observations. The Teaching Pyramid Observation Tool (TPOT) is utilized in Intensive Professional Development provided by Inclusion and Behavior Support Specialists.
- <sup>27</sup> Classrooms where teachers are participating in specific professional development activities, i.e. CLASS professional learning communities, intensive professional development.
- <sup>28</sup> All observation data is collected and reviewed by internal research staff to ensure observations are conducted in a manner supporting the reliability and validity measures established for each tool. Annual professional development is provided for observers, and an internal protocol has been established for each observation tool to ensure consistency.
- <sup>29</sup> From our child care licensing guidelines: Children should play outdoors daily when the conditions do not pose a safety risk, a health risk specific to an individual child, or a significant health risk of frostbite or of heat related illness. Child care program staff should monitor weather conditions daily. Unless the program has documentation from a child's medical professional or from a child's parent, outdoor activities should only be restricted when there are weather-related alerts or conditions.

## **HAWAII – Hawaii's Executive Office on Early Learning Public Prekindergarten Program (EOEL)**

- <sup>1</sup> Although the Hawaii Department of Education (DOE or HIDOE) does not have authority over the Executive Office on Early Learning (EOEL), EOEL is administratively attached to the DOE.
- <sup>2</sup> The 2021-22 enrollment was 318. End of year enrollment (4th quarter) for school year 2022-23 is 468 children.
- <sup>3</sup> There were 740 funded slots but due to continued capacity limitations total capacity was anywhere from 510 to 740. It is difficult to provide an exact number because capacity varied across schools (between 10-20 per classroom). The lower limit is equal to total enrollment in SY 2022-23 (463) and the upper limit is based on 15 students per classroom (555).
- <sup>4</sup> All DOE/EOEL Public PreK is operated with the same schedule except for potential school professional development days.
- <sup>5</sup> Although there is no minimum requirement specifically stated in statute, the understanding is that the publicly funded pre-K program will run on the same calendar and schedule as the DOE public elementary school in which the classrooms are housed. This is the equivalent of 30.5 hours per week.
- <sup>6</sup> 180 student school days.
- <sup>7</sup> Priority is given to families who fall into the following at-risk categories: at or below 300% FPL, child disability or developmental delay, history of abuse, neglect, or family violence, homelessness or unstable housing, home language other than English, parental substance abuse, teen parent, and child history of foster care. However, if a school offering an EOEL Pre-Kindergarten Program is unable to fill all spaces, the income requirement may be waived, and the spaces can be offered to families who do not fall into the at-risk categories.
- <sup>8</sup> The class sizes are determined based on staff-child ratio and physical classroom size and unencumbered space.
- <sup>9</sup> In order for a child to register and enroll in the EOEL Pre-Kindergarten Program, which is offered on DOE public school campuses, he/she must have completed a physical exam which includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test.
- <sup>10</sup> Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.
- <sup>11</sup> EOEL provides a required curriculum framework and approach that classrooms must adhere to.
- <sup>12</sup> As new requirements have been put in place beginning in School Year 2019-20, current teachers not meeting the new standard must be enrolled in a State-approved Teacher Education Program (SATEP) in ECE, BA in any field from an accredited college/university, BA in Elementary Education from an accredited college/university, 60 credits in a degree program, CDA or approved post-secondary credential, degree in child development or early childhood education from accredited college/university. Additional information is found [here](#).
- <sup>13</sup> Since January 1, 2020, any individual adding the fields of ECE PK-3 and ECE PK-K to an existing Hawaii teaching license must complete 30-36 credit hours from a state-approved teacher preparation program in ECE.
- <sup>14</sup> 7 of 37 school sites had certified educators in lead teacher positions that did not have an ECE license but did hold an elementary education license. 30 of 37 educators meet the qualifications or were enrolled in an ECE licensure program.
- <sup>15</sup> State funded stipend program created to support educators pursuing an ECE teaching credential. More information regarding programs that supports the development of preschool teachers can be found [here](#).
- <sup>16</sup> Keiki 'O Ka 'Aina is the first registered Early Childhood Education apprenticeship program in Hawai'i. Additional information can be found [here](#) and [here](#). Information

about scholarship funding available through the Early Childhood Educator Stipend Program and be found [here](#). Information about non-credit bearing classes can be found [here](#).

<sup>17</sup> Educational assistants must have a current CDA or have completed the preparatory coursework for a CDA.

<sup>18</sup> Per SY 21-22 EOEL and HIDEO Memorandum of Agreement for the Public Prekindergarten Program, teaching staff are required to attend to ten full days sessions of professional learning. Lead teacher sessions are full-day sessions equating to 55-60 hours per year.

<sup>19</sup> Coaching and mentoring support is provided to teachers and assistant teachers. The frequency of coaching and mentoring is dependent upon the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning resource teachers and school administrators, as well as the CLASS assessment. Experienced teachers may receive coaching and/or mentoring one to two times a month while those needing more support may receive coaching/mentoring one to two times per week.

<sup>20</sup> All teachers in the Public Pre-Kindergarten Program are members of the Hawaii State Teachers Association (public school teachers' union) and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12.

<sup>21</sup> All assistant teachers in the Public Pre-Kindergarten Program are members of the Hawaii Government Employee Association and have contracts which determine their salaries and benefits and ensure parity across all grade levels pre-k through 12. Neither preschool nor K-3 teacher assistants receive paid time for professional responsibilities.

<sup>22</sup> EOEL is able to offer Pre-Plus Contracts via our statute. These 14 contracts on HIDEO campuses are all held by Head Start grantees.

<sup>23</sup> EOEL PreK utilizes CLASS.

<sup>24</sup> The amount of time is not specified, the guidelines state daily outdoor time.

<sup>25</sup> Hawaii DOE guidelines set the policy/guidance for weather conditions. There is no specific state policy regarding unacceptable weather conditions. Charter schools have the flexibility to make that decision on their own based on various emergency notification/data sources. Additional information can be found [here](#).

## **HAWAII – Hawaii State Public Charter School Early Learning Program (SPCSP)**

<sup>1</sup> The Hawaii State Public Charter School Early Learning Program is funded for and implementing 18 classrooms.

<sup>2</sup> As families became less weary of COVID-19, more families enrolled their children.

<sup>3</sup> Families voluntarily disclose family income voluntarily, since for charter schools, eligibility is not determined by income.

<sup>4</sup> The State Public Charter School Early Learning Program operates on the same calendar and schedule as the public charter school in which the classrooms are operated. This is the equivalent of 30.5 hours per week.

<sup>5</sup> Beginning in SY 2020-2021, the legislature expanded the eligibility of the program to include 3-year-olds in addition to the 4-year-old children who were already eligible.

<sup>6</sup> Children who are 5 years old by July 31 enroll in kindergarten for that school year. Kindergarten was made mandatory on May 1, 2014. Act 76 amended the Hawaii Revised Statutes, Section 302A-411 and 302A-1132, which also list exemptions from mandatory attendance. Link to this policy is found [here](#).

<sup>7</sup> Beginning in School Year 2020-2021, under Act 46, Sessions Laws of 2020 Hawaii, the state legislature authorized the administration of the pre-K programs in charter schools to be under the oversight of the Hawaii State Public Charter School Commission. Act 46 also expanded the age eligibility of the early learning program in charter schools to include 3- and 4-year-olds. There were no priority categories.

<sup>8</sup> Charter schools offer breakfast for families that choose that meal option prior to the start of school each day. Lunch is made available to all students. Some charters offer extended care (early- and/or after-school care). For these programs, they offer breakfast and/or afternoon snacks.

<sup>9</sup> In order for a child to register and enroll in the State Public Charter School Early Learning Program, a physical exam must be completed. The physical exam includes vision, hearing, height/weight, blood pressure, required immunizations, and a TB test or screening. All children must also have a completed State of Hawai'i Department of Human Services Early Childhood Pre-K Health Record Supplement form completed by the child's physician. This form collects information regarding the child's head circumference, hemoglobin/hematocrit levels, lead levels, BMI, developmental screening, allergies or sensitivities, medications/treatments, special diet, and behavioral issues or social-emotional concerns.

<sup>10</sup> If families are unable to obtain a full physical exam, some flexibility was provided to meet this requirement. Families were asked to schedule an appointment before enrollment to fulfill this requirement. School staff followed up with each family to ensure this requirement was met.

<sup>11</sup> Health services for children include school-level services such as medication administration for chronic health conditions and responding to acute/emergency health needs. Other family support services may be provided at individual charter schools. These services vary from school to school.

<sup>12</sup> Hawaii's ELDS are aligned with the Common Core State Standards, which include college- and career-readiness standards.

<sup>13</sup> State policy requires the use of at least one specific child assessment, aligned with the ELDS, to be used by all preschool programs. However, exceptions were granted for two schools, both Native Hawaiian language medium charter schools, to allow their use of an alternative indigenous assessment tool in lieu of Teaching Strategies GOLD. The name of the indigenous assessment tool is the Native Hawaiian Cultural Based Measures (CBM) and the Kai Kohola Malaao, both of which are aligned to the ELDS.

<sup>14</sup> Student assessment data is used to determine if a comprehensive evaluation is needed for special education and/or therapeutic services.

<sup>15</sup> Currently, Hawaii is using the Johns Hopkins KEA tool. More information can be found [here](#).

<sup>16</sup> There may not be qualified applicants for the rural remote areas of the state with a BA, so principals can make an exception and justify hiring that aligns with the Hawaii Teachers Standards Board (HTSB) policy. In 2022-2023, two teachers did not have a BA. The teachers are currently enrolled in an accredited program. Teachers who do not meet the HTSB teacher licensure standards are considered Emergency Hire Status. According to the website, the Emergency Hire Permit is issued to an unlicensed individual who wishes to teach in a Hawaii public school in a shortage area or hard-to-fill position when no licensed teacher is available. Term: 1 Year, expires on June 30th of each year and may be reissued two times. More information can be found [here](#).

<sup>17</sup> As new requirements have been established beginning in school year 2019-2020, current teachers not meeting the new standard must be enrolled in a state-approved Teacher Education Program (SATEP) in ECE. Bachelors in Elementary Education from an accredited College or University. More information can be found [here](#).

<sup>18</sup> The teacher with her AA is working toward obtaining her BA degree, the other is enrolled in a BA program.

<sup>19</sup> Yes, there is a shortage of Native Hawaiian licensed teachers, and rural remote areas across the state. This year, the legislature has addressed teacher shortage using various mechanisms to retain and attract new teachers. Ninety-two percent of teachers voted in favor of a new contract that provides 14.5% salary increases. You may find this information [here](#). The Hawaii state legislature, through SB 941 provides for teacher housing to alleviate a shortage of teachers.

<sup>20</sup> Three teachers have waivers: 2 with AA, 1 with BA in non-ECE program.

<sup>21</sup> This private-public partnership to provide early childhood educator stipends can be found [here](#).

<sup>22</sup> This is currently being developed; however, it is not publicly available. The local universities are working on this along with a cohort of community stakeholders. These ideas will need to be presented to the Hawaii Teacher Standards Board for review and approval.

<sup>23</sup> Act 210, Sessions Law Hawai'i 2021, requires that any educational assistant has a current child development associate credential, coursework for a certificate that meets the requirements for child development associate credential preparation, or be enrolled in and working toward completing an early childhood education program that prepares the individual to obtain the credential. The coursework to meet the CDA credential requirements includes the successful completion of the following courses: ECED 105 - Introduction to Early Childhood Education, ECED 110 - Developmentally Appropriate Practices, ECED 131 - Early Childhood Development: Theory into Practice. More information can be found [here](#).

<sup>24</sup> Due to the ongoing shortage of substitutes, many schools found it difficult to have both the teacher and assistant teacher attend. Assistant teachers were encouraged to attend when substitute coverage was available.

<sup>25</sup> Coaching and mentoring support are provided to teachers and assistant teachers. The frequency of coaching and mentoring depends on the knowledge base and skills of the individual teacher and assistant teacher based on self-reporting, ongoing observations by early learning coaches and school administrators, and the CLASS and



- ECERS-3 assessments. Coaching is individualized and differentiated for each teaching team: seasoned teachers may receive coaching and/or mentoring one to two times a month, while those needing more support may receive coaching/mentoring one to two times per week.
- <sup>26</sup> All teachers in the Hawai'i State Public Charter School Early Learning Program are members of the Hawaii State Teachers Association (public school teachers' union). They have contracts that determine their salaries and benefits and ensure pay parity across all grade levels, pre-K through 12. The teacher rate salary schedule may be found [here](#).
- <sup>27</sup> All educational assistants in the Hawai'i State Public Charter School Early Learning Program are members of the Hawaii Government Employee Association union. They have contracts that determine their salaries and benefits and ensure in pay parity across all grade levels, pre-K through 12.
- <sup>28</sup> Find more information [here](#).
- <sup>29</sup> All classrooms were observed at least twice using the CLASS and ECERS-3 tools: once in the fall and once in the spring.
- <sup>30</sup> Information and its use are reported aggregately and annually to the State Legislature and State Public Charter School Commission as a measurement of high-quality practices.
- <sup>31</sup> Site visits are conducted through routine coaching and mentoring and as part of program administrative oversight to determine where there are exemplar practices being implemented, where additional support is needed, and to continuously build upon existing practices.
- <sup>32</sup> Hawaii aligns our practices with the ECERS tool and the DHS Group Child Care Licensing Guidelines. Though an hour of outdoor time is strongly recommended, it is not a policy. All classrooms provide daily outdoor time. This is a non-issue. The program encourages 'āina-based (Hawaiian for land/nature/environment) and place-based learning from an indigenous and systems perspective. This way of thinking and learning fosters opportunities to get to know and build relationships with the place where we live) for all participants - staff and children. This indigenous perspective helps to build connections and relationships between ourselves and our place and our Mother Earth - to better care for this place and the world. All 324 children participate in varying degrees of 'āina-based learning.

## ILLINOIS – Illinois Preschool for All and Preschool Expansion

- <sup>1</sup> The geographical coverage is based at the grantee level and in what county the grantee is located. The Illinois State Board of Education (ISBE) also collects site level data that represent where the children are served. Children from all counties participate. However, funding does not allow for services to be provided to all children whose parent wants them to attend.
- <sup>2</sup> The FY23 estimated enrollment capacity for Preschool for all (PFA)/ Preschool for all Expansion (PFA Expansion) was 91,651 children.
- <sup>3</sup> The total includes 12 5-year-olds.
- <sup>4</sup> Totals include 5-year-olds. The breakdown of 5-year-olds is: Black or African American (16); Hispanic (21); Multi-Racial (5); White (135).
- <sup>5</sup> Private entities include: Higher Education, Regional Offices of Education, Joint Agreements, Special Education Cooperatives, Private Preschool, and Charter Schools.
- <sup>6</sup> There are also 16 children who receive home-bound instruction.
- <sup>7</sup> Children must be 3 years old to enroll in preschool, but children who turn 3 after September 1 may enroll in PFA after turning 3 if there is space in the class. School districts may enroll children in kindergarten before they are age 5 based on local policy.
- <sup>8</sup> The 177 5-year-olds reported in the state preschool program turned 5 after September 1st.
- <sup>9</sup> Low income is one of the risk factors taken into account in determining program eligibility. Programs use an eligibility form that consists of weighted criteria based on risk factors. Programs serve those children most in need in the community as determined by those exhibiting the most at-risk factors. Children must meet at least two risk factors to be eligible.
- <sup>10</sup> In addition to the 1:10 staff to child ratio, PFA requires that there are two staff (a teacher and paraprofessional) in a classroom at all times even if there are less than 10 children in the class.
- <sup>11</sup> Snack (part-day); PFA: Breakfast or lunch (full-day); PFA Expansion: Breakfast, lunch, snack.
- <sup>12</sup> Vision and hearing screening must be conducted annually for preschool age children by technicians or nurses trained and certified by the Illinois Department of Public Health (IDPH). Evidence of completing the physical exam and immunizations must be provided by October 15. Programs work with parents to ensure children receive dental examinations but there are no state requirements to report on dental examinations until kindergarten. The physical examination involves all components given on the State of Illinois Certificate of Child Examination, including complete immunization records, medical history, diabetes screening and lead assessments. Students transferring from another Illinois school must present copies of their current Illinois school health records. Comprehensive services are required in the PFA State Expansion model and include medical and dental homes and dental screenings.
- <sup>13</sup> ISBE does not appropriate specific curriculum. Programs are required to use a research-based curriculum that aligns with the Illinois Early Learning and Development Standards (IELDS). The Illinois Early Learning Project provides resources, tip sheets, and benchmark videos that are aligned with the IELDS. More information can be found [here](#). ExceleRate Illinois, the QRIS, provides additional information about curriculum that are aligned with the IELDS. Additional information can be found [here](#).
- <sup>14</sup> Preschool programs can choose any research-based, authentic assessment system that aligns with the curriculum and documents child progress over time. The state does not require a specific assessment tool, but 72.1% of preschool programs use TS GOLD , 10.5% use Work Sampling System, 3.3% use Core, and 2.3% use other assessments. Additional information can be found [here](#).
- <sup>15</sup> The [Kindergarten Individual Development Survey \(KIDS\)](#) is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten. KIDS is a requirement for all kindergarteners across the State of Illinois.
- <sup>16</sup> Educators holding an Illinois Gateways Level 5 Credential or an Educator License with Stipulations-Transitional Bilingual Educator (ELS-TBE) can now acquire an ISBE Professional Educator License (PEL) while gaining valuable experience in an ISBE PFA program. Public Act 100-0645 makes changes to who can teach in PFA classrooms and was extended for another five years. Educators who hold one of the two following credentials and are working towards a Professional Educator License can teach in a PFA program: A Gateways ECE Credential Level 5; or an ELS-TBE endorsement and have either passed the ECE content test or have completed at least 9 semester hours of ECE coursework. Program Administrators will have to collect evidence of coursework from ELS-TBE candidates. Public Act 100-822 makes some changes to who can participate in alternative licensure programs. This law allows for early childhood educators in alternative licensure programs to keep their jobs in community-based organizations while enrolled in the alternative licensure program. Executive Directors and Lead Teachers in community-based EC programs are now considered Qualified Equivalent evaluators of EC educators.
- <sup>17</sup> Programs have reported that they have closed classrooms because of the teacher workforce shortage or used a substitute teacher.
- <sup>18</sup> Through the PDG B-5 Planning grant we are piloting a Prior Learning Assessment Project. The Illinois Network of Childcare Resource and Referrals (INCCRRA) leads the work related to the Prior Learning Assessment Project. A recap of recommendations was shared with faculty to garner additional feedback for recommendations to the state which will be included in the final report. Recommendations include consensus on number of assessment retakes, amount of awarded credit to the learner, and number of attempts a learner is allowed. Additional recommendations are under review pending data analysis to help better inform decisions. Two new additional groups of scenarios for assessments were initiated for learners. One is for retakes, and one is for initial assessments. These new assessments are available in both English and Spanish. A CBEN marketing consultant continued to refine marketing materials with input from PLA pilot faculty to help inform the development of the materials that can be used for the Illinois ECE workforce.
- <sup>19</sup> To be eligible for an Educator License, an individual must be at least 20 years of age, hold a HSD or GED, and meet one of the following requirements: (1) Hold an Associate Degree (or higher) from a regionally accredited institution of higher education, (2) Completed at least 60 semester hours of credit from a regionally accredited institution of higher education, (3) Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test, or (4) Presents evidence of earning the following scores on the Work Keys test: Reading for Information (4), Writing or Business Writing (3), and Applied Mathematics (4).
- <sup>20</sup> Assistant teachers must work under the direct supervision of a licensed teacher. Teaching staff members receive training annually on selected screening tools, curriculum and assessment tools.
- <sup>21</sup> Assistant teachers are not required by ISBE licensure to have PD hours, however, the PFA grant requires assistant teachers to have PD plans.
- <sup>22</sup> Coaching is provided to programs who need additional support according to the results of their monitoring visit. In addition, programs are selected for coaching through a voluntary coach process. Job embedded classroom support is required in the PFA Expansion model.

- <sup>23</sup> Results from the PFA monitoring visit may result in programs being invited to participate in the PFA Coaching Project. The project is funded by ISBE through the Illinois Resource Center at no cost to programs. Programs receive support, on-site visits, and resources to assist in the process of continuous program improvement. On average, coaches visit their teachers once a month. Coaches also meet with the administrators, often together with the teacher. Length and timing of visits vary based on the experience of the teacher and whether a monitoring visit is scheduled.
- <sup>24</sup> Public school district salaries and fringe rates are set by union bargaining agreement at a local level. Nonpublic employees in PFA Expansion sites are required to receive salaries comparable to the local K-12 school salary schedule at entry level. Parity is not required in PFA sites.
- <sup>25</sup> The FY23 allocation for the ECBG is \$598,138,100. The PFA/PFA Expansion expenses include all grants and contracts for preschool (\$438,746,040) and the Birth to Three allocation total is \$125,725,557.
- <sup>26</sup> Programs may blend/braid funding from TANF, CCDF, IDEA, and CACFP but the extent to which they do is unknown.
- <sup>27</sup> Programs are also monitored with the compliance checklist that details all grant requirements.
- <sup>28</sup> The assessors conduct visits along with either the state anchor, who is at least 90% reliable with the authors, or a lead assessor, who has been 90% reliable with the anchor. These reliability visits take place on every sixth visit for newer assessors or eighth visit for senior assessors. National Louis University maintains a reliability spreadsheet on everyone monitored by their supervisor.
- <sup>29</sup> ISBE principal consultant site visits are conducted on an as needed basis.

## IOWA – Iowa Shared Visions

- <sup>1</sup> Programs use braided funding (rather than blended funding) because individual funding sources must be tracked separately and reported accordingly.
- <sup>2</sup> These 1,016 children were enrolled based on primary eligibility which is 130% or below of the federal poverty level. There were 90 children above income eligibility that were enrolled based on secondary eligibility risk factors.
- <sup>3</sup> All program operating schedules are determined locally, based on community need, and described in the application process. There is no minimum number of hours per day or days per week required for the Shared Visions Program. However, applicants were awarded more points for service delivery plans that provided more days/week of service within the application.
- <sup>4</sup> Kindergarten-age eligible children may enroll in Shared Visions if they meet eligibility criteria for income and/or other risk factors and the local program determines to do so.
- <sup>5</sup> At least 80% of funded slots must be filled by children who are at or below 130% FPL. Income eligible children can't be charged any fees. No more than 20% of funded slots may be filled with children over income, and they must meet 1 other risk factor. Children who are not eligible based on income may enroll if they pay a sliding-fee schedule and are eligible according to one or more of the secondary eligibility criteria. Secondary eligibility criteria include: functioning below age in 2+ developmental areas (one may be English proficiency), born at biological risk (e.g., low birth weight or a medical disorder), born to a parent under 18, parent has not completed high school, parent is a substance abuser or child/spouse abuser, parent is incarcerated, parent is illiterate, parent is chronically mentally ill, or child has other circumstances which may be interpreted by the local program. Programs may enroll children who don't meet income or secondary risk factors, but they cannot utilize grant funding.
- <sup>6</sup> Children/families above 130% FPL that are eligible based on secondary risk factors; children not meeting any risk factors may not be supported with grant funds and must be at full pay or supported by another funding source. The number of children included in the state pre-K program that provide a sliding scale fee is determined locally.
- <sup>7</sup> Iowa code requires a staff to child ratio of 1:8 regardless of classroom maximum. Programs are required to select one of three state-approved program standards and adhere to the classroom maximum stated within the selected standards. Classroom maximum varies based on the program standards and ages served. The program standards selected within the awarded application dictate the requirement to be followed by a grantee. There is no separate state requirement related to classroom maximum. IQPPS & NAEYC maximum class size is 20 and HSPPS maximum class size is 17.
- <sup>8</sup> Depending on whether children attend for a full-day or part-day, as well as if the hours attended are in the morning or afternoon, will determine if breakfast, lunch and/or snack(s) are offered. Programs are required to follow the program standards selected within the awarded application (HSPPS, Iowa Quality Preschool Program Standards (IQPPS), or NAEYC). The program must serve meals and snacks at regularly established times; meals and snacks must be at least two hours apart but not more than three hours apart.
- <sup>9</sup> Shared Visions Programs must implement one of three state-approved sets of program standards which outline requirements for routine screening. Dental screenings are locally determined, but required as part of the full physical exam for 3-year-old children, per AAP. Additionally, while dental screenings are not specified by all program standards, screenings may be required locally or part of annual screening practices within the program.
- <sup>10</sup> Iowa administrative rule requires grants to be awarded based on points provided for a variety of items, one of which is the provision for parental involvement. Iowa code requires programs to be considered for an award based on a variety of items, one of which is the degree to which the program involves and works with the parents, and includes home visits, instruction for parents on parenting skills, on enhancement of skills in providing for their children's learning and development. Family engagement is also addressed in the three program standards.
- <sup>11</sup> Additional listed domains included in the Iowa ELS: Mathematics, Creative Arts, Social Studies, and Science.
- <sup>12</sup> The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the Iowa Early Learning Standards (IELS) and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
- <sup>13</sup> The Child Development Coordinating Council (state advisory board) Policy and Iowa Code 279.60 require grantees to administer TS GOLD.
- <sup>14</sup> Materials are available, including at the preschool grade-level, to support instruction at the universal tier level. Training for curricula adopted by grantees is determined locally, but may occur by the local program, intermediary agencies (e.g., Area Education Agencies (AEAs)), and/or vendors. Existing funds may be used to support PD of SV staff in the area of curriculum; additional funding was available to support professional development but it was locally determined whether that would be in the area of curriculum.
- <sup>15</sup> The state holds a contract to provide access to myIGDIs for any programs interested in administering the early literacy screener. It is not required but supported.
- <sup>16</sup> Data is also used to report child outcomes and growth to the legislature.
- <sup>17</sup> Iowa Code 279.60 states, "Each school district...shall administer a valid and reliable universal screening instrument, as prescribed by the Department of Education, to every kindergarten student enrolled in the district..." The Department has a list of approved tools posted on the website. A large majority of districts use the Formative Assessment System for Teachers (FAST).
- <sup>18</sup> Teachers must meet the educational qualifications within the selected program standards. (1) NAEYC requires teachers to have a minimum of a higher education degree in ECE, child development (CD), elementary education (EE), or early childhood special education (ECSE); or a higher education degree in another field with 36 higher education credits in ECE, ECSE, EE, or CD; or have state certification to practice as a teacher in a public school, and the certification is reflective of the age of the children served. (2) IQPPS requires teachers hold an Iowa teaching license and must hold an early childhood endorsement that reflects their current teaching assignment. (3) HSPPS requires all center-based teachers have at least an AA or BA degree in CD or ECE, equivalent coursework. (4) Lead teachers in Shared Visions classrooms that are blended with the SWVPP are required to have a BA with an early childhood endorsement and a license in Pre-K, Pre-K - K, Pre-K - 3rd Grade, Birth - K, or Birth - 3rd Grade.
- <sup>19</sup> Year-end report indicated staff shortages and impact on services.
- <sup>20</sup> The BOEE continues to have a waiver in place to allow a substitute to fill a vacant position. We have no numbers or percentages available.
- <sup>21</sup> Program staff must meet the educational qualifications within the selected program standards. (1) NAEYC requires all assistant teachers/teacher aides have, at minimum a CDA or 12 higher education credits in early childhood education, early childhood special education, elementary education, and/or child development. (2) IQPPS requires assistant teachers to have a high school diploma or GED and 50% of assistant teachers have at least a CDA or equivalent, 100% of assistant teachers who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent. (3) HSPPS requires assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

- <sup>22</sup> Iowa code requires awarded grants be considered in relation to the provisions of staff training and development. A professional development plan must be submitted within an awarded application for funding and then be adhered to in practice. In addition, each of the selected program standards require various topics be covered annually with individual professional development plans to be in place.
- <sup>23</sup> Iowa Code 284.6 outlines requirements for teachers with an active teaching license in public schools to receive ongoing classroom-embedded supports.
- <sup>24</sup> The required local-match is 20% in-kind of awarded state allocation.
- <sup>25</sup> Faith-based centers can receive grants to provide a comprehensive preschool program as long as there is no religious content. Programs may also sub-contract with faith-based centers as long as there is no religious content during state-funded programming.
- <sup>26</sup> All classrooms are observed as aligned to the monitoring practices for the selected set of program standards (every 5 years, every 3 years, portions of monitoring on an annual basis, as well as locally determined frequency which is typically one or more times per year). Ongoing observation and feedback is also required by each selected program standards but specific frequency is determined locally. Regional AEA's are provided technical support through a state leadership network and charged with supporting state-funded programs which include observations and feedback. Teacher evaluations are conducted to include structured observations and occur annually during the initial 3-year teaching term. Other structured observations are required as part of implementation and monitoring associated with the selected program standards (NAEYC, HSPPS, or IQPPS). In addition, state policy allows for state staff to conduct onsite observations as determined necessary.
- <sup>27</sup> The state uses tools for observations aligned with IQPPS for those programs implementing IQPPS and who must participate in an onsite observation/visit. Other tools used vary depending on decisions of the local grantee as well as the AEA and identified need/request of the local program. Many programs report use of ECERS. State-funded programs that selected NAEYC must participate in site visits to maintain accreditation. Those following HSPPS will be required to conduct the CLASS. The state also coordinates support for classrooms to be received from the AEA's (regional supports) which includes classroom observations as often as determined necessary at the local level.
- <sup>28</sup> All Shared Visions classrooms are required to implement one of the 3 approved program standards. Review of classroom quality and safety requirements are included in onsite monitoring and visits based on the program standards (and tools for supporting review for implementation of the program standards). All AEA and state staff who conduct classroom observations are trained on the Iowa Quality Preschool Program Standards. Facilities that are DHS licensed are also monitored by DHS licensing consultants. Those that voluntarily participate in QRIS would use QRIS processes and associated tools for monitoring. Classrooms in districts that are newly implementing the Iowa Quality Preschool Program Standards are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or follow Head Start Program Performance Standards also receive onsite visits required by those programs.
- <sup>29</sup> Per Iowa administrative rule, site visits are required as deemed necessary by the Department of Education as part of monitoring and reviewing annual reports. In addition, classrooms that are newly implementing the IQPPS are visited in their second year of implementation.
- <sup>30</sup> The number of minutes required is locally determined by length of programming offered.
- <sup>31</sup> Iowa Department of Health and Human Services has guidance on all of the above. For additional information see this [link](#).

## IOWA – Iowa Statewide Voluntary Preschool Program (SWVPP)

- <sup>1</sup> School districts may partner with Head Start and/or community-based preschools. The school district remains responsible for program and fiscal monitoring. Funds flow from the school district to community partners.
- <sup>2</sup> Children under 3 are included with the 3-year-olds.
- <sup>3</sup> Of the preschoolers with disabilities enrolled in the SWVPP, 860 three-year-olds, 1,292 four-year-olds, and 38 five-year-olds were not supported by SWVPP funds. Children younger than 3 are included with the 3-year-olds.
- <sup>4</sup> The totals represented in the table provided do not include 5-year-olds. Children younger than 3 are included with the 3-year-olds.
- <sup>5</sup> State funding is provided based on meeting SWVPP assurances, which include providing a minimum of 10 hours of instruction per week.
- <sup>6</sup> An estimate is provided for the minimum number of hours per year offered based on a 180 day school year, accounting for 5 days to complete required home visits. Additionally, most districts generally follow the school year, but it is a local decision.
- <sup>7</sup> Children older or younger than 4 years of age may participate but will not generate state funds.
- <sup>8</sup> State law allows children older and younger than 4 to enroll in SWVPP as long as all interested 4-year-olds are enrolled (no wait list) and there is an alternate funding source to support participation; children younger or older will not generate state funding. Allowing 5-year-olds to enroll in SWVPP for preschool participation (reported as preschool grade level) is a local district decision; the state reviews program reporting to ensure accuracy.
- <sup>9</sup> All age-eligible Iowa children may enroll in any participating district. Enrollment is not dependent on the district of residence. Districts may prioritize enrollment criteria based on other factors.
- <sup>10</sup> The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart. Meals served are dependent on hours of operation and locally determined preschool program standards.
- <sup>11</sup> Record of physical exam within 6 weeks of enrollment is required based on program standards and criteria. The Iowa Department of Health and Human Services Administrative Code requires that immunizations be current prior to enrollment. While program standards and criteria do not require dental screenings, the majority of programs either require this locally or engage in dental screening practices during the year. The required components of the physical exam would be specified by the program standards being implemented in each classroom (the Iowa Quality Preschool Program Standards (IQPPS), Head Start Program Performance Standards (HSPPS), or accreditation by NAEYC). Program standards and criteria provide guidance for appropriate referral practices in the event that a child has a positive screen.
- <sup>12</sup> State rule requirements for parent involvement include the following: the preschool program shall involve families through at least one home visit by the licensed teacher of the child, one family night, and at least two family-teacher conferences per year. Family involvement may include volunteering in the classroom, orientation to the preschool program, parent education, general communications, or other activities. The preschool program may collaborate with other agencies for the provision of family education and support. In addition, preschool program standards would guide other opportunities for parent involvement.
- <sup>13</sup> The state has developed a facilitation guide and supporting materials for reflecting on universal instruction that are available to any interested school district or preschool program. The materials align with the Iowa Early Learning Standards (IELS) and require programs to ensure curriculum, instruction and assessment are aligned to the IELS.
- <sup>14</sup> Iowa Code 279.60 require district-sponsored programs to administer Teaching Strategies GOLD.
- <sup>15</sup> The state offers guidance on criteria for selecting evidence-based curriculum models. Curriculum is locally determined by must be research- or evidence-based and be aligned with IELS. Programs may use state funds to support curriculum implementation or training, however additional funds are not provided specifically for this purpose. Training for curricula adopted by programs is determined locally, and may be provided by the local program, intermediate agencies (e.g., Area Education Agencies (AEAs)), and/or vendors.
- <sup>16</sup> Data is also used to report child outcome data in a legislative report.
- <sup>17</sup> Iowa Code 279.60 states, "Each school district...shall administer a valid and reliable universal screening instrument, as prescribed by the department of education, to every kindergarten student enrolled in the district..." The Department has a list of approved tools posted on the website. Ninety-seven percent of districts use the Formative Assessment System for Teachers (FAST).
- <sup>18</sup> All teachers in the SWVPP have a bachelor's degree, an Iowa teaching license, and an early childhood endorsement. Appropriate endorsements in Iowa include PK-3rd Grade, including special education; PK-K; and PK-3rd Grade. All lead teachers must hold one of these endorsements (and may have additional endorsements). Required training varies based on the training required for the specific endorsements.
- <sup>19</sup> This information is collected as point in time data.
- <sup>20</sup> 28 teachers did not have degree level marked. This was most likely an error of omission on user's part.
- <sup>21</sup> We have received questions on what allowances are available and how to go about obtaining a waiver to start the school year with a substitute teacher in place of employing a licensed teacher with the appropriate endorsement.
- <sup>22</sup> The Board of Educational Examiners (BOEE) allows districts and programs to fill vacant teaching positions with substitute teachers when they have applied for and

meet the requirements to obtain this waiver. We have no numbers or percentages available. Substitute teachers with a Substitute license must have or be eligible for a full teaching license. This requires a BA and specialized coursework in education. Substitute teachers with a substitute authorization have at least an AA degree or 60 semester hours or more and an approved substitute authorization class.

- <sup>23</sup> Assistant teacher requirements vary depending upon the preschool program standards being followed. Some classrooms follow IQPPS, others NAEYC, and others follow Head Start. For the IQPPS, teacher assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and onsite monitoring require evidence that 50% of assistant teachers have a CDA and the rest are working toward a CDA. All preschool program standards would allow for hiring individuals with only a high-school diploma as long as they enroll in and work to complete a program to obtain the applicable credential.
- <sup>24</sup> State policy requires PD but does not specify hours. Guidance recommends that SWVPP teachers have 15 clock hours of PD each year. State policy and guidance do not specify a number of hours of PD annually required for teacher assistants, but do require that teacher assistants receive appropriate PD in ECE. Each staff member should have an individualized PD plan that is used to inform continuous PD. Districts make PD available to non-district SWVPP teachers in the same manner it is offered to district personnel. Career development for school district preschool teachers shall be addressed in the school district's career development plan and implemented in accordance with Iowa Code section 284.6. The school district shall ensure that program staff members are provided appropriate staff development in ECE.
- <sup>25</sup> Iowa Code 284.6 outlines requirements for teachers in public schools to include ongoing classroom-embedded supports. Public school districts must provide mentoring to district first-year teachers with initial licensure. Mentoring past the first year is determined locally.
- <sup>26</sup> Community partner organizations determine salary and benefits for staff employed by the organization. People employed by a public entity in Iowa contribute to and may collect Iowa Public Employee Retirement System (IPERS) upon retiring. People employed by a private organization would not have access to IPERS.
- <sup>27</sup> Districts received state funds based on enrollment for the 2021-2022 school year. State funding for preschool is provided to districts in arrears, meaning the funding received one year is actually based on the previous year's enrollment. In a recovery effort in a response to reduced preschool funding (based on reduced enrollment), districts were allowed to petition the School Budget Review Committee (SBRC) to back fill their preschool budgets for one school year. Some districts received these funds within the 2022-23 school year.
- <sup>28</sup> Funding flows directly to public schools. Public schools may contract with Head Start, private preschool/child care centers and/or accredited nonpublic schools to provide SWVPP. By statute, districts that contract provide 95% of the per child allocation to the contracted entity.
- <sup>29</sup> Programs may receive visits/observations from staff at the local area education agency.
- <sup>30</sup> Tools relative to the preschool program standards are identified and implemented as determined by local leadership.
- <sup>31</sup> The state continues to support our intermediary agencies in providing technical assistance to districts and programs. Obtaining an initial or renewing a standard administrator license requires current evaluator approval training. All administrators are trained in common approaches to evaluating teachers across the state.
- <sup>32</sup> Information from classroom observations is used to make improvement decisions at the local level. Much of this information is never shared with state level personnel and thus is not used for improvement efforts. What programs report to us through a desk audit process is used to identify programs for corrective action, but the desk audit process does not require classroom observation.
- <sup>33</sup> Classrooms in districts (and their community partners) that are newly implementing SWVPP and/or IQPPS are visited in their second year of implementation. Programs also receive visits at least each year by AEA staff. Programs that are NAEYC accredited or following Head Start Program Performance Standards also receive onsite visits required by those programs. Additional visits from state personnel are based on district results from our differentiated accountability system.
- <sup>34</sup> The number of minutes required is locally determined by length of program day and preschool program standards.
- <sup>35</sup> Iowa Department of Health and Human Services has guidance on all of the above. For additional information see this [link](#).

## **KANSAS – Kansas Preschool Offered by Public School Districts**

- <sup>1</sup> Preschool Offered by Public School Districts includes the Kansas Preschool At-Risk Program as well as supplemental funding provided through the Kansas Preschool Pilot.
- <sup>2</sup> 262 districts had approved Preschool-Aged At-Risk programs. 271 districts enrolled and received state school finance formula funding for preschool students with disabilities.
- <sup>3</sup> For the Preschool At-Risk Program, all 3-and 4-year-olds who met at-risk criteria and were enrolled and attending on Count Day in a district offering an approved program were funded for the 2022-2023 school year. In previous years, slots were awarded on a competitive basis. 2021-2022 was the first year Kansas was able to fund 3-year-olds in this program. There is limited funding available statewide for the Kansas Preschool Pilot supplemental grant program.
- <sup>4</sup> Beginning in 2021-2022, preschool school finance formula funding is based on Count Day enrollment and not capped at a particular number of slots.
- <sup>5</sup> These children are also included in the total enrollment.
- <sup>6</sup> Preschool students with disabilities enrolled on Sept. 20 who turn 3 between the age cutoff (Aug. 31) and Sept. 20 are not funded through the school finance formula.
- <sup>7</sup> For additional information, see the [Governor's Budget Report](#).
- <sup>8</sup> The Kansas Early Head Start program is funded through TANF at the State Department for Children and Families.
- <sup>9</sup> 4- and 5-year-olds are combined so that the totals will match enrollment totals and to report unsuppressed data.
- <sup>10</sup> KSDE encourages local school districts to enroll all children who are age-eligible for kindergarten in kindergarten. Kindergarten-age children enrolled in preschool are reported as kindergarten students for school funding purposes. They do not generate Preschool-Aged At-Risk funding and may not be served using Kansas Preschool Pilot grant funds. Kindergarten-age children may also be served with local funding or special education funding, if they have an IEP.
- <sup>11</sup> To qualify for Preschool-Aged At-Risk Preschool Program funding, children must be enrolled and attending on a designated "Count Day." In addition, all children must meet one of nine risk factors outlined by KSDE. Students who qualify based on income also trigger the at-risk weighting in the school finance formula. In most districts this means that, in addition to generating 0.5 FTE in headcount enrollment, the district generates .484\*BASE in at-risk aid. Some districts qualify as high-density at-risk and get a weighting larger than .484\*BASE. For the KPP program, at least 50% of the children enrolled must meet one or more of the designated risk factors, however the income requirement includes families with incomes below 185% of the FPL. For more information about the state's eligibility criteria, see [here](#).
- <sup>12</sup> If auditors determine children do not meet at-risk criteria, the district does not receive Preschool-Aged At-Risk funding for those students. This happens throughout the school year and is finalized by the end of the year. Data reported in this survey are audited data. For the KPP, auditors review program rosters to confirm that at least 50% of students served meet at-risk criteria. If a program does not meet 50%, KSDE addresses whether funding is reduced or whether the program is required to submit a corrective action plan. Auditors review documentation once per year. Changes to districts' reported enrollment happen at the end of the year and affect district funding; children are shifted from a district's funded to unfunded enrollment and typically remain enrolled for the duration of the year.
- <sup>13</sup> Programs must provide at least one meal or snack per classroom session to all children attending the program.
- <sup>14</sup> Grantees must make available screenings for hearing and vision as required by federal, state, and/or local law, and ensure that each child receives a developmental screening using an evidence-based screening tool. The program must share results with the child's family. KSDE recommends that programs use the ASQ:3 and ASQ:SE-2. Programs may determine timing of screenings. Developmental screenings are required, but the state does not specify a psychosocial/behavioral screening be part of this screening, although most developmental screenings include this information. Kansas law requires all schools to provide dental screenings to all children annually. Kansas law requires proof of immunizations and a physical exam prior to a child's first enrollment in school. See also [Kansas Hearing Screening Requirements](#) and [Kansas Vision Screening Requirements](#).
- <sup>15</sup> Additional information is found [here](#).
- <sup>16</sup> Kansas revised the Kansas Family Engagement and Partnership Standards for Early Childhood in 2019, which can be found [here](#).
- <sup>17</sup> KSDE is reevaluating the approach to consider providing more direct guidance and support to districts PreK-12 in selecting curriculum and instructional materials.
- <sup>18</sup> The program approval form and review process for the Kansas Preschool-Aged At-Risk program, and the RFP application and review process for the KPP program, require programs to describe progress monitoring and assessment tools that will be used to determine the need for tiered interventions, as well as tools to assess the classroom environment. The KSDE Early Childhood Team works with programs during the grant application process to ensure locally selected curricula and assessment

tools are evidence-based, aligned with the Kansas ELA, and appropriate to measure children's developmental growth upon entry and exit of the program. Kansas Child Care Training Opportunities, Inc. (KCCTO) regularly provides in-person and online PD workshops on the Kansas ELA. Beginning in 2018, the KSDE Career Standards and Assessments team includes an elementary consultant, who delivers PD on a variety of topics, including the Kansas ELA. State agencies also collaborated with partners to develop an online toolkit to accompany the standards. The Kansas Technical Assistance Support Network (TASN) has multiple projects to provide support for implementation of the Kansas ELA.

- <sup>19</sup> Additional information is found [here](#).
- <sup>20</sup> A 72-month version of the ASQ-3 is available in Kansas, valid for children up to 77 months 30 days. Accredited schools are required to use the ASQ-3 and the ASQ:SE-2.
- <sup>21</sup> Preschool teaching staff must have a current teacher license and must have, at minimum, a current Elementary Education license. A Kansas license in ECE is recommended. KSDE encourages school districts to hire teachers who have one of the following: Early Childhood Unified, Birth to Grade 3 license (ECU); Childhood Unified, Birth to Kindergarten license (ECU); ECE license (EC); Early Childhood Handicapped (ECH) license; or Early Childhood endorsement with a license in Elementary Education. Other accepted qualifications for teachers include Elementary Education, PreK-6 or PreK-9.
- <sup>22</sup> For more information, see the [October 10, 2023 meeting](#) of the Kansas State Board of Education.
- <sup>23</sup> More details are found [here](#).
- <sup>24</sup> This is a pilot year for an elementary education apprenticeship program.
- <sup>25</sup> It is strongly recommended that school districts employ paraprofessionals or aides who have at least a CDA or AA in early childhood education or a related field. Other accepted qualifications for assistant teachers are: HSD or GED with 48 credit hours at an institution of higher education; or an AA (or higher); or pass a State approved assessment that determines an ability to assist in instructing reading, writing, and mathematics; or reading, writing, and mathematics readiness. More information may be found [here](#).
- <sup>26</sup> Two years of mentoring is required for a licensed teacher (lead teacher) to move from a two-year initial license to the five-year professional license. One year of mentoring is also required for a licensed education leader (administrator) to move from an initial license to the five-year professional license (for more information, see [here](#)). The mentoring program provides one year of structured, intensive support for the new teachers/specialists, with a documented plan for providing a second year of support if needed. Support during the initial year of structured, intensive support must include: weekly communication; at least three annual observations (virtual or in person); and a system for mentors to provide reflective verbal dialogue and feedback.
- <sup>27</sup> Additional local funding is not included. Estimates are based off of final audited enrollment and actuals differ due to unique factors (e.g., out-of-state students enrolled count as 0.3, rather than 0.5, FTE). These estimates only include enrollment and the minimum at-risk weighting (0.484 FTE). They do not include additional weightings for transportation, ESOL services, low-density enrollment, etc., federal meals reimbursement, locally allocated federal funding, etc.
- <sup>28</sup> Estimates are based on Count Day enrollment. The school finance formula is a dynamic entitlement based on enrollment.
- <sup>29</sup> K.S.A. 72-3215 authorizes the board of education of any school district to contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the establishment, operation, and maintenance of preschool programs.
- <sup>30</sup> As part of the overall system of school accountability in Kansas, districts participate in accreditation/accountability monitoring, annual fiscal audits, and annual Title/IDEA accountability processes.
- <sup>31</sup> For additional information, see pages 7-8 of the [Kansas School Wellness Policy Model Guidelines, 2021](#). It includes information about giving kids recess, preferably outside.

## KENTUCKY – Kentucky Preschool Program (KPP)

- <sup>1</sup> Public preschool services are offered in all 171 school districts. Two districts delegate their preschool responsibilities to the Head Start program. Decisions to delegate or blend Head Start with state-funded preschool services are made at the local level. Additionally, the Kentucky School for the Deaf provides services to preschool students, and the Visually Impaired Preschool Services program provides early intervention services to preschool students who would attend the Kentucky School for the Blind.
- <sup>2</sup> Currently, the state does not track the number of 5-year-olds with disabilities who are age-eligible to enter kindergarten, but the Admissions and Release Committee (ARC) recommended a preschool placement. Students who fall in this category are funded with SEEK and IDEA funds and not state preschool.
- <sup>3</sup> Not all preschool students are served in blended programs. When programs are blended, dually enrolled preschool-Head Start students are served using funds from both programs and identified as Head Start Enhanced. Each year school districts and Head Start programs enter into full utilization agreements to ensure service coordination and to avoid supplanting of federal funds and to maximize the use of Head Start funds to serve as many four-year-old children as possible.
- <sup>4</sup> Three-year-old race and ethnicity breakdowns include children under the age of three.
- <sup>5</sup> The current reporting system only verifies the income for enrolled 4-year-old students.
- <sup>6</sup> The locally determined programs opted for a full day alternative program which has students attending alternate days two days a week. This program was established during the COVID-19 pandemic and the application process must be approved by the Commissioner of Education.
- <sup>7</sup> The Kentucky Preschool Program is required to serve children for at least 2.5 hours per day plus a meal which usually totals at least three hours. The standard program operation is 4 or 5 days per week. Other schedules must be approved by the Kentucky Commissioner of Education. Districts may use one of the weekdays for home visits, parent education, special education evaluations, PLCs, and other work related to providing comprehensive preschool services.
- <sup>8</sup> The preschool program is required to follow the school year calendar. However, because of the comprehensive nature of the program, school districts are permitted to begin preschool classroom instruction later in the school year and end instruction earlier in the school year to ensure full implementation, including screenings, special education meetings, home visits and family education services.
- <sup>9</sup> Local school boards are responsible for adopting a policy to permit families to seek early entrance to kindergarten, prior to the child's fifth birthday. These policies shall include an evaluation process that is used to help determine the child's readiness for school. Kindergarten children with disabilities may attend the preschool program under limited circumstances. If the best placement option for a five-year-old child with disabilities is the preschool program (as determined by ARC), and space is available in the program, the child is placed in preschool but identified as a first-year primary student (kindergarten). No preschool funds may be used to support this child. In addition, non-age-eligible children may enroll if space is available. Additionally, a school district must provide safeguards to ensure that the student has access to the same amount instruction time as kindergarten students, access to kindergarten curriculum, time for engagement with same-age peers, and access to activity classes such as Art, P.E., etc.
- <sup>10</sup> Four-year-old children whose family income is up to 160% of FPL are eligible to attend the preschool program. Three-year-old children with disabilities requiring specially designed instruction enroll on their third birthday, when transitioning from Part C to Part B services, or when they are determined eligible for special education services. Four-year-old children who are homeless or in foster care are categorically eligible for state-funded preschool. Both 3- and 4-year-old children with disabilities are eligible to attend preschool.
- <sup>11</sup> The decision to offer preschool spaces to families on a sliding pay scale is left up to the discretion of the local school district. The fee amount is determined by the local school district.
- <sup>12</sup> The maximum number of students in a preschool classroom is 20, additionally, no more than 40 students shall be served by an individual Interdisciplinary Early Childhood Education (IECE) certified preschool teacher in a program utilizing double sessions. Local school districts are not required to increase the number of staff; however, they are encouraged to consider increasing staff or decreasing class size based on individual student needs including the needs of students with disabilities.
- <sup>13</sup> Required meals vary by the length of day: breakfast or lunch (part-day); breakfast and lunch (full-day).
- <sup>14</sup> There is a 30-day timeline for completing child development and health screenings. A vision exam is required by January 1 of the year of enrollment by a qualified specialist. Districts are required to contact parents/legal guardians if any screening results indicate a need for further assessment by a specialist, follow-up, or referral for special education and related services or other appropriate resources. Additional information can be found [here](#).
- <sup>15</sup> Two home visits are required each year with the first home visit being conducted within the first 60 days of enrollment. Additionally, preschool programs have access to their school district's Family Resource Centers which support preschool students and families with educational, health, and social service support including referrals. Local school districts who offer preschool programs that are blended with Head Start may also offer additional services that are made available to state-funded preschool

students as well.

- <sup>16</sup> Kentucky revised the Early Childhood Standards in 2022, which were implemented at the beginning of that school year. In addition to the five fundamental core domains identified by the National Education Goals Panel, the standards also include the Creative Arts Standard, the Health and Mental Wellness Standard, and the newly developed Technology Standard. Kentucky's Regional Training Centers (RTCs) provide training and support to local school districts regarding implementing the newly revised standards. The revised Family Guides are available to families, and they are aligned to Kentucky's Early Childhood Standards, as well as the best practices of Kentucky Educational Television's Let's Learn Kentucky. Local School Districts can also utilize an online tool to review the standards, access alignment to Kentucky Academic Standards and Head Start goals, and access additional resources including support for dual language learners.
- <sup>17</sup> Independent content reviewers are identified on the Governor's Office of Early Childhood [website](#).
- <sup>18</sup> Based on a list of recommendations in the Kentucky Continuous Assessment Guide for classroom/instructional assessments, KDE has approved five assessments for preschool programs: (1) AEPS; (2) Carolina Curriculum for Infants/Toddlers/Preschoolers; (3) Teaching Strategies GOLD; (4) COR Advantage; and (5) Work Sampling (WSS).
- <sup>19</sup> Kentucky's RTCs provide support to school districts implementing early childhood standards and curriculum decision-making related to program services for children with disabilities. During the 2022-2023 school year, Kentucky launched the Child Outcomes Summary (COS) process to collect student outcome data for federal reporting. The RTCs are also provided support during this transition period.
- <sup>20</sup> Decisions regarding curriculum and support regarding curriculum are left up to the individual school districts. This support is usually detailed and included in the program's annual Professional Development Plan. The support is provided by the administration of the program which may include a Principal, a Director of Special Education, a Preschool Coordinator, or another identified administrator. Support usually consists of the implementation of coaching / mentoring from IECE teachers internally. Additionally, the RTCs, also provide support for curriculum implementation.
- <sup>21</sup> The use of a readiness screener was established by the Kentucky Department of Education (KDE) and the Early Childhood Advisory Council (ECAC) in collaboration with the Governor's Early Childhood Task Force in 2010. KDE selected the Brigance Kindergarten Screen which is published by Curriculum Associates as the screening tool. The screener assesses the domains of adaptive, cognitive, communication, motor, and social emotional and aligns with the Kentucky Early Childhood Standards. Starting at the beginning of the 2013-2014 academic year, each Kentucky public school district administered the Brigance Kindergarten Screener to incoming kindergarten students. The Brigance K Screen III is required to be administered no more than 15 days before the start of the school year and no later than 30 days after the start of the school year (704 KAR 5:070). Data are reported in an aggregate level by school district, school readiness domain, student demographics, and prior early learning setting. Beyond this, [decisions](#) regarding the use or selection of an assessment to measure the ongoing learning and development of kindergarten students are left to the individual school districts. For more information, see this [link](#).
- <sup>22</sup> Lead teacher certification (public and nonpublic schools) includes Interdisciplinary Early Childhood Education (IECE), Pre-K, Kindergarten, Birth - K, Preschool Special Education, and Special Education. The IECE certification, birth to primary (kindergarten), is the unified special and general education certification for Kentucky early childhood teachers. When state-funded preschool and Head Start classrooms are blended, the higher standard applies, meaning the lead teacher must have IECE certification even if the teacher is employed by Head Start. While the IECE is the certification requirement, we do have educators that were grandfathered in when the preschool program was established. These teachers have at least an AA degree. However, with the teacher shortage and early childhood being one of the critical needs areas in KY, positions are being filled with non-IECE degrees.
- <sup>23</sup> Even though the state does not track teachers employed in nonpublic settings, all KPP teachers must meet state-funded certification requirements in these settings.
- <sup>24</sup> "Other" - Kentucky has a certification level of education between a MA and a Doctorate called a Rank 1. A Rank 1 is 30 hours above an MA degree or a MA and a Nationally Board-Certified Teacher. We currently have 111 early childhood teachers with this Rank.
- <sup>25</sup> Each preschool program is required to fill out an annual Grant Management Application and Planning System (GMAP). This system requires public preschool programs to list the teacher certifications and vacancies for each classroom. Programs update this information annually. This data shows more positions filled with teachers who do not meet the minimum certification requirements, substitutes, and vacancies.
- <sup>26</sup> Additional information about incentives for recruiting/retaining preschool teachers is not available at this time. During the pandemic, KDE released guidance stating that stipends for additional duties related to learning loss, such as summer school, are allowable expenses. This [guidance](#) would have applied to state-funded preschool teachers, too.
- <sup>27</sup> KDE has different options: Option 9 allows for classified staff to work in the field of study while getting their degree. It does not allow classified staff to teach. Option 6 allows a person with a BA to teach while they are enrolled in a certification program. Alternate Route - Proficient Evaluation Route - Allows a person with a teaching certificate to teach in a different certificate area while working on their new certification.
- <sup>28</sup> In Title I schools, assistant teachers must complete two years of higher education, hold an associate degree, or achieve an acceptable score on the Kentucky Paraeducator Assessment (KPA). All preschool assistant teachers are required to have 18 clock hours of training each year.
- <sup>29</sup> Classroom embedded support is provided to Kentucky's certified teachers at the local level. The sequence and scope of this support is determined locally by school districts. Kentucky's [Professional Growth and Effectiveness System](#), which follows the Danielson Framework in promoting teacher professional growth and development.
- <sup>30</sup> Information about [teacher salaries](#) is available on KDE's website.
- <sup>31</sup> The formula is based on an average of the December 1 and March 1 counts of the previous year, multiplied by a per child rate. There is one rate for at-risk, speech, and Developmental Delay, and a weighted rate for severe disabilities. For more information on state grant allocations, see this [link](#).
- <sup>32</sup> Other federal funding includes: National School Lunch (\$202,784); Summer Food Program (\$4,846); Title I Other (\$253); Rural Education (\$173,202); Striving Readers (\$354,504); Head Start Disaster Assistance (\$239,386); ARPA Child Care Sustainability Stabilization (\$2,021,373); Preschool Development Grant Family Engagement (\$12,868); Community Connections for Children (\$2,364); FEMA (\$2,256); GEAR UP II (\$1,000).
- <sup>33</sup> Prior to the pandemic, classrooms were observed over the course of a multi-year cycle through participation in Kentucky's quality rating improvement system, All STARS. During the pandemic, participation in All STARS was not monitored and ECERS data were not collected, however Pyramid PBIS implementation was supported with ARP funds. In 2022-2023, KDE did not resume structured observations of classroom quality, however Kentucky school districts must evaluate IECE certified preschool teachers annually.
- <sup>34</sup> During 2022-23, Kentucky did not support reliability and validity of classroom quality observations or collect observation data. However, general information about preschool quality related to All STARS was collected through the GMAP system.
- <sup>35</sup> Kentucky evaluates state-funded preschool programs through an annual application process. Each year KDE makes a determination of preschool program approval consistent with the same levels used by the Division of Monitoring and Results, OSEEL: (1) Meets Requirements; (2) Needs Assistance; (3) Needs Intervention; and (4) Needs Substantial Intervention. Information and data entered into the Grant Management Application and Planning system are evaluated and used to create annual determinations of state-funded preschool programs and determines KDE's degree of support.
- <sup>36</sup> [704 KAR 3:410](#) requires school districts to provide a daily balance of indoor and outdoor activities, as well as adequate indoor and outdoor space. Also, since 2008, state policy requires new play areas to have a minimum of 1,500 square feet of outdoor place area, 1/3 paved, 2/3 turf, with 48-inch-high fence and (2) 36-inch wide gates with latches.
- <sup>37</sup> OSEEL does not provide specific guidance; however, most school districts have inclement weather policies concerning outdoor play/activities.
- <sup>38</sup> As of Fall 2023, OSEEL does not have a preschool outdoor/nature preschool initiative.

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

- <sup>1</sup> The Kevin P. Reilly, Sr. Louisiana Education Quality Trust Fund, commonly known as the 8(g) fund was established in 1986 in the state constitution by Louisiana voters to improve the quality of education in the state. The legislation permanently dedicated the proceeds from an oil and gas royalty settlement with the federal government for the benefit of elementary, secondary, and higher education. The Louisiana Board of Elementary and Secondary Education (BESE) receives allocations annually from earnings of the Trust fund to be spent for prekindergarten through 12th grade projects and programs. This grant program doesn't solely provide allocations for high-quality early childhood education. This is one of five priority areas of the grant program that agencies can focus on with their allocated funds.
- <sup>2</sup> Districts receive an allocation based on the October 1st student count of the previous year and make a determination to use the allocated funds for the High Quality Early Childhood (Pre-K) priority/focus area. In 2022-2023, 6 LEAs did not use their allocations for the High Quality Early Childhood (Pre-K) priority/focus area.

- <sup>3</sup> Children who have special needs may participate in the 8(g) program if they meet the eligibility requirements. Eligible children who are funded through this program are counted in the total enrollment but are not counted separately.
- <sup>4</sup> Many schools offer before and after school programs for this population, but the state does not track or subsidize this activity.
- <sup>5</sup> Priority is usually given to students at or below 200% FPL. However, if all income eligible children are otherwise served, additional students may also be served if they are screened and deemed "developmentally unprepared." After this, a decision could be made locally to serve a student with one of the reported risk factors. Additional risk factors are locally determined.
- <sup>6</sup> All meals and snack must meet USDA/CACFP guidelines.
- <sup>7</sup> This program strongly encourages vision and hearing screenings. Other screenings are determined locally. Because these screenings may be a requirement of other state-funded programs, those students identified as 8(g) usually receive the screenings.
- <sup>8</sup> 8(g) does not require that these services must be offered though it is strongly encouraged. Since most districts have other early childhood programs that require these services, 8(g) students can usually obtain these services.
- <sup>9</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>10</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>11</sup> Other curricula include: Every Child Ready, Three Cheers for Pre-K, Eureka Math, Develop, Inspire, Grow (DIG Pre-K), Get Set for School, Complete Preschool Program, and Blueprint or an alternative curriculum with prior approval from the Department.
- <sup>12</sup> Other factors include: Appropriateness, complexity and quality of materials and activities; activities/materials supporting family participation; implementation format of materials and activities; assessment opportunities; and scaffolding and support for all children.
- <sup>13</sup> The Department has an [Instructional Materials Review \(IMR\)](#) process is led by teams of Teacher Leader Advisors who review for alignment to the state academic standards using an evaluation rubric. Reviews are tiered based on their alignment to quality or alignment to state academic standards.
- <sup>14</sup> Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.
- <sup>15</sup> The numbers reported are gathered from the initial proposal submitted for approval.
- <sup>16</sup> All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- <sup>17</sup> While most districts provide ongoing classroom-embedded support, there is no state policy that requires it.
- <sup>18</sup> The state may not require site visits, but a regular monitoring cycle of site visits for 20-25 programs per year has been in effect since the 2013-2014 year. These evaluations and site visits are conducted by independent program evaluators employed by the oversight agency. In the interim years, programs will be visited by BESE staff to monitor progress.

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

- <sup>1</sup> A total of 67 out of 69 geographic school districts, 40 charter schools, and one tribal school received allocations for the LA 4 program during the 2022-2023 school year. Any LA 4 provider not under the school district's jurisdiction operates as its own independent LEA. This results in a total of 108 LA 4 participating school systems.
- <sup>2</sup> Districts are not required to offer the program, though public school districts will receive funding if it is requested. Seats are allocated competitively based on demand, network performance, and strategic planning. Due to limited funds, programs must apply for funding through the Coordinated Funding Request process.
- <sup>3</sup> There was an uptick in LA 4 enrollment over the 2022-2023 academic year, which can be attributed to mandatory kindergarten going into effect for the 2022-2023 academic year and parents being more comfortable with sending their children to school during a pandemic.
- <sup>4</sup> Children who have special needs may participate in the LA 4 program if they meet the household income and age eligibility requirements. Eligible children who are funded through this program will be counted in the total enrollment but are not counted separately.
- <sup>5</sup> Children in families with incomes at or below 200% of the Federal Poverty Level are considered "economically disadvantaged" and are therefore eligible for the LA 4 program. Children in foster care and children experiencing homelessness are categorically eligible for the LA 4 program.
- <sup>6</sup> Many schools offer before- and after-school programs, but the State does not track or subsidize this activity.
- <sup>7</sup> Schools are required to report twice a year the occurrence of screening events. Screenings that are not required are strongly encouraged and determined at the local level.
- <sup>8</sup> Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as GED, adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- <sup>9</sup> The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years are currently under review.
- <sup>10</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>11</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>12</sup> Other curricula include: Every Child Ready, Three Cheers for Pre-K, Eureka Math, Develop, Inspire, Grow (DIG Pre-K), Get Set for School, Complete Preschool Program, and Blueprint or an alternative curriculum with prior approval from the Department.
- <sup>13</sup> Other factors include: Appropriateness, complexity and quality of materials and activities; activities/materials supporting family participation; implementation format of materials and activities; assessment opportunities; and scaffolding and support for all children.
- <sup>14</sup> The Department has an [Instructional Materials Review \(IMR\)](#) process is led by teams of Teacher Leader Advisors who review for alignment to the state academic standards using an evaluation rubric. Reviews are tiered based on their alignment to quality or alignment to state academic standards.
- <sup>15</sup> Providers are required to assess children using Teaching Strategies GOLD with quarterly checkpoints in October, February, and May. Providers may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>16</sup> For LA 4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses.
- <sup>17</sup> A Pre-K Insight Survey was conducted by the Department and 38 of 108 respondents stated that one of their challenges during the 2022-2023 academic year was Lead teachers who meet all certification criteria as required.
- <sup>18</sup> All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements: (1) meet the definition of 'highly qualified,' which may include passing of the ParaPro test or achievement of a CDA or AA credential, (2) possess a high school diploma or equivalent, (3) have extended experiences of assuming responsibility and care for a group of preschool-age children (children younger than five years of age), or (4) possess proficient oral and written communication skills.
- <sup>19</sup> While most school systems provide ongoing classroom-embedded support, there is not a state policy that requires it.

<sup>20</sup> This allocation includes state and federal sources.

<sup>21</sup> Data are also used in Program Partner engagement activities.

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

- <sup>1</sup> Seats are awarded to programs through the Early Childhood Community Network Coordinated Funding Request. Inclusion in this request for the NSECD Program is open to all state-approved nonpublic schools and quality-rated Type III child care centers statewide.
- <sup>2</sup> Children in families with incomes at or below 200% of the Federal Poverty Level are considered “economically disadvantaged” and are therefore eligible for the NSECD program. Children in foster care and children experiencing homelessness are categorically eligible for the NSECD program.
- <sup>3</sup> Many schools offer before- and after-school programs, but the State does not track or subsidize this activity.
- <sup>4</sup> Eligibility is reassessed each year for children who attend two years of NSECD.
- <sup>5</sup> Schools are required to report who conducts the screenings and when they are conducted. Screenings that are not required are strongly encouraged and determined at the local level.
- <sup>6</sup> Programs should provide, at a minimum: parent conferences (at least two per year); opportunities for families to volunteer or participate in program activities; written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; an orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events, which should occur no later than 20 working days after the program commences; linkages to services such as GED, adult literacy training, and referrals for medical, housing/utilities assistance, etc.; and family engagement activities that involve parents/caregivers in their child's education.
- <sup>7</sup> The Louisiana Standards for Early Childhood Care and Education Programs Serving Children Birth-Five Years are currently under review.
- <sup>8</sup> Providers are required to assess children using Teaching Strategies GOLD in October, February, and May. They may submit a request to use an alternative assessment, which must be approved by the state.
- <sup>9</sup> Collaborative sessions are conducted several times a year to support programs in implementation of assessment, observations, and utilizing the ELDS.
- <sup>10</sup> Other curricula include: Every Child Ready, Three Cheers for Pre-K, Eureka Math, Develop, Inspire, Grow (DIG Pre-K), Get Set for School, Complete Preschool Program, and Blueprint or an alternative curriculum with prior approval from the Department.
- <sup>11</sup> Other factors include: Appropriateness, complexity and quality of materials and activities; activities/materials supporting family participation; implementation format of materials and activities; assessment opportunities; and scaffolding and support for all children.
- <sup>12</sup> The Department has an [Instructional Materials Review \(IMR\)](#) process is led by teams of Teacher Leader Advisors who review for alignment to the state academic standards using an evaluation rubric. Reviews are tiered based on their alignment to quality or alignment to state academic standards.
- <sup>13</sup> NSECD teachers in 4-year-old classrooms must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date. Teachers with a kindergarten or Elementary Education Certificate must become an Early Childhood certified teacher within 18 months of their hire dates. Lead teachers in 3-year-old classrooms are required to have an Early Childhood Ancillary Certificate, which requires at least a minimum a CDA.
- <sup>14</sup> 3-year-old Lead Teachers must have at least a CDA or AA or higher in Early Childhood, Education, or Family Studies.
- <sup>15</sup> A Pre-K Insight Survey was conducted by the Department and 30 of 49 respondents stated that one of their challenges during the 2022-2023 academic year was Lead teachers who meet all certification criteria as required.
- <sup>16</sup> New NSECD teacher assistants in 4-year-old classrooms 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 their date of hire. Teachers in 3-year-old classrooms are required to have a High School Diploma or the equivalent.
- <sup>17</sup> While most school systems provide ongoing classroom-embedded support, there is not a state policy that requires it.
- <sup>18</sup> Data are also used in Program Partner engagement activities.

## MAINE – Maine Public Preschool Program

- <sup>1</sup> Although there were approximately 266 school administrative units (SAUs) in Maine, 193 reported kindergarten enrollment and thus are eligible to operate pre-K. Enrollment numbers can fluctuate year to year in our small, rural areas of the state as they may or may not have eligible students based on low population numbers.
- <sup>2</sup> A total of 8,688 public Pre-K slots exist, however, many rural locations are not able to fill their slots because of low population. The school might be approved for up to 16 students, however there may or may not be 16 age-eligible students in the community. In contrast, some higher populated communities request waivers to enroll more students in their classrooms to accommodate need.
- <sup>3</sup> The increase in students with IEPs in public Pre-K setting may be due to classroom expansion efforts to better include students with disabilities for whom the least restrictive environment (LRE) is the general education setting. Additionally, the data source used to report in 2022-2023 is different from previous years and may be more accurate.
- <sup>4</sup> Students are determined to be (or not to be) economically disadvantaged through a process where our data team matches eligibility records from the Bureau of Family Independence in DHHS to look at SNAP and TANF household eligibility as well as data of students who are in state custody, experiencing homelessness or are migrant students.
- <sup>5</sup> Student enrollment is disaggregated by those who attend full day/full week programming (25+ hours/week) and those who attend programming less than 25 hours per week. Enrollment data shows approximately 2,196 students enrolled in 25 hours or more per week programming and approximately 4,041 students enrolled in less than 25 hours per week programming.
- <sup>6</sup> The number of hours and days per week a program operates is a local decision; however, programs must operate a minimum of 10 hours per week over 35 weeks to receive a per-pupil subsidy through the school funding formula.
- <sup>7</sup> Local school administrative units are asked to develop enrollment guidelines for their programs which may include kindergarten-age eligible students.
- <sup>8</sup> All age-eligible children in districts offering the program may enroll. All eligibility, beyond age, is locally determined with the exception of the requirements of McKinney-Vento. Some SAUs without universal capacity select children on a first come, first served basis; use a lottery; or create a targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio portion of enrolled children. SAUs are encouraged to develop policies that result in enrollment mirroring their K-12 student demographics.
- <sup>9</sup> If a child has been screened and evaluated and the IEP team determines the public 4-year-old program is not the least restrictive environment, another placement may be found.
- <sup>10</sup> Each classroom must have two adults: an early childhood certified teacher and an Ed Tech II (60 college credits).
- <sup>11</sup> All programs must serve at least one meal and/or snacks at regularly established times. Meals and snacks cannot be more than three hours apart.
- <sup>12</sup> Programs must offer at least two parent-teacher conferences annually as well as show evidence of family engagement strategies.
- <sup>13</sup> The Maine Learning Results (MLRs) and Infant/Toddler development standards have been updated and approved by the State Legislature. Because of this the state has organized a team to update the Maine Early Learning and Development Standards (MELDS) to ensure alignment across ages and grades. This work is expected to be complete by the winter of 2024.
- <sup>14</sup> Members of the Maine DOE Early Learning Team offer support, hard-copies and technical assistance in utilizing the MELDS to school districts upon request. Additionally, the state professional development network offers an optional 30-hour on-line MELDS training.
- <sup>15</sup> State-funded preschool programs must implement an evidence-based curriculum that is aligned with the MELDS. While the state offers a state-developed instructional



- program, schools make their curricula decisions locally. The Maine DOE provides access to an open-source pre-K instructional program/curriculum. Maine DOE offers training on this program, however, use of this program and training for it is not required.
- <sup>16</sup> The state's Early Childhood Specialist and Pre-K Consultants provide support and some training for curriculum implementation for state-funded Pre-K programs. Some SAUs may have local-level coaches to provide this support as well as partnerships with Head Start's.
  - <sup>17</sup> Preschool assessments must be research-based and aligned with Maine's ELDS. Assessments are determined locally.
  - <sup>18</sup> Assessment of all kindergarten students is required to track progress in achieving state learning standards. The assessment tools and practices used are determined locally.
  - <sup>19</sup> Ongoing kindergarten assessment of child development is required throughout the school year. An entry assessment, such as a Kindergarten Entry Assessment/ Kindergarten Entry Inventory to document kindergarten readiness data is not required.
  - <sup>20</sup> A teacher may apply for 'conditional' endorsement (which lasts for 3 years) and may teach in a public preschool setting. If a public preschool program is in partnership with a Head Start or private preschool the teacher must meet the same requirements as a public-school employee.
  - <sup>21</sup> We are only able to quantify the number of lead teachers employed by public schools. In SAU partnerships with community providers for the provision of public Pre-K there are lead teachers employed by the community providers but this data is not collected. Lead teachers employed by community providers must still meet certification requirements.
  - <sup>22</sup> Teachers who have not yet minimally achieved their BA may be working with a conditional or provisional certificate while they complete their four-year degree.
  - <sup>23</sup> The State of Maine applied to US ED for approval of our state shortage areas. The application requires a combination of data analysis and public comment to show that teachers currently in the proposed shortage areas fall under a certain percentage of the total number of teachers in the state. Once US ED approves the State's list, it is used to determine which areas qualify for emergency and reciprocity certification for the coming school year. Maine applied and was approved as a state with a teacher shortage.
  - <sup>24</sup> Waivers were in place; however, data cannot be provided to reflect the number/percentage.
  - <sup>25</sup> All assistant teachers must have an Educational Technician II (Maine DOE Certificate) that requires a minimum of 60 college credit hours, including at least 9 credits in ECE or a related field.
  - <sup>26</sup> Schools are required to provide a local match to draw down the per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a statewide mill rate.
  - <sup>27</sup> Frequency of observations may vary depending on the effectiveness level, but observations of professional practice, formative feedback and continuous improvement conversations are required throughout the year. Most districts require 2 observations each year (or more depending on the model chosen). In addition, state evaluations must occur at a minimum of once every 3 years.
  - <sup>28</sup> The state only uses aggregate CLASS data for reporting. There is no requirement for a district to use the data but they are encouraged to use it for program improvement and to help guide PD planning.

## MARYLAND – Maryland Prekindergarten Program

- <sup>1</sup> Six out of 24 districts offer universal full-day pre-K to all 4-year-olds.
- <sup>2</sup> The Bridge to Excellence in Public Schools Act of 2002 (Senate Bill 856) required that each school system provide a minimum of 2.5 hours of voluntary pre-K access to 4-year-old students from families at or below 185% of the FPL by fiscal year 2008. The compensatory funding formula for K-12 enrollment includes a weighted amount to meet the mandate to provide access to half-day pre-K for income-eligible 4-year-olds. The Prekindergarten Expansion Act of 2014 (Senate Bill 332) was a statewide initiative to expand access to full-day public pre-K for 4-year-olds from families with household incomes below 300% of the FPL beginning in 2014-2015. In 2020, House Bill 1300/Chapter 36 (2020), as amended House Bill 1372/Chapter 55 the Blueprint for Maryland's Future became law. The Blueprint granted all 3- and 4-year-old children from families earning incomes at or below 300% FPL access to high-quality full-day pre-K at no cost. All districts receive Blueprint funds and are required to offer this preschool program, per the law.
- <sup>3</sup> Not all children were dually enrolled in state-funded preschool and Head Start. Some LEA's are the Head Start grantee, while others are a delegate. Each LEA determines how state preschool funds and Head Start funds are used together. Private Provider Head Start programs participating in the Prekindergarten Expansion Grant are enrolled in both state-funded preschool and Head Start.
- <sup>4</sup> State funded preschool classrooms are located in public schools, child care centers, Head Start, and family child care.
- <sup>5</sup> LEA's funded with State Supplemental Grant funds and all programs participating in the PreK Expansion Grant are required to provide a full day.
- <sup>6</sup> Policy requires LEA's to have an early admissions policy to allow for enrollment of 3-year-olds who are otherwise eligible (economically disadvantaged or homeless) and who demonstrate educational needs warranting early admission into pre-K. LEA's may create pre-K programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness. Early entrance to kindergarten is offered to children who demonstrate the need for grade acceleration to appropriately address their academic needs. Assessment for early entrance into kindergarten is locally determined.
- <sup>7</sup> All children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. The remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families, but who exhibit a lack of readiness for school. Eligibility can be determined by other risk factors or criteria chosen by the LEA. State PreK Expansion children (up to 300% FPL) are served in 18 out of 24 school systems and in 30 community-based and Head Start programs. Six school systems offer universal access for all 4-year-olds regardless of income.
- <sup>8</sup> State regulations stipulate a maximum of 20 students per classroom. Exceptions may occur where individual classrooms exceed this number, provided an overall program average of 20 is maintained and the 1:10 ratio is maintained. In rare cases, if a classroom goes over 20, additional staff are added.
- <sup>9</sup> Developmental and dental screenings are locally determined. Vision and health screenings and referrals are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Screenings were not required by the state for children who were learning remotely. LEA's and nonpublic providers made these decisions individually.
- <sup>10</sup> The State Early Learning and Development Standards were being revised during the 2022-2023 school year and will be released soon.
- <sup>11</sup> The Maryland College and Career Ready Standards cover pre-K to grade 12.
- <sup>12</sup> The Ready for Kindergarten (R4K) Assessment system, which includes the Early Learning Assessment (ELA) and Kindergarten Readiness Assessment (KRA), is aligned to the ELDS. However, while kindergarten programs are required to use the KRA, preschools are not required to use the ELA.
- <sup>13</sup> The Maryland State Department of Education is currently reviewing the Maryland Early Standards and developing resources to help guide users in the selection of curriculum.
- <sup>14</sup> The Maryland State Department of Education (MSDE) does not have a list of approved or recommended curricula, but does recognize HighScope, Montessori, and Waldorf as being of historic significance and merit. These programs have also been identified because of the strength of their teacher certification and accreditation programs.
- <sup>15</sup> Coaching/mentoring is suggested as a best practice for professional learning, however, it is not required through state policy. Support, coaching and/or professional development on curriculum implementation is delivered by various individuals depending upon the setting. In public schools, instruction specialists usually fill this role. In other programs, directors, principals, and/or contracted coaches/mentors deliver this support. Child Care Resource and Referral Agencies provide professional development on many topics. State QRIS Specialists and Pre-K Support Specialists provide support to participating programs.
- <sup>16</sup> Programs must use the state-developed ELA or another assessment aligned to the state's early learning standards.
- <sup>17</sup> The state-developed KRA is administered during the first six weeks of kindergarten for all students.
- <sup>18</sup> Several LEA's and private providers reported difficulties recruiting qualified lead teachers due to a shortage.
- <sup>19</sup> The waivers (Conditional Teacher Certification and Resident Teacher Certificate) are intended to address the teacher shortage and promote diversity in the workforce, but

are not specific to preschool teachers. The waivers were enacted to remove barriers to certification and support candidates enrolled in a Maryland-approved alternative educator preparation program to begin the residency phase of the program. The school must attest to the teacher's ability to act as a lead teacher before MSDE will approve the waiver.

- 20 Through the Maryland LEADS initiative, stipends and retention incentives were issued by LEAs. The incentives were not specific to preschool teachers, but they were available to all teachers.
- 21 The state supports an alternative certification program for child care providers to earn the P-3 Certification in partnership with a local college. The program is structured to support the non-traditional nature of the child care workforce.
- 22 Regulations also allow a CDA for assistant teachers. Paraprofessionals in Title I schools must also have completed two years of college, hold an AA, or have a qualifying score of 455 on the Para Pro assessment administered by the Educational Testing Service (ETS). As a result of Blueprint for Maryland's Future, a CDA credential or an AA are required by 2027-2028.
- 23 Coaching/mentoring is suggested as a best practice for professional learning, however, it is not required through state policy.
- 24 Salaries and benefits apply to all pre-K teachers and are locally determined. Additionally, paid time for professional responsibilities and PD are provided but locally determined in community-based programs, however, private providers participating in the Prekindergarten Expansion Grant are required to pay the same starting salary as P-12 systems.
- 25 \$170,707,352 of Special Fund- The Blueprint for Maryland's Future Funds; State General Funds-Bridge Aid calculation of \$53,674,670.
- 26 Classrooms participating in Maryland EXCELS (Excellence Counts in Early Learning and School Age Care) are assessed using CLASS and ECERS by reliable observers who are monitored by the MD EXCELS Branch which conducts fidelity checks on all assessors.
- 27 PreK Expansion Grant classrooms are visited multiple times per year to provide technical assistance. Additionally, one monitoring visit per year is conducted for all grantees.
- 28 Effective July 1, 2023, HB0376 established the Outdoor Preschool License Pilot to license outdoor, nature-based early learning and child care programs to expand access to affordable, high-quality early learning and child care programs and investigate the benefits of outdoor, nature-based classrooms. MSDE is required to submit a final report to the Governor and General Assembly by December 1, 2027, with recommendations for modifying or expanding the Program; etc. The establishes a pilot program to test outdoor preschool standards and track efforts to expand the play-based outdoor model. Outdoor preschools, once licensed, will be able to participate in the state's child-care-quality program and enroll families that pay with state subsidies. MSDE is consulting with a workgroup to develop the regulations, application and rubric standards that are necessary to administer the Outdoor Preschool License Pilot Program.
- 29 The state provides guidance to providers in general and on an as needed basis when appropriate on weather safety. Child care providers are required to draft an emergency preparedness plan based on some weather related incidents as part of the application process.

### MASSACHUSETTS – Commonwealth Preschool Partnership Initiative (CPPI)

- 1 Funds were offered to cities, towns, regional school districts or educational collaboratives for the purposes of expanding high-quality pre-kindergarten or preschool opportunities, on a voluntary basis, to children who are preschool eligible using the Massachusetts Preschool Expansion Grant public-private partnership model. These funds provide communities the opportunity to expand access, align and improve the quality of local early education systems serving 3- and 4-year-olds through partnerships between local public school districts and local Department of Early Education and Care (EEC)-licensed early education programs.
- 2 Age data is unavailable for 24 children. The increase in reported enrollment for 2022-23 compared to 2021-22 is the result of additional investment and expansion to additional communities, as well as enhanced data collection processes.
- 3 Age data is missing for 1 preschooler with a disability.
- 4 The priorities and goals of the FY23 Massachusetts Head Start State Supplemental Grant are to fund workforce development supports and enhance program quality of all Head Start and Early Head Start programs. Funding supports staff salaries, compensation, and benefits to address recruitment and retention; direct support for high quality comprehensive services that may include coaches, mental health consultants and additional teaching staff to provide lower staff/child ratios; and direct support for grantees to meet their 20% non-Federal matching funds requirement.
- 5 94% of Head Start State Supplemental funds were used to support staffing.
- 6 The totals presented include children under 3 and 5-years-olds.
- 7 The totals presented include children under 3 and 5-years-olds, however some data are missing for children from all age groups.
- 8 Grant funded classrooms must provide care for no less than six hours per day, five days a week, 10 months a year. Programs running 12 months a year, five days a week, 10 hours per day must be available to families in need of this service. Individual programs determine family need based on program criteria, with special attention to working families.
- 9 Most public school programs use September 1st as the cut-off date for age-eligibility for kindergarten, although this cut-off is at local discretion.
- 10 Districts and individual programs set their own criteria for enrollment. Communities serving a high percentage of high-needs children receive preference in the awarding of the grant.
- 11 EEC licensing requires a 10:1 child to staff ratio for children aged 2.9 - 5. In general, average CPPI-funded class size is a 20:2 child to staff ratio. Grant funding covers children age 3 who will be entering kindergarten in two years and children aged 4 who will be entering kindergarten the following September. Programs operating in public school settings are required to follow CPPI requirements.
- 12 Programs operating between four and nine hours must provide a regularly scheduled meal in addition to a snack, while those operating more than nine hours must schedule two meals and two snacks. Parents or programs/providers may provide snack.
- 13 Additional requirements are in place based on where children are served. EEC does not specifically include a requirement for health screenings. Health screening requirements are regulated by the State agency(ies) with administrative authority. Head Start grantees are required to meet the federal screening requirements. All EEC-licensed programs are required to obtain documentation of immunizations, proof of physical exam (including a hearing and vision exam completed within 12 months of program admission), and documentation of screening for lead poisoning. The CPPI Grant requires all programs to use the online ASQ-3 and/or ASQ:SE as a tool to gather a parent's perspective and support families in understanding developmental milestones, partnering in the education of their child, as well as the referral, screening, and evaluation process.
- 14 Programs must identify concrete approaches to provide opportunities for meaningful family involvement that strengthens the capacity of families to support children's learning, development, and overall well-being.
- 15 The Preschool Guidelines have a section on DLL, but it does not specifically cite WIDA standards. However, WIDA is being utilized in some of the grantee communities and EEC encourages communities to utilize WIDA resources.
- 16 Additional supports include: detailed guidance and materials developed by the state and made available to local providers; direct training or technical assistance by state staff, regional staff, or vendors paid by the state; a system of regular coaching for teachers; and state grants (\$3.95 million) to local agencies or providers for training and other professional development.
- 17 The Professional Development Centers (PDCs) provide statewide PD and coaching on how to implement curriculum in the classroom. A priority of this state-funded grant program is to provide PD opportunities that align with EEC's Core Competencies, QRIS, and the ELDS and guidelines.
- 18 Grantees will be encouraged to re-evaluate teacher qualifications that align with quality initiatives such as a requirement of AA/BA-degreed educators or working toward attainment of a degree. CPPI dollars may be used to support degree attainment and strive to meet a high degree of credentialed staff by the end of the grant, with an expectation to revisit teacher's individual professional development plans at renewal to gauge progress on proposed goals established for teacher qualifications. Currently there is no degree/teacher credential requirement for the grant, but EEC-licensed sites must follow licensing requirements, public school sites must follow Chapter 70 requirements, and some communities have requirements of their own.
- 19 The state has anecdotal information that staffing continues to be a challenge.

- <sup>20</sup> Minimum hiring requirements introduced during the pandemic to provide alternatives to certification remained in place in the 2022-23 school year. EEC does not collect data on how many teachers were hired under these alternatives.
- <sup>21</sup> Funding was not specifically provided for recruitment or retention, but programs were free to use CPPI funding and other funding sources to provide incentives for teacher retention, increased staffing ratios for children, salary increases and coaching support.
- <sup>22</sup> Assistant teachers in nonpublic schools must have a HSD or equivalent and must work at all times under the direct supervision of at least a qualified teaching staff person.
- <sup>23</sup> All educators must take the EEC Essentials Online Course prior to working in the field.
- <sup>24</sup> The StrongStart PDCs provide statewide professional development and coaching to programs. The frequency of coaching or mentoring depends on the individual needs of the program or teachers. Professional development opportunities are a requirement of the grant which can be provided through job-embedded coaching and access to training topics. All educators are required to complete an Individual Professional Development Plan yearly, and program leadership utilize these plans to develop and offer training opportunities to staff.
- <sup>25</sup> Programs make decisions at the local level on braiding other local, state and federal funding sources.
- <sup>26</sup> The state funds go directly to the public school districts as the fiscal and programmatic managers of the grant. The public school districts are required to subcontract with community-based and non-profit organizations from their communities to implement the grant requirements.
- <sup>27</sup> Grantees should identify and train, if needed, CLASS Reliable Rater(s) to administer observations, provide written observation notes and debrief scores with individual teams of all grant-funded classrooms. Grantees are allowed to use grant funds to support these activities. Additionally, grantees are permitted to share CLASS Reliable Rater(s) with other grantees, if necessary.
- <sup>28</sup> EEC's Regulations state that educators must protect children against cold, heat, and sun injury.

## MASSACHUSETTS – Massachusetts Chapter 70

- <sup>1</sup> Chapter 70 funds are available to all school districts based on enrollment, P-12. There are 279 districts in Massachusetts that have preschool enrollment. Districts that do not have preschool enrollment include districts that regionalize at the middle/high school level and vocational technical high schools. There are 119 of these districts.
- <sup>2</sup> The 5-year-old count reflects children who were either age eligible for kindergarten but enrolled in preschool or children who missed the kindergarten cut-off and turned 5 by the October 1 count. Kindergarten cut off dates are determined locally.
- <sup>3</sup> 94% of Head Start State Supplemental funds were used to support staffing.
- <sup>4</sup> Differences in total preschool enrollment by race and ethnicity are due to the number of children over 4 years of age: Hispanic or Latino origin (594); Non-Hispanic or Non-Latino origin (1,630); American Indian or Alaska Native (6); Asian (163); Black or African American (265); Native Hawaiian or Other Pacific Islander (5); White (1,072); Biracial/Multi-racial (119); and Other Race (594).
- <sup>5</sup> The majority of children are enrolled in public school settings, but there may be some children with disabilities who receive their services at home, in a child care or Head Start setting and/or a separate school.
- <sup>6</sup> Public preschool generally runs two to five days per week for varying hours.
- <sup>7</sup> Students must be 3 years of age to enroll in preschool, but cut-off dates are determined locally. The exception is for students who turn 3 years old in the middle of the year and are determined eligible for special education services. If more children seek the program than there are slots, districts will often use a lottery process for children without disabilities.
- <sup>8</sup> The class size and ratios are based on special education regulations which mandate a maximum class size of 15 with no more than seven children with IEPs, or 20 with no more than five with IEPs. If the class does not include children with IEPs, there is no state requirement for class size/ratios. These are locally determined.
- <sup>9</sup> School districts are required to screen for vision and hearing within a year of entry into a public school, and also screen vision annually through grade 5 and hearing annually through grade 3. See [here](#) for more information. Districts must also ensure that children have received a physical examination within one year prior to school entrance or within 30 days after. Other screening requirements are determined locally. Public schools are required to screen children as part of Special Education - Child Find activities for all children in the community who seek a screening.
- <sup>10</sup> If students fail a hearing or vision screening, the school district must notify the family or legal guardian of the results and provide information or support for next steps.
- <sup>11</sup> The state does not require child assessments. If conducted, assessments are selected by the local school/district.
- <sup>12</sup> The state continues to develop guidance on criteria for selecting evidence-based preschool curriculum models and a list of state recommended curricula.
- <sup>13</sup> MA passed an amendment to Special Education Regulations on School District Administration and Personnel, 603 CMR 28.03 (1) requiring that as of July 2023, LEAs must administer a Massachusetts Department of Elementary and Secondary Education (DESE) approved early literacy universal screening assessment at least twice per year to students in grades K-3.
- <sup>14</sup> The "other" category includes educators who have some college.
- <sup>15</sup> Hiring is done locally so while, anecdotally, stories were shared about teacher shortages, DESE does not collect data from schools on teacher shortages.
- <sup>16</sup> In the 2022-23 school year, 12 early childhood teachers were employed with a waiver.
- <sup>17</sup> Training and qualifications for assistant teachers are determined locally.
- <sup>18</sup> Professional development activities must be identified by the educator and supervisor during the development and review of the Individual Professional Development Plan (IPDP). IPDPs must include at least 150 Professional Development Points (PDPs). At least 15 PDPs are required in: (1) content; (2) pedagogy; (3) sheltered English immersion (SEI), ESL or bilingual education; and (4) training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles. The remaining 90 PDPs may be earned through either "elective" activities that address other educational issues, or additional PDPs in the four areas requiring at least 15 PDPs. For more information on PDPs, see [here](#). For more information on IPDPs, see [here](#).
- <sup>19</sup> Salaries, benefits and paid time are negotiated locally through union contract negotiations. Preschool is usually, but not always, covered by the union.
- <sup>20</sup> In FY23, the statewide foundation budget for preschool students was \$105,568,515, out of which Chapter 70 aid covered 46.53% (\$49,121,030). Statewide, the total Chapter 70 foundation budget was \$12,890,335,881 with Chapter 70 aid covering \$5,998,209,887 (46.53%). Districts were required to spend \$7,166,744,291 in total in FY23 based on their foundation budgets, including the education of preschool students, if applicable. Districts may spend more than what is required by generating additional revenue from other sources such as grants or tuition. Total funding from required local sources was estimated as 53.47% of the foundation budget for preschool students.
- <sup>21</sup> School districts can use these funding sources to support preschool, but the extent to which they do is unknown.
- <sup>22</sup> Subcontracting is determined locally.
- <sup>23</sup> If the school or classroom requires a licensed teacher (i.e., a teacher with a PK-2 Early Childhood license), then they would be required to be observed at least annually.
- <sup>24</sup> The state has a requirement that classroom teachers are observed, and provides districts with a model rubric, but what is evaluated and included in the observation is determined locally. Observations of teachers and feedback are part of the educator evaluation system. For more information, please visit [here](#). The state does not collect data on individual observations but does receive ratings on the state's four standards of effective teaching practice, which are informed by observations (among other forms of evidence).
- <sup>25</sup> The state runs workshops and shares resources for evaluators to watch a video of classroom instruction together and norm around their perceptions of practice and feedback.
- <sup>26</sup> Districts are reviewed, PK-12th grade, every three years through Tiered Focused Monitoring. More information on TFM is found [here](#).

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

- <sup>1</sup> In 2022-23, 348 out of 838 (41.5%) districts and public school academies, which are treated equally as districts in Michigan, offered GSRP.
- <sup>2</sup> Intermediate School Districts (ISD) grantees allow any district, that chooses, to offer the program.
- <sup>3</sup> There were 98,824 part-day slots available. This would translate to serving 49,412 school-day slots. GSRP sites can serve children in part or school day models. Most children are served in a school-day model.
- <sup>4</sup> A total of 8,498 children attended Michigan's Developmental Kindergarten (DK).
- <sup>5</sup> These children are in GSRP/Head Start Blended slots with both programs funding a part-day slot. Children end up receiving a full-day program.
- <sup>6</sup> Fifty-five children were served in more than one program and therefore counted twice.
- <sup>7</sup> School-day classroom programs are reimbursed at two slots per child (\$9,150); Part-day and GSRP/Blend programs are reimbursed at one slot per child (\$4,575). The minimum operating schedule is three hours per day for four days per week for 30 weeks per year. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must operate 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option which is included in the school-day count. The operating schedule may vary depending on the program option. The requirement for a part-day program is three hours per day, for a minimum of four days per week for 30 weeks. For school-day and GSRP/Head Start Blend, the formal partnership requires minimally 6.5 hours per day, four days per week for 30 weeks of teacher/child contact time. Dates when school begins and ends are determined locally.
- <sup>8</sup> GSRP is aligned to kindergarten age eligibility law and that allows for exceptions to the September 1st cutoff by parental request. Parents may request early entry into kindergarten for children with birthdates between September 2nd and December 1st. Therefore, there is early entry into GSRP as well for those dates.
- <sup>9</sup> At least 85% of the children enrolled in each grantee must meet the income requirement of 250% FPL or less. There are 7 factors that determine eligibility: low family income (below 250% FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary home language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. All families above 250% FPL, except for children who qualify as experiencing homelessness, in foster care, or with an IEP, must pay tuition based on a sliding scale. Families that are over income as part of the 15% allowed must have at least two other risk factors and pay tuition based on a sliding scale. Sliding scales are determined locally and may be included for review during monitoring. Children must meet at least one risk factor, including income to be eligible.
- <sup>10</sup> An ISD or consortium of ISDs shall establish a sliding scale of tuition rates based upon household income for children participating in an eligible GSRP who live with families with a household income that is more than 250% of the federal poverty level to be used by all of its providers, as approved by the department. A grant recipient shall charge tuition according to that sliding scale of tuition rates on a uniform basis for any child who does not meet the income eligibility requirements under this section.
- <sup>11</sup> The staff to child ratio is 1:8. For classrooms that enroll 17 or 18 children, a third adult who meets licensing requirements for a caregiver is required at all times.
- <sup>12</sup> Minimally, part-day programs provide a snack, though many provide breakfast and lunch for morning classes and some also provide lunch and snack for afternoon classes. School-day programs typically provide breakfast, lunch, and snack. The minimum number of meals/snacks required is set by licensing, dependent on the length of the day.
- <sup>13</sup> Programs typically develop local referral guides to support staff to make appropriate referrals for families.
- <sup>14</sup> State policy provides an approved list of child assessments aligned with the ELDS that programs must choose from. A process was developed to evaluate newly submitted and currently approved comprehensive child assessments for potential inclusion beginning in the 2021-2022 program year. That process has been completed and the list updated.
- <sup>15</sup> An online, self-paced training module on the new ECSQ B-K is available. Additional supplemental resource sheets to support ECSQ B-K implementation have also been created and are available for programs.
- <sup>16</sup> Beginning in 2018-2019 and continuing since, \$2 million was appropriated within GSRP legislation to allow programs to request funding to move to a new curriculum from the approved list or to purchase an updated version of the curriculum currently in use. Funding could also be used for comprehensive curriculum materials and training in the curriculum. GSRP requires providers be trained directly by a certified trainer of the chosen curriculum. Beginning in 2021-2022, GSRP legislation allows program to request funding to move to a new child assessment tool from the approved list or to purchase an updated version of the child assessment tool currently in use.
- <sup>17</sup> Additional information is found [here](#).
- <sup>18</sup> The other tool that went through the approval process and was chosen was the Learning Accomplishment Profile (LAP). It is only when using LAP fully as an observational tool that it is allowed in GSRP. Although the LAP, through its design, can be used as a pull-out model of assessment, it may not be done in this manner in GSRP. For additional information about preschool child assessments, please see the [GSRP Implementation Manual Child Assessment Section](#).
- <sup>19</sup> All lead teachers must have Elementary teaching certification with an Early Childhood endorsement, Birth to Kindergarten teaching certification, Prekindergarten to 3rd grade teaching certification, or a BA in Early Childhood Education or Child Development with specialization in preschool teaching. If training is incomplete, they may be considered out of compliance, but must be enrolled in a degree or endorsement program and in compliance within three years. ISDs must sign-off on and monitor the person's compliance plan.
- <sup>20</sup> Lead Teachers have either a Bachelor's degree in Early Childhood Education or Child Development or are certified elementary teachers. Districts with their own shortages were able to hire GSRP leads with certification for their elementary classrooms. Most districts pay more than GSRP programs where teachers are often classified as in community education and paid a lower hourly rate. Many teachers cannot afford to say no to the higher district pay.
- <sup>21</sup> Language was added to allow people who had been GSRP associate teachers for at least 5 years with significant but incomplete training to be a lead teacher with a compliance plan that would be completed within 3 years. In 2022-23, the state was unable to collect data on teacher qualifications because of user errors found during implementation of the MiRegistry.
- <sup>22</sup> GSRP funds granted to the ISDs could be used for incentives for recruiting and/or retaining preschool teachers.
- <sup>23</sup> An assistant teacher may have a CDA or an Associate degree in Early Childhood Education or Child Development. If a suitable person cannot be hired, someone may start while out of compliance but must have completed at least one credit-bearing course in child development pre-service and complete the requirements within three years. ISDs must sign-off on and monitor the compliance plan. There are still some associate teachers who have what was called the 120 hour letter earned prior to 2012. This was issued to a person who submitted documentation showing 120 hours of training in the CDA competency areas. Documentation was reviewed and if requirements were met, the letter was issued. The process ended in 2012 with those who had been issued the letter grandfathered as able to be a GSRP associate teacher as long as there was no break in service in GSRP.
- <sup>24</sup> Sixteen hours of PD per year are required for licensing. Lead teachers who are certified in public school settings must also complete 6 semester credit hours or 150 hours of education-related professional learning every five years to keep their teaching certification current. Newly certified lead teachers must complete 6 semester hours of reading methods course work and 3 semester credit hours of reading diagnostics in addition to the 16 clock hours of PD per year to renew their certificate for the first time.
- <sup>25</sup> All classrooms are assigned an Early Childhood Specialist (ECS, i.e., master's level coach) who has contact with each classroom at least monthly during the program year for the purposes of supporting the teaching team. The requirement is that each ECS is in regular contact with the teaching teams and does regular visits for support based on differentiated needs of teachers. ECSs are typically in the classroom anywhere from weekly to monthly depending on the needs of each teaching team. Classrooms with new lead teachers receive more frequent visits. Classrooms with lower scores on their program evaluation or other concerns also receive more attention. Visits should include time to coach teaching teams, e.g., modeling strategies with children, observing and providing immediate feedback on techniques or interactions, attending home visits/conferences, having informal conversations with teaching teams on self-assessment of their progress and areas where they desire additional support.
- <sup>26</sup> Intermediate School Districts (ISDs) serve as GSRP grantees and either provide the program or choose districts and Community-Based Organizations to serve as subrecipients to provide the program.
- <sup>27</sup> Classroom Coach and CLASS are tools approved for use in required program evaluation with the chosen tool a local ISD (grantee) decision. Every teaching team is assigned an Early Childhood Specialist (ECS, i.e., a Master's level coach). Teams with new lead teachers have a baseline observation in the fall and all of those teams will again have an observation in the spring. Other classrooms must be observed at least once every three years. Together the teaching team and ECS set goals for growth

- from results. Each ECS is required to be in regular contact with the teaching teams and do regular visits to provide support based on the differentiated needs of teachers.
- <sup>28</sup> At the local level Classroom Coach and CLASS results may be used as part of staff/parent data advisory group discussions, presentations to local and ISD superintendent groups, and school boards to help further their understanding of the value of the program to their districts. The MDE GSRP administrators and the evaluator, Michigan State University, use the data in annual reports, in presentations to the State Board of Education, the GSRP Evaluation Advisory Committee, and the GSRP Intermediate School District (ISD) grantees for program improvement discussions.
- <sup>29</sup> Typically, the MDE monitors ISDs as GSRP grantees. ISDs are required to provide oversight and monitoring of subrecipient practices, such as having local policies and procedures related to all aspects of fidelity of implementation of the program model. During site visits by the state, a sample of classrooms are visited, usually with the assigned Early Childhood Specialist, the classroom coach.
- <sup>30</sup> The amount of time not specified, just that it must occur daily.
- <sup>31</sup> The state requires that each location have their own policy available in the family guidebook for each of these items.

## MINNESOTA – Minnesota Head Start

- <sup>1</sup> Only federally designated Head Start programs are eligible for state supplemental Head Start funding. By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, eight tribal governments, and 24 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- <sup>2</sup> Programs determine at the local level if they will use their state supplemental funding for Head Start or Early Head Start. Early Head Start enrolls children ages 0-3. Head Start enrolls children ages 3-5. Data is not available to provide a state funded breakdown by age. In FY 2022-2023 state-funded Head Start enrollment was 789 (\$9,171,263) and State-funded Early Head Start was 1,041 (\$16,148,710), which included \$219,973 in carryover from the prior year. The total annual state funding for Head Start and Early Head Start was \$25.1 million. The trend continues to shift toward using state supplemental funds for Early Head Start.
- <sup>3</sup> This state funded preschool program is Head Start.
- <sup>4</sup> Income verification is held by local level Head Start programs. Income at 100% below federal poverty level is only one of the eligibility criteria.
- <sup>5</sup> Programs comply with the federal Head Start requirement of at least 3.5 hours per day, four days per week, for 32 weeks per year, which is the most common schedule. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full-day programming has been established. Extended-day services are also provided through collaborations with the Early Learning Scholarships program.
- <sup>6</sup> Children who turn 3 after September 1st may enroll if slots are available. Enrollment and eligibility are determined at the local level per Head Start performance standards.
- <sup>7</sup> Per Federal Head Start performance standards for age eligibility.
- <sup>8</sup> State pre-K children, as defined by NIEER, must meet the federal Head Start income guidelines. Effective as of 2007, 35% of enrollment may be children whose family incomes are between 100 and 130% FPL after priority is given to children at or below 100% FPL. Other criteria for eligibility include homeless families and foster children, and participation in SNAP. Families may also be income-eligible if they qualify for child-care services as a participant in the Minnesota TANF program. Risk factors reported in this report may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies must work with their parent council to establish additional priorities. Children must meet at least one risk factor, including income to be eligible.
- <sup>9</sup> Eligibility is reassessed between Early Head Start and Head Start, and before a third year of Head Start. Income and other family circumstances are reassessed, and support is provided for finding other options if children are found to be no longer eligible.
- <sup>10</sup> Class sizes and staff-child ratios are defined in the Head Start performance standards. In mixed-age classrooms, if the majority of children are 3, then the maximum class size is 15.
- <sup>11</sup> Federal Head Start Program Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs (breakfast, lunch, and a snack). A program must use funds from USDA Food, Nutrition, and Consumer Services child nutrition programs as the primary source of payment for meal services.
- <sup>12</sup> Per Federal Head Start Requirements, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.
- <sup>13</sup> Per Federal Head Start Program Performance Standards.
- <sup>14</sup> Programs that participate in the state QRIS, Parent Aware, are required to use curriculum and assessment that are aligned with the Early Childhood Indicators of Process. All state-funded Head Start programs are required to (due to federal Head Start Program Performance Standards) and do participate in Parent Aware.
- <sup>15</sup> Minnesota Head Start programs may utilize an automatic rating pathway for the state QRIS, Parent Aware. The application for the automatic rating is included as part of the annual state funding Head Start application process. Participation in Parent Aware requires the use of aligned curriculum and approved assessments that are aligned with the Early Childhood Indicators of Progress. Other program requirements are per federal Head Start program performance standards.
- <sup>16</sup> Head Start Program Performance Standards require that center-based and family child care partners implement developmentally appropriate research-based early childhood curricula. Programs that are rated through the state's QRIS must either select an aligned curriculum from the list or nominate a curriculum for review. If/when approved, it is added to the list of aligned curricula. Programs may nominate one curriculum or a bundle of curricula. All state funded Head Start programs participate in the state's QRIS.
- <sup>17</sup> Which curriculum and assessment are used by programs is determined locally.
- <sup>18</sup> Per Head Start Program performance standards. Parent Aware (QRIS) also has a list of curriculum and assessment that must be used. Programs that participate in the State's QRIS must select an assessment from the list of approved assessments or nominate an assessment for review to be added to the list.
- <sup>19</sup> A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.
- <sup>20</sup> Early Childhood Screening is required once prior to kindergarten enrollment. There is a menu for the Kindergarten Entry Profile (KEP) that is used by school district programs who participate in the KEP. The state does not require Head Start to participate in the KEP (it is for school district pre-k programs). The state is promoting the [Successful Learner Equation](#). The 2023 Legislative session just passed funding for a universal Kindergarten Fall Assessment that will identify the percent of kindergartners who meet or exceed end-of-year prekindergarten early learning standards. It will be implemented by 2025-2026 school year.
- <sup>21</sup> Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA in Early Childhood Development by October 2011; by September 30th, 2013, 50% must have at least a BA in ECE or a related field. By September 30th, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. In a public school, teacher union rules require that teachers have at least a BA (if they are employed by the public school). Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- <sup>22</sup> Assistant teachers must meet Department of Human Services (DHS) licensed child care center regulations in addition to the Head Start program performance standards, which includes a CDA.
- <sup>23</sup> The requirement for in-service professional development is 2% of total work hours. As of December 2007, however, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2% standard.
- <sup>24</sup> Per Head Start Performance Standards, programs are required to implement a research-based, coordinated coaching strategy for education staff.
- <sup>25</sup> Salaries are determined by each federal Head Start grantee at the local level.

- <sup>26</sup> A total of \$25.1 million in state funding from state general funds is appropriated annually for Head Start and Early Head Start (plus \$219,973 in carryover funds from the prior year). Programs determine at the local level if their allocation of funds will be used for Early Head Start or Head Start. It may change from year to year. In 2022-2023, \$16,148,710 was used to provide Early Head Start services and \$9,171,263 was used to provide Head Start services. State funds may be used for the non-federal share match for their federal Head Start funding.
- <sup>27</sup> Many programs utilize CLASS at the local level to support teacher professional development and Practice Based Coaching. This information is not collected by or reported to the state. As part of the federal Head Start monitoring system, ACF conducts observations of multiple classes operated by the grantee based on a random sample of all classes and rates the conduct of the classes observed using the CLASS: Pre-K instrument. The state's average scores from the CLASS monitoring are compared to the national average. Training or coaching opportunities are recommended by the state to local programs and the state Head Start association. The state's QRIS, Parent Aware, requires CLASS observations and coaching to receive a 4-star rating (highest).
- <sup>28</sup> Per federal Head Start monitoring protocol. In addition, programs that are licensed through the Department of Human Services or non-licensed and receiving CCAP are subject to annual review by the DHS Licensing Division.
- <sup>29</sup> Outdoor and nature based learning guidance is found [here](#).

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

- <sup>1</sup> The Early Learning Services Division at the Minnesota Department of Education (MDE) oversees VPK/SRP and other state-funded early learning programs and funding streams that construct Minnesota's early learning landscape. These include early childhood special education (ECSE), school readiness (3-4 preschool programs), early childhood family education (ECFE), early learning scholarships, and Head Start. This arrangement ensures that high quality state funded preschool program requirements of VPK/SRP work as levers for program alignment and improvement of other state programs.
- <sup>2</sup> The funding allocation process for the available VPK/SRP seats (currently 7,160) uses a formula that is outlined in state statute to assure equitable geographic distribution of available funds. The state is divided into four classifications with a seat percentage calculation that is based the percentage of state total kindergarten enrollment residing in three defined geographic areas, and includes a fourth category for charter schools. The regions and percent of enrollment for each in 2023 was: metro-St. Paul and Minneapolis (9%), metro suburban (39%), non-metro (43%), and charter schools (9%). The funding percentage calculation formula is adjusted yearly based on kindergarten enrollment totals.
- <sup>3</sup> This is a voluntary program. All districts and charter schools are encouraged to apply for funding through a yearly application process that allocates the legislatively determined number of seats. Prior to the application process, all elementary and charter school sites are ranked according to kindergarten poverty concentrations (includes free and reduced lunch student population information). Schools with previous year funding must renew to continue receiving funding and may ask for expansion funding. All schools may request new site program funding. Additional points are awarded to the application for sites working with a mixed delivery partner and for sites that do not have 3- or 4- star rated child care sites within a 10- or 20-mile radius. Applications are then ranked, and funding is allocated by renewing existing programs and then allocating remaining seats following the regional percentage distribution and site ranking system.
- <sup>4</sup> There were additional 4-year-old students served in district VPK/SRP programs: 913 through other funding sources (e.g., School Readiness, or parent paid fees). This number only indicates additional students in classrooms that are primarily funded by VPK/SRP funds. Additionally, in FY23 district preschool classrooms, Early Learning Scholarships were awarded to more than 2200 4-year olds. School Readiness and other funds including parent paid fees served approximately 16,000 students aged 3 and 4. These early childhood classrooms are funded by sources that do not require enrollment in the MARSS data system (the system used to generate revenue for VPK/SRP classrooms).
- <sup>5</sup> The state supports Inclusive classrooms as one commitment to equity and equitable practices. Children with disabilities are included in VPK/SRP classrooms, but funded through special education funding separate from VPK/SRP. During the 2022-23 school year, 1,119 children with IEPs were served in VPK/SRP classrooms. All children served in VPK/SRP classrooms are included in the measuring impact report that includes child assessment data from each program/classroom. These children are funded by special education funds and are not included in the VPK/SRP enrollment total.
- <sup>6</sup> Some children in Head Start and VPK/SRP programs with mixed-delivery relationships were enrolled in programs with negotiated uses for funding. In the negotiated contracts, funds had to be used for defined instructional times and purposes or program supports.
- <sup>7</sup> Programs determine at the local level if they will use their state supplemental funding for Head Start or Early Head Start. Early Head Start enrolls children ages 0-3. Head Start enrolls children ages 3-5. Data is not available to provide a state funded breakdown by age. In FY 2022-2023 state-funded Head Start enrollment was 789 (\$9,171,973) and State-funded Early Head Start was 1,041 (\$16,148,710). The total annual state funding for Head Start and Early Head Start was \$25.1 million. There were some unused funds (219,973) from the previous year, SFY 22, that were carried to FY 23. The trend is shifting toward using state supplemental funds for Early Head Start.
- <sup>8</sup> Minnesota moved to Free Meals for All Students in FY23. This had an impact on the number of families reporting income status, so these numbers are likely lower than actual.
- <sup>9</sup> Generally VPK/SRP programs are in district elementary and early learning sites.
- <sup>10</sup> All programs are locally determined, but must meet 350 hour minimum. The instructional calendar is submitted annually and used to generate revenue for each site. A total of 73 sites provided an extended day, 71 sites provided a school day, and 78 sites provided a part day.
- <sup>11</sup> Programs must provide a minimum of 350 instructional hours per year. Districts meet or exceed this requirement in a variety of ways: some offer 5-day per week half-day programs, others provide 3-day per week full-day programs, etc. Schools design the instructional calendar by calculating the number of days and instructional hours/day. All programs must offer a minimum of 350 instructional hours (.42 Average Daily Membership or ADM) per year, but all programs may be funded for up to 510 instructional hours per year per the .6 ADM legislated funding cap. The submitted instructional calendars by districts and charter schools for 2022-23 showed: about 30% of programs offered 3-4 hours per day and the rest were offering 6 or more hours per day. Districts are encouraged to use the full amount of available funding and may also increase instructional hours to 1.0 ADM (850 hours) or greater by braiding and blending other available funding sources with VPK/SRP monies. This is encouraged as VPK/SRP students generally qualify for other early childhood funding such as School Readiness, and Pathway I or II early learning scholarship funds. The locally designed instructional calendars are often in response to geographical, parent need, transportation, and facility capacity issues. This leads to a variety of schedules including full- and part-day options.
- <sup>12</sup> Schools can design the instructional calendar by calculating the number of days and instructional hours/day. All programs must offer a minimum of 350 instructional hours (.42 Average Daily Membership or ADM) per year, but all programs may be funded for up to 510 instructional hours per year per the .6 ADM legislated funding cap. Districts are encouraged to use the full amount of available funding and may also increase instructional hours to 1.0 ADM (850 hours) or greater by braiding and blending other available funding sources with VPK/SRP monies. This is encouraged as VPK/SRP students generally qualify for other early childhood funding such as School Readiness, and Pathway I or II early learning scholarship funds. The locally designed instructional calendars are often in response to geographical, parent need, transportation, and facility capacity issues. This leads to a variety of schedules including full- and part-day options.
- <sup>13</sup> VPK/SRP is funded as a grade level and therefore the days of operation per year generally follow the same guidelines and calendars as elementary schools in Minnesota. Schools may request an extended school year calendar.
- <sup>14</sup> Since the number of available seats for VPK are limited, schools may determine local eligibility criteria to help identify children with the greatest need. Many use the state school readiness program and early learning scholarship criteria that include eligibility for free/reduced lunch, homelessness, in foster care, English Language Learners (ELLs), and developmental need as identified through health and screening processes.
- <sup>15</sup> If a child is referred for evaluation and then determined eligible to receive special education services, the child no longer qualifies for VPK/SRP funding and is funded through special education funds. Guidance from the state encourages that whenever possible the child remains in the VPK classroom where they were initially enrolled. When a child receives special education funding, a new child can be enrolled in the vacated VPK seat as long as the total student enrollment for the classroom does not exceed 20 students.
- <sup>16</sup> In all state classrooms with VPK/SRP and other state preschool funding (e.g., School Readiness, Early Learning Scholarships), the ratio is 1:10 with a capped class size of 20. The cap of 20 includes all students in the classroom including special education. The special education staff does not count as part of staff ratio unless the staff is embedded in all classroom practices and interactions with students.
- <sup>17</sup> All VPK/SRP programs were encouraged to serve at least one meal (breakfast or lunch) and/or snacks to all students. Programs operating more than 3 hours/day must serve a meal. The 2023 Legislative Session passed Free Meals for Students legislation so that all VPK/SRP students are served and eat free breakfast and lunch beginning July 1, 2023.

- <sup>18</sup> Other required components of screening include referral to health, education, or other services for any concerns; a review of health care provider coverage; a review of risk factors which may impact learning; and a summary interview with the parent to discuss results and referral plans together.
- <sup>19</sup> Individual and summary data must be reported to the district (with parent consent) by the health provider who performs the screening services, for the purposes of developing appropriate educational programs to meet the individual needs of children and designing appropriate health education programs for the district. Referrals for health and developmental concerns are a required component of the screening process.
- <sup>20</sup> Minnesota is continuing to see increased needs for students and families. Greater emphasis has been placed and resources available for delivery of comprehensive family services. This is being supported through many projects initiated with PDG funding that is working at both the state and local levels to coordinate health, human service, and education services. Early intervention and mental health supports were the most requested by families. Transportation and language supports are other areas with reported need.
- <sup>21</sup> The state provides a list of Kindergarten Entry Profile (KEP) approved assessments. The four tools, GOLD, COR Advantage, DRDP, and Work Sampling, are aligned to the MN Early Childhood Indicators of Progress (ECIPS), MN's ELDS. When the data is reported by districts using different tools, the data can be uniformly analyzed to understand the impact of VPK and also report back to districts to inform local reporting and decision-making.
- <sup>22</sup> The MDE Early Childhood Indicators of Progress (ECIPS) [webpage](#) offers a variety of resources that can be used by professionals (teachers, trainers, and coaches) and families. During 2022-23 MDE used ECIPS and the professional Knowledge and Competency Frameworks to frame professional learning presentations. The online Learning Progressions and Intentional Teaching course is being revised to provide easier access for local use and is being aligned with current K-3 math, literacy, and Science of Reading work. The ECIPS review process includes alignment to Head Start Standards and kindergarten and literacy standards.
- <sup>23</sup> This work is ongoing and part of the current state QRIS system review. The state requires that VPK/SRP provide comprehensive program content including the implementation of curriculum aligned with the state early learning standards. The use of a single comprehensive curriculum is recommended, but programs may bundle individual curriculums as long as all learning domains are included. Districts and charter schools must use a curriculum from the approved list (from Parent Aware, the state quality rating program) or complete the curriculum approval process if using a self-designed curriculum. In addition, during the 2022-23 school year, MDE offered webinars for district personnel and partners on a variety of curriculum topics primarily focused on social-emotional, literacy and outdoor learning. This included conference presentations and community of practice opportunities that encouraged alignment of curriculum, assessment, and transition practices across early settings including Head Start and community early learning partners as well as grade levels (PreK-3rd).
- <sup>24</sup> Additional information is found [here](#).
- <sup>25</sup> The current state review process hosted by the QRIS system is to confirm that the reviewed curriculum meets the state definition of curriculum and it is aligned with the MN state ELDS. The Committee reviews curricula and assessments monthly and updates the list as needed. Programs using self-designed or Reggio Emilia or Waldorf curriculums would submit those to the committee for review and approval. The description of the Curriculum review process is found [here](#).
- <sup>26</sup> The final decision currently rests with the Parent Aware appointed committee, on which MDE is represented. This process is currently under review.
- <sup>27</sup> According to MN statute 124D.151, each program must measure each child's cognitive and social skills using a formative measure aligned with the state's early learning standards when the child enters and again before the child leaves the program, using screening and progress monitoring measures from the state-approved menus of kindergarten entry (KEP) measures. The state provides a list of four KEP approved assessments to choose from (GOLD, COR Advantage, DRDP, and Work Sampling). The KEP assessments have all been aligned with ELDS so that when the data is reported by districts using different tools the data can be uniformly analyzed across state-funded programs. In 2022-23, districts were provided guidance on collecting data on a reduced number of items due to challenges existing in classrooms. The state also provides training on developing formative data practices as well as trainings specific to each KEP tool. Additional information is found [here](#).
- <sup>28</sup> Preschool child assessments are required at entry and exit. Districts have the option to submit winter data as well.
- <sup>29</sup> Preschool assessment data is also used to create state reports and to report findings in required World's Best Workforce Report.
- <sup>30</sup> The 2023 Legislative session just passed funding for a universal Kindergarten Fall Assessment that will identify the percent of kindergartners who meet or exceed end-of-year prekindergarten early learning standards. It will be implemented by 2025-2026 school year.
- <sup>31</sup> In 2023 legislators passed language that requires that school-based early learning programs must hire a qualified licensed teacher, effective July 1, 2028. They also passed funding for a number of Grow Your Own initiatives to better develop and support pathways to licensure. Currently, VPK Statute requires that teachers are knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. MN Statute also requires that VPK instructional staff receive salaries comparable to the salaries of local kindergarten through grade 12 instructional staff. These requirements apply to VPK public, charter, Head Start, or community mixed-delivery site partners and are resulting in local districts increasingly requiring licensed teachers with placement on the master contract. The preferred preparation and licensure for VPK teachers is Early Childhood Education (Birth-Grade 3) or a Pre-Primary endorsement (Age 3-Pre-K) or the older Pre-kindergarten (Pre-K) license. At a local level, programs determine if a candidate has appropriate background and experience to teach in the program.
- <sup>32</sup> From the information collected by the VPK/SRP Annual Program Survey: As the teacher shortage becomes more pronounced, more districts are hiring teachers that require ongoing professional development and certification/degree opportunities. There has been an increase in districts paying full-time salaries, and complete benefit packages.
- <sup>33</sup> Self-reported data by programs confirms over 455 teachers are employed by districts for VPK/SRP programs.
- <sup>34</sup> From the Annual Program Survey there are many comments about ways districts have had success in hiring and retaining; they have also reported improved support mechanisms for their early childhood teaching staff.
- <sup>35</sup> There are some supports in place. However, much more emphasis has been placed on Grow your Own initiatives through PDG work and now new legislation. In 2023 legislators passed language that requires school-based early learning programs must hire a qualified licensed teacher, effective July 1, 2028. They also passed funding for a number of Grow Your Own initiatives to better develop and support pathways to licensure.
- <sup>36</sup> Assistant teacher requirements are determined by the district or charter school hiring and personnel practices. In the case of a mixed-delivery Head Start or community-based partner, the assistant teacher would follow the regulatory agency requirements for that position.
- <sup>37</sup> By statute, VPK sites are required to provide high-quality coordinated professional development (PD), training, and coaching for school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native & English language development programs, & instruction. Four measures are recommended: CLASS, Danielson, Marzano, & TPOT. Staff with teaching licensure have prescribed areas of PD to renew a teaching license, including: Positive Behavior Interventions, Reading Preparation, Mental Illness Awareness, Suicide Prevention Strategies, English Learners Best Practices, & Cultural Competency Training. Through the Parent Aware Quality Rating system, districts must document 10 hours of curriculum and assessment training annually for all VPK staff. Districts and charters with VPK are automatically rated as 4-star programs as the VPK legislated requirements meet or exceed the Parent Aware rating criteria.
- <sup>38</sup> State licensure requires mental health and suicide prevention PD.
- <sup>39</sup> Professional development plans are informed by an observational measure of adult-child interactions and enable teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. Districts/charter schools must also implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula. Districts/charters schools locally form practices that meet these requirements. MDE has begun using available funding to offer more professional development opportunities for key areas identified by districts on annual program and conference surveys and through the regional networking group leader's feedback.
- <sup>40</sup> Supports for teachers are determined locally through the observation and evaluation processes. This is provided through a variety of mechanisms that are determined locally, such as coaching, mentoring, co-teaching, etc. MDE provided several learning community options during 2022-23 to support teacher's continuous improvement of practice. This included forming learning communities on the following topics: Outdoor Learning, Kindergarten Transitions, and Stress, Trauma and Healing using a Mental Health Consultation Model and Family engagement.
- <sup>41</sup> Districts sign a Statement of Assurance that includes statute language requiring that VPK teachers are paid comparably to K-12 teachers. All contracts are locally negotiated. Districts submit documents showing how they meet the comparable pay requirements as part of the ongoing VPK/SRP document review process that is part of the state quality rating system administration.
- <sup>42</sup> All pay and benefit decisions for Assistant Teachers are made locally and are not outlined in state statute in the same way that they are for Lead Teachers.
- <sup>43</sup> Funding represents the reported state amount spent on VPK/SRP including categorical aides and levies.

- <sup>44</sup> Districts and charter schools are encouraged to partner with Head Start and other community-based child care programs to form mixed-delivery partnerships. Partnerships are documented through a signed statement of assurance by both partners, and the public school must have on file a Memorandum of Understanding (MOU) and a contract that specifies duties, responsibilities and financial agreements between partners. This assures that all program requirements are met and documented as required. All funds flow through the public school district and are paid by the district to the mixed-delivery partner. Other program types listed apply for and receive funding through the Early Learning Scholarship program, also administered by MDE as well as other base funding from federal, state, and local sources.
- <sup>45</sup> VPK/SRP programs are required to use a teacher-child observation assessment tool in their programs and use the data to make decisions that enable the provision of high-quality coordinated professional development, training, and coaching for both school district and community-based VPK/SRP early learning providers. This is focused to assure that teachers are highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs and instruction.
- <sup>46</sup> VPK programs are required to use a measure of teacher-child interaction as a tool to provide formative feedback. MDE has identified CLASS, Danielson Framework, Marzano, and/or TPOT (for Pyramid trained programs) as appropriate tools for use in an early childhood classroom. Some schools are using different tools or combination of tools as they are incorporating VPK/SRP into the K-12 system. MDE is preparing further guidance on this topic.
- <sup>47</sup> MDE provides limited training and districts use their professional learning funds to provide reliability or validity training for their chosen teacher-child interaction tools. Districts are also urged to form PLC's or work groups that focus on improving teacher understanding of the indicators used by the selected tool. MDE is investing more resources to better understand how observation data is gathered and used within schools.
- <sup>48</sup> Reported through the Annual VPK/SRP Program Survey, the top 4 uses of teacher-child interaction data are: (1) setting individual staff professional development goals; (2) to coach or mentor the teacher, (3) complete contractual goals or staff, and (4) to support staff in their work with diverse student populations.
- <sup>49</sup> Minnesota is leading in promoting early childhood outdoor learning. Resources are available on the state's new [webpage](#). All of that state's guidance is promoting the use of outdoor learning as an embedded part of the child's preschool experience.
- <sup>50</sup> Guidance on air quality is provided by MN Pollution Control Agency. There is also planning guidance for risk management for storms/inclement weather. Generally the State encourages outdoor play and being prepared for changing seasons and weather including appropriate clothing, supervision, and time.

### MISSISSIPPI – Mississippi Early Learning Collaborative (ELC)

- <sup>1</sup> There are 31 Early Learning Collaboratives (ELCs). Most of the ELCs are led by school districts, but two are led by nonprofit organizations. Additionally, a few ELCs include multiple school districts. ELCs operate in 29 out of 82 counties in Mississippi consisting of both rural and urban communities.
- <sup>2</sup> There were additional seats added for the 2022-2023 school year, increasing from 3,486 in 2021-2022 to 5,329 in 2022-2023.
- <sup>3</sup> Children with disabilities are enrolled in the state-funded pre-K program. Mississippi also supports children with disabilities in collaboration with the Office of Special Education with a blended pre-K program. The "Blended Pre-K Program" provides children a general education environment where children with IEPs are also enrolled so they learn from their peers. The Office of Special Education supports the Office of Early Childhood with the 619 Coordinator who works in the OEC.
- <sup>4</sup> All the ELCs have Head Start partners.
- <sup>5</sup> In 2022-2023, the ELCs had 1,462 Head Start children enrolled in the programs with 349 being reported as dually enrolled, meaning that both Head Start programs and school districts count children in their total enrollment.
- <sup>6</sup> Almost all programs operate on a full-time status (6+ hours per day/30+ hours per week). Programs included in the ELCs do have the option to operate for more than 6 hours per day; however, funding does not increase should they elect to do so. Programs included in the ELCs have the option to operate for fewer than 6 hours per day/30 hours per week; however, funding is decreased by half should they elect to do so. There is currently one program that has a classroom that operates fewer than 6 hours.
- <sup>7</sup> Eligibility at some of the Collaborative partner sites is determined by individual child or family characteristics in addition to age. Some of the ELC partners are Head Start sites, which have an income requirement for eligibility. Eligibility is coordinated with Head Start agencies in local areas and shall not cause a reduction in the number of children served by Head Start.
- <sup>8</sup> If 4-year-olds are in classrooms with 3-year-olds (who are not state-funded), the ratio goes down to 1:7 and the maximum class size would be 14 children.
- <sup>9</sup> All programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA CACFP Guidelines. Most programs provided breakfast, lunch, and snack.
- <sup>10</sup> The developmental screener used for the 2022-2023 school year was the Brigance Screen III. This assessment is used twice during the school year and scores typically show growth across all sites. Children are required to be referred for services when needs are identified.
- <sup>11</sup> Standards also include Social Studies and the Arts.
- <sup>12</sup> All programs are provided with developmental checklists, which are aligned with the Early Learning Standards for use with individual children and inclusion in kindergarten transition folders.
- <sup>13</sup> Mississippi also uses Boston's Focus on PreK Curriculum. Mississippi changed the name to Mississippi Beginnings and aligned it to MS ELS.
- <sup>14</sup> As of now, there is only one curriculum on the list that meets all the ELC requirements.
- <sup>15</sup> The Mississippi State KRA is required along with Brigance Screen III. Some Collaboratives use the Star Early Learning Assessment as their progress monitoring tool.
- <sup>16</sup> The STAR assessment is aligned to MS ELS.
- <sup>17</sup> Lead pre-K teachers must possess a Pre-K/K teaching license; or a K-3/K-4 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or a K-6 teaching license with either an N-1 supplemental endorsement, or completion of an approved educational program; or any teaching license and a degree required to obtain a Pre-K/K, K-3, K-4, K-6 teaching license with either 12 hours of ECE college credit, or completion of an approved educational program; or an ECE degree with no teaching license but with Praxis Core and Praxis II and Praxis 5024. Currently approved educational programs include either a CDA, National Board Pre-K Certification, National Director's Credential, Montessori Credential, or the MDE Specialized Early Childhood Training course. ELC teachers at sites that are not accredited by the MDE must have a bachelor's degree in early childhood, complete at least 12 hours of early childhood college credit, or complete an approved early childhood program.
- <sup>18</sup> There were reports in some schools of high teacher turnover rates and emergency license issues.
- <sup>19</sup> The MDE Office of Early Childhood offers training to teachers that need to acquire twelve hours of approved early childhood coursework to teach in pre-k classrooms. The completion of this training program will be the equivalent of twelve hours of early childhood course work needed for teachers and assistants of general education and special education pre-k classrooms. Completion of this training program includes: (1) a two-week training (The Child's Development, The Physical Classroom Learning Environment, Curriculum Content, and Teacher Interaction/Interaction of Students); (2) two online courses (Read Right from the Start & Developing Early Language and Literacy); and (3) submission of all assignments to receive certification. The components of this Early Childhood Specialized Bootcamp Training may also be used by administrators of pre-k classrooms to meet Early Childhood professional development requirements.
- <sup>20</sup> Assistant teachers are required to have an associate degree in Early Childhood Education, Child Development, or an equivalent field; or an associate degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.
- <sup>21</sup> The total allocation for 2022-2023 was \$24,000,000. The \$24 million includes \$8 million in funding was provided in 2022-2023 to add approximately 3,040 additional seats; however, these seats will not start until 2023-2024 school year. The programs that received this funding were required to have a planning year (2022-2023) for their sites. For that reason, the total state spending utilized for spots for the 2022-2023 school year (and reported here) was \$16 million.
- <sup>22</sup> The state provides \$2,500 per full-time 4-year-old enrolled. The ELC provides a 1:1 dollar for dollar or in-kind match to make the total investment for each child \$5,000.
- <sup>23</sup> Data from observations are entered into the Web-based Early Learning System (WELS) for the purposes of scoring individual observations and reporting on data collected across programs.
- <sup>24</sup> The Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children requires outdoor play for between 40-60 minutes for children in a full day program and 20-30 minutes in a half day program. For additional information see the [Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children](#)



starting on page 12.

- <sup>25</sup> Weather permitting, physical activity takes place outside. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 40 to 60 minutes of indoor physical activity documented in lesson plans. See [link](#).

## MISSOURI – Missouri Preschool Program (MPP)

- <sup>1</sup> Additionally, 90 five-year-olds were eligible for free lunch and 9 five-year-olds were eligible for reduced lunch.
- <sup>2</sup> The child must qualify for the USDA Free or Reduced Price lunch through the Missouri Department of Elementary and Secondary Education or be on the Direct Cert List (DSS/TANF) with the Missouri Department of Social Services.
- <sup>3</sup> A maximum of 20 children is preferred, but only required in state licensed facilities.
- <sup>4</sup> The Early Learning Standards were aligned with K-3 in December of 2022. The Last completed revision of the Early Learning Standards was in 2021.
- <sup>5</sup> Classrooms claiming the Foundation Formula funding are required to adopt a curriculum from our state approved preschool curriculum list. ADA preschools are not required to use one of the DESE recommended curriculums. DESE does have a list that is posted on our website of recommended curriculums for PK classrooms in the state of Missouri.
- <sup>6</sup> Other curricula include: Emerging Language and Literacy Curriculum (ELLC), Every Child Reads Curriculum, Experience Early Learning Preschool Curriculum,
- <sup>7</sup> Our state preschool curriculum page that includes the evaluation rubric we use can be found [here](#). The curriculum review process can be found at the following [link](#).
- <sup>8</sup> The State of Missouri currently has three approved tools that can be used for the Kindergarten Entry Assessment (KEA): The Kindergarten Observation Form (KOF), The DRDP-K, and The Brigance Inventory of Early Development III (IED III Standardized). All schools are required to complete a KEA during the first 2-6 weeks of kindergarten.
- <sup>9</sup> The State of Missouri currently has three approved tools that can be used for the KEA. The Kindergarten Observation Form (KOF), The DRDP-K and The Brigance Inventory of Early Development III (IED III Standardized). All schools are required to complete a KEA during the first 2-6 weeks of kindergarten.
- <sup>10</sup> A lead teacher in the Pre-K Foundation Formula classroom must have a teaching certificate in early childhood education or early childhood special education.
- <sup>11</sup> The teacher shortage is affecting all grade levels in all areas.
- <sup>12</sup> Paraprofessionals are required to obtain 60 college credit hours or have passed the ParaPro Assessment (before September 23, 2013) or the Paraprofessional Assessment (September 23, 2013 or after) or completed the 20HR Substitute Certificate Course in order to work under the direct supervision of an appropriately certified teacher to provide instructional assistance.
- <sup>13</sup> Certified lead teachers in public and accredited nonpublic schools are required to have a total of 30 clock hours of professional development during years 1-4. For years 5 and on, 15 clock hours of professional development annually until exempt (exempt by meeting two of the following three: master's degree, ten years teaching experience, or National Board certification). Experience as an assistant teacher does not count toward certification requirements. The employing school district approves of professional development.
- <sup>14</sup> For certified lead teachers in public and accredited nonpublic schools, individualized professional development plans are required during years 1-4 in order to upgrade to Career level certificate. Many school districts also require a similar plan for non-certified teachers and assistant teachers.
- <sup>15</sup> For certified lead teachers in public and accredited nonpublic schools, mentoring is required for new teachers during years 1 and 2 in order to upgrade to Career level certificate.
- <sup>16</sup> To qualify for state aid a district must also meet minimum salary requirements. Minimum teacher's salary per Section 163.172, RSMo is \$25,000 and the minimum salary for a full-time teacher with a master's degree with at least ten years of public teaching experience is \$33,000.
- <sup>17</sup> Outdoor policies are guided by local education agency decisions.

## NEBRASKA – Nebraska Early Childhood Education Program

- <sup>1</sup> Early childhood programs are spread throughout the state in urban and rural areas. The school districts without preschool classrooms have very few students and cover a large geographic area.
- <sup>2</sup> Some school districts begin a program, or add capacity, with the help of competitive grants. Other school districts may start a program without grant funding and may receive state aid funding for their 4-year-olds after three years of program approval.
- <sup>3</sup> The total enrollment numbers indicate the enrollment for children in public district-operated preschool programs regardless of funding source.
- <sup>4</sup> There were 5,312 children enrolled in full-day classrooms (6 hours or more) and 7,886 enrolled in part day classrooms (fewer than 6 hours). There is an additional kindergarten child included in this breakdown who was removed from the total enrollment.
- <sup>5</sup> Programs that do not receive grant funds or not qualified to receive State Aid must operate a minimum of 12 hours per week during the school year. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year. Districts that were unable to meet the requirement of 450 hours were able to submit a waiver to be approved by the State Board of Education.
- <sup>6</sup> Kindergarten age-eligible children who have a disability should not be enrolled in the state-funded preschool program unless the IEP team determines that accommodations can't be met in kindergarten. Students who turn 6 by January 1 of the school year must be enrolled in kindergarten or higher, based on the mandatory attendance law.
- <sup>7</sup> Eligibility may be determined by low income, disability or developmental delay, low parent education, non-English speaking family, teen parent, or low birth weight. Although all prekindergarten age-eligible children may be served in a school district early childhood program, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.
- <sup>8</sup> If parent fees are required by the district, the district is required to utilize a sliding payment scale. Districts determine the scale based on the needs of their community. Children who receive services through Head Start or IDEA pay nothing.
- <sup>9</sup> Children must be served a meal and/or snack that meets USDA requirements during each session.
- <sup>10</sup> Districts are required, at the minimum, to provide family development and support that includes services that enhance the family's ability to access community resources.
- <sup>11</sup> ELDS standards are not revised on the same schedule as K-3 Content standards, and therefore at least some domains are fully aligned.
- <sup>12</sup> All school districts and ESUs are required to use a common child assessment to document child development and attainment of skills.
- <sup>13</sup> Districts that have grant funds are able to utilize that money to support curriculum implementation or training.
- <sup>14</sup> All districts are required to assess at the beginning and end of the school year. School districts that utilize Title funding or Head Start to support PreK must also assess in the middle of the year.
- <sup>15</sup> The Nebraska Reading Improvement Act requires that within the first 45 days, each district shall administer an approved reading assessment for all kindergarten students.
- <sup>16</sup> Due to teacher shortages, starting during the 2020-2021 school year, districts who are unable to hire certificated teachers may submit a waiver for any staff to serve as teacher within the program if they meet the following requirements: 12 graduate hours in early childhood; bachelor's degree or higher including 12 undergraduate hours in early childhood or an associate degree in early childhood education with the requirement that the staff must be able to achieve a teaching certificate with an early childhood endorsement within four years. For more information, see [Rule 11: 003.02A](#).
- <sup>17</sup> If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.
- <sup>18</sup> "Other" means the teacher has no college preparation or holds less than bachelor's degree.

- <sup>19</sup> We had an increase in the use of our teacher waiver.
- <sup>20</sup> Due to teacher shortages, starting during the 2020-2021 school year, districts who are unable to hire certificated teachers may submit a waiver for any staff to serve as teacher within the program if they meet the following requirements: 12 graduate hours in early childhood; bachelor's degree or higher including 12 undergraduate hours in early childhood or an associate degree in early childhood education with the requirement that the staff must be able to achieve a teaching certificate with an early childhood endorsement within four years (see [Rule 11:003.02A](#). 24 teachers utilized the waiver in 22-23; 16 teachers utilized it for the 21-22 school year.
- <sup>21</sup> Assistant teachers are required to have a K-6 Elementary Endorsement, 6 college credit hours in early childhood or an approved equivalency (including experience) by the end of the first year of employment and 12 college credit hours in early childhood or an approved equivalency by the end of the second year of employment. A CDA is considered an equivalency for the entire 12 college credit hours.
- <sup>22</sup> Classroom embedded support is not required but is available for school district classrooms that participate in the state QRIS. Teachers in schools that are implementing the Pyramid Model program-wide must receive coaching.
- <sup>23</sup> School district personnel contracts are subject to collective bargaining agreements that cover both K-12 and pre-K teachers. All collective bargaining agreements are locally determined. Early Childhood programs are operated by school districts but may be collaboratively operated with a community-based provider or Head Start program. The NDE has no authority to require parity in private organization salary scales.
- <sup>24</sup> The amount allocated from NDE budget for ECE grant programs was \$3,336,262. The remaining state-funding comes from state aid (\$27,468,484) and SPED Below Age Five Flex funding (\$15,222).
- <sup>25</sup> Local sources include local district funds, parent fees, community agencies and resources, and other sources. Funding for the program includes an allocation for the grant program, as well as funding in the state aid formula. In the third year of approval by the NDE, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- <sup>26</sup> In addition to low performing classrooms and new classrooms/teachers, any district that receives grant funding for their 3-5 prekindergarten program or a grant for the Pyramid project, a percentage of other classrooms also received an observation each year. All classroom observations that did not meet the designated quality score received a second observation to continue to work towards improvement with the goal to meet the designated quality score. Observations continue biannually until the score is met.
- <sup>27</sup> New, low performing, and a percentage of other classrooms, chosen randomly are observed annually.
- <sup>28</sup> Classrooms implementing the Pyramid Model must use TPOT. The remainder of districts being observed can select CLASS or ERS.
- <sup>29</sup> The intent of the observations is for both the local and state level to utilize the data to develop a plan to use any potential funding for quality improvement efforts; however, it is not directly tied to funding.
- <sup>30</sup> Districts in their first year of grant-funding receive on-site visits annually. All other districts receive onsite visits based on determinations for their support level, taking into account many factors, including districts utilizing teacher waivers, and compliance issues.
- <sup>31</sup> Children should go outside each day as long as the "feels like" temperature is between 10 and 90 degrees with no active weather alerts.
- <sup>32</sup> While the state does not collect information regarding district's nature-based outdoor preschool programs, our formal and informal partnerships with school districts and Nature Explore Classrooms from Dimensions Education Research Foundation have revealed that we do have a number of these classrooms across the state.

## NEVADA – Nevada Ready! State Pre-K

- <sup>1</sup> School districts and community-based programs are eligible to apply for state pre-k funds. In 2022-2023, Nevada Ready! State Pre-K grantees included eleven school districts (ten LEAs and one State Charter Authority), and three community-based organizations. Fourteen districts/community organizations received state pre-K funding this biennium that meet state pre-K guidelines; additional districts offer other pre-K programs funded through Title I and ARP/ESSER funds (enrollment numbers are unknown).
- <sup>2</sup> In 2022-2023, state pre-K allocations were funded at \$22,925,660 for the second year of the biennium based on estimated target numbers submitted from previous year.
- <sup>3</sup> Enrollment numbers only includes those that meet the income eligibility of 200% poverty, and do not include any others that may be receiving services through braided funding and are non-income eligible for state pre-K.
- <sup>4</sup> All state pre-K programs must operate a minimum of 25 hours/week which is usually 5-6 hours/day. Programs in child care centers may have longer operating hours that are funded through additional braided funds.
- <sup>5</sup> The majority of programs are five days per-week but some rural programs follow a four day per week schedule for their whole district.
- <sup>6</sup> Most pre-K programs follow the school year; Head Start and community-based programs are the exceptions.
- <sup>7</sup> Children must be from families at or below 200% FPL and districts/programs determine other eligibility based on highest need (i.e., low income, DLLs, homeless, etc.).
- <sup>8</sup> For programs that have waiting lists, priority may be determined by other factors such as: child disability or developmental delay; homelessness or unstable housing; home language other than English; child history of foster care; parent on active military duty. Decisions about risk factors are determined locally. However, programs only receive state Pre-K funds for income eligibility at 200% FPL.
- <sup>9</sup> Lunch is provided at all programs that are a minimum of 5 hours/day; many programs also offer breakfast depending on length of day.
- <sup>10</sup> Per 2021 legislation, programs are required to provide vision/hearing services and/or provide appropriate referral as needed as a part of their comprehensive services beginning in the 2021-2022 school year. Per legislation (NRS 387.652), pre-K grantees are required to collaborate with community-based providers to offer services for families including screening and referrals and maintain a record of the community-based services provided to the families of pupils enrolled in the Pre-K program.
- <sup>11</sup> Family engagement and referral to services are required, however which specific supports are implemented is determined locally.
- <sup>12</sup> The revised Pre-K Standards and P-12 SEL standards were released in 2023.
- <sup>13</sup> All programs are required to implement at least one comprehensive child assessment. Those currently being used include TS GOLD, Brigance IED, Frog Street, and HighScope COR. The majority of the districts use either TS GOLD or Brigance IED. Data were not submitted to NDE in 2021-2022 but will be starting in 2022-2023.
- <sup>14</sup> Districts are required to screen children entering kindergarten; however, the required KEA tool is currently under review but will be chosen for FY24.
- <sup>15</sup> Lead teacher requirements in school districts include bachelors' degree in ECE/ECSE; bachelor's degree in another field and working toward permanent license in a state approved ARL Early Childhood or Early Childhood Developmentally Delayed program; bachelor's degree in another field with 35 or more ECE college credits; bachelor's degree in another field and enrolled in TEACH Early Childhood; or NDE and TEACH Early Childhood approved special exception. For lead teachers in nonpublic schools, a 5.2 on Nevada Registry Career ladder or higher is required. Level 5.2 includes Level 5.1 (bachelor's degree in ECE or bachelor's degree in another field with a state teaching license containing an ECE endorsement or a bachelor's degree in another field with 30 or more ECE college credits) requirements and 4,000 hours of direct experience.
- <sup>16</sup> If a teacher does not currently have a BA in ECE they must be enrolled in the TEACH Early Childhood Program and be working towards a degree.
- <sup>17</sup> Many districts had to have long term subs in their lead teacher roles, and some community-based programs do not have qualified teachers in their lead teacher positions.
- <sup>18</sup> NV Registry offered \$1000 bonuses to all teachers and assistants that are enrolled in the Registry.
- <sup>19</sup> PDG 0-5 grant program is developing a workforce framework to better support teachers where they are.
- <sup>20</sup> Assistant teachers in districts must meet para pro qualifications (highly qualified and/or bilingual); Assistant teachers in community-based programs must have a high school diploma.
- <sup>21</sup> Nevada Ready! State Pre-K programs are required to participate in QRIS. Classrooms are assessed on a biannual cycle for rating. Each program has a coach who determines which teachers participate in coaching. There is not a state requirement that all teachers participate in coaching.
- <sup>22</sup> Non-profit agencies 'pass through' Pre-K funds to child care partners.
- <sup>23</sup> All QRIS coaches and state assessors must obtain state reliability (and remain reliable) with state anchor assessors. Coaches engage in a rigorous reliability schedule that

includes practices assessments and monthly compared scoring.

<sup>24</sup> Annual site visits and/or virtual check-ins and desk monitoring are required for program monitoring purposes.

<sup>25</sup> Guidance related to outdoor/gross motor spaces for state PreK follows what is written in the Environmental Rating Scale (ERS).

## NEW JERSEY – New Jersey Preschool Expansion Program

<sup>1</sup> Primary oversight for the preschool education program is through the state Department of Education (DOE) Division of Early Childhood Services. The Department of Children and Families (DCF) oversees the licensing of private preschool providers. The Department of Human Services (DHS) has oversight of the wrap-around programs. The State Head Start Collaboration Office serves as a liaison between Head Start agencies and all other listed Departments.

<sup>2</sup> Thirty-one districts are required to offer the program due to a state Supreme Court decision (*Abbott v. Burke*); 4 districts are required to offer the program after applying to expand their existing program, beginning in the 2008-2009 school year; 189 districts have more recently been funded to expand their preschool programs to meet *Abbott* standards. This count also includes 14 districts that are part of the state's Early Childhood Program Aid (ECPA) program, and 3 districts that are part of the Early Launch to Learning Initiative (ELLI). Not included in this count are 11 charter schools approved to serve preschool students in former *Abbott* districts.

<sup>3</sup> Official enrollment data are collected in mid-October.

<sup>4</sup> The state can report the number of children served in district settings and the number of children served in private provider settings, but cannot separate Head Start from other private provider settings.

<sup>5</sup> Districts in the ECPA and ELLI programs are permitted to offer a half-day (2.5 hours per day; 450 hours per year), but this policy is being phased out as districts modify their programs to start offering full-day. For all other funded districts, the DOE funds the program for the school calendar year and day. All programs must operate for at least six hours per day. Wraparound care is funded for some children through DHS. Some districts use surplus or Title 1 funds to provide summer programs.

<sup>6</sup> Districts determine the cutoff date for eligibility at a local level. The same date that is used for kindergarten is used for 3- and 4-year-olds. The ELLI program is targeted to low-income 4-year-olds, but school districts are required to use other funding or charge tuition to serve 3-year-olds or 4-year-old children who are not income eligible.

<sup>7</sup> Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure children are still district residents and are therefore still eligible for the program. The program is universal in the 31 original *Abbott* districts and four districts approved to expand in 2008-2009. All other districts are in the process of expanding to universal access and must decide the priority for service while in the process of expanding.

<sup>8</sup> Requirements depend on the length of day for ECPA and ELLI districts because they may serve children in a half-day or full-day program.

<sup>9</sup> Nonpublic providers are required by licensing regulations to ensure that all children receive an annual physical exam.

<sup>10</sup> Programs are required to employ a community parent involvement specialist (CPIS) to connect families with services such as mental health services and insurance. In addition, contracted private providers are required to employ family workers for this same purpose. The district board of education must also: ensure that a coordinated system of social services is provided to families; establish an Early Childhood Advisory Council with parent representation; and provide P-3 transition activities.

<sup>11</sup> Districts enrolled in Grow NJ Kids (QRIS) can receive curriculum training. Districts are also provided funding within their preschool budgets to support professional development. Curricula are reviewed to ensure alignment with the NJ Preschool Teaching and Learning Standards. The DOE provides a seminar for instructional coaches.

<sup>12</sup> New Jersey Administrative Code requires programs to ensure the implementation of a comprehensive performance-based assessment system that is connected to the comprehensive preschool curriculum as part of the 5-year preschool program plan and/or annual update approved by the DOE. Districts may choose from among the assessments that align.

<sup>13</sup> Additional information can be found [here](#).

<sup>14</sup> New teachers must hold a P-3 certification. The nursery certification (N-8) is no longer granted, but is still recognized for current holders. Teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.

<sup>15</sup> All lead teachers must have at least a BA to be hired for the program. The state cannot provide details on the number of teachers or advance degrees.

<sup>16</sup> Districts reported a hardship in hiring certified staff.

<sup>17</sup> Governor Phil Murphy signed S896 w/GR into law, which prohibits the State Board of Education from requiring the completion of the Educative Teacher Performance Assessment (edTPA) as a condition of eligibility for a certificate of eligibility with advanced standing (CEAS) or certificate of eligibility (CE).

<sup>18</sup> Alternative Route.

<sup>19</sup> In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I. Head Start Programs require CDA.

<sup>20</sup> The DOE adopted code amendments that require a PD plan for preschool assistant teachers. This requirement went into effect starting in the 2022-23 school year.

<sup>21</sup> Preschool instructional coaches are provided at a ratio of one coach for 20 classrooms. There is also a preschool intervention and referral specialist (PIRS) who provides coaching on social-emotional learning (SEL) at a ratio of one coach for 20 classrooms.

<sup>22</sup> Some districts have begun contracting with external entities for the assistant teacher position and may not require the outside entity to provide a PD plan. However, if teacher assistants are district employees they must receive the same PD, salary, and benefits as K-3. The DOE has adopted code amendments that require a PD plan for preschool assistant teachers.

<sup>23</sup> School districts receive funding from the state. The district then provides the funding to approved charter schools for their resident preschool children. Districts also contract and pay child care providers and Head Start programs to serve state-funded preschoolers.

<sup>24</sup> School districts are permitted to contract with other school districts, Head Start, private licensed child care centers, and faith-based centers (without religious content).

<sup>25</sup> Districts can choose between Danielson and Marzano for their teacher evaluations. TPOT and ECERS are recommended but not required in ECPA and ELLI districts.

<sup>26</sup> The Self-Assessment and Validation System (SAVS) is administered locally and submitted to the state. Annually, a subset of districts receives a state validation visit, and all districts are validated at least once every 3 years. The results of the SAVS are used as the basis for program planning and incorporated into the district's annual Preschool Program Plan.

## NEW MEXICO – New Mexico PreK

<sup>1</sup> In addition to school district, there are 10 Charter Schools and 2 Tribal entities.

<sup>2</sup> New Mexico will be offering supplemental funding opportunities to federal Head Start in FY24.

<sup>3</sup> Race is reported by parent/guardian by both community-based and school-based programs.

<sup>4</sup> New Mexico funds two program schedules: half-day which is 450 total instructional hours, and NM extended day which is 900 total instructional hours. Half-day programs must operate at least three hours per day, and NM extended-day programs must operate at least five hours per day.

<sup>5</sup> Funding priority is given to age-eligible children who live in the attendance zone of a Title 1 school.

<sup>6</sup> Class sizes and staff to child ratios may be smaller in classrooms with children with IEPs. For example, in school-based programs, the staff to child ratios cannot exceed one adult to four children with IEPs, in which one of the adults in the program is a properly licensed staff.

<sup>7</sup> Meal requirements vary by length of day: one meal (part day) and two meals (full day).

<sup>8</sup> Screenings and assessments are done in the child's home language. Programs must make every effort to ensure at least one adult educator in the classroom speaks the child's home language. In addition, guidance for serving Multi-Language Learners (MLLs) is included in the NM Early Learning Guidelines. NM is a WIDA Early Years state.

- <sup>9</sup> WIDA developed a cross walk document in late 2020 for public schools.
- <sup>10</sup> The required assessment for all NM PreK is the New Mexico Preschool Observational Assessment, which is based on and aligned to the New Mexico Early Learning Guidelines.
- <sup>11</sup> All NM PreK teachers received coaching/consultation on a regular basis.
- <sup>12</sup> There is continued support through consultation and practice-based coaching around curriculum decision-making and implementation. There is a standard that requires the use of evidence and/or research-based curriculum.
- <sup>13</sup> Child assessment data are also used to support students with possible learning delays.
- <sup>14</sup> NM PreK Teachers must hold a Bachelor's degree in early childhood, be licensed in early childhood, or be pursuing a Bachelor's degree or alternative licensure in early childhood as outlined in their professional development plan. NM PreK Teachers receive trainings in Early Childhood Development, curriculum and lesson planning, Early Learning Guidelines, portfolio observation collections and data base training.
- <sup>15</sup> The "Other" teacher category refers to the NM Child Development Certificate.
- <sup>16</sup> Data not currently collected. The State is anecdotally aware of staff shortages.
- <sup>17</sup> In FY22, ECECD initiated PreK Parity for PreK Teachers holding a BA in Early Childhood Education paying the equivalent to public school PreK teachers. For those teachers that apply and do not qualify for PreK Parity, they would be eligible for the ECECD initiated Wage Incentive Program. The ECECD Pre-K Pay Parity Program supports early childhood educators who work as teachers or directors in a community-based Pre-K setting (must be NM funded). The ECECD Wage Supplement Program provides education-based supplemental wages to early childhood educators who work as teachers, assistants, or FCC professionals with children from birth to age five. ECECD in partnership with CNM-Ingenuity, provides scholarship opportunities to make it possible for early childhood professionals to complete coursework leading to advanced credentials and degrees. ECECD is supporting certified bilingual/multilingual early childhood educators with a one-time payment of \$1,500 to all early childhood professionals who meet the requirements. The New Mexico Opportunity Scholarship provides 100% tuition and required fee assistance and up to \$50 per credit hour for course specific fees for New Mexico residents who meet eligibility and are pursuing a training certificate, AA, or BA at a New Mexico public college or university. There is no application required for the Opportunity Scholarship. If you meet the eligibility criteria, our Scholarship team will work with you to award the scholarship. Additional information is found [here](#).
- <sup>18</sup> NM PreK Teachers must hold an AA degree in early childhood or be pursuing an AA degree in early childhood as outlined in their professional development plan (nonpublic schools).
- <sup>19</sup> For assistant teachers in all settings, the ECE content is specified for some of those 24 hours: 21 clock hours/year (first year teachers), 12.5 clock hours/year (second year teachers), 24 clock hours/year (other teachers)
- <sup>20</sup> NM PreK classrooms are observed using CLASS.
- <sup>21</sup> A minimum of 30 minutes a day of outdoor time (weather permitting) is required.
- <sup>22</sup> Licensing Regulations indicate weather permitting only, any additional policies are determined locally.

## NEW YORK – New York State Administered Prekindergarten Program

- <sup>1</sup> The [data.nysed.gov](https://data.nysed.gov) website breaks down the number of districts in New York City into 27 geographical districts, resulting in a count of 681 districts.
- <sup>2</sup> New York State (NYS) has two separate pre-K funding streams, one of which is a competitive award. Universal PreK (UPK) is administered to school districts via an allocation that is non-competitive. Of the approximately 730 school districts in NYS, more than 680 districts have an award via this program. For the last five years, school districts have been able to apply for additional funding via a competitive basis for the Statewide Universal Full Day PreK grant. A total of 143 districts and agencies received this grant.
- <sup>3</sup> The child count pull date was March 15th, 2023. The calculation of prekindergarten grants is reflective of the number of students ever served in State-funded UPK programs in the 2022-23 school year.
- <sup>4</sup> There were approximately 190,000 seats, depending on the usage of SUFDPK conversion slots or new full day slots while also factoring effects of teachers' certifications on SUFDPK funding.
- <sup>5</sup> This total, 145,827, is less than the total enrollment provided earlier because it based on an October 2022 enrollment count whereas the total enrollment is from March 2023.
- <sup>6</sup> Both half-day and full-day programs are funded. Half-day programs must operate for a minimum of 2.5 instructional hours per day. Full-day programs must operate for a minimum of 5 instructional hours per day. Many programs opt to run a longer school-day or extended-day program using local funds or other funding sources.
- <sup>7</sup> Local districts may establish a date later in December to make more children eligible for prekindergarten and kindergarten. For example, NYC uses a cutoff date of December 31st to determine eligibility into their prekindergarten program.
- <sup>8</sup> Age-eligible children must be residents of the respective school district in order to enroll in state-funded pre-K. Homeless children have priority for enrollment purposes. If more students enroll than there are spots available, the district conducts a lottery to determine which students will be enrolled in the program.
- <sup>9</sup> The maximum class size for a Pre-K class is 20 children. For classes of up to 18 students, there must be one teacher and one paraprofessional assigned to each class. For classes of 19 or 20 students, there must be one teacher and two paraprofessionals assigned to each class. Due to Commissioner's Regulations Part 151-1 being outdated, 3-year-old prekindergarten students use the same ratio as 4-year-old students. These regulations are currently being amended to add 3-year-old students into them.
- <sup>10</sup> Programs that are less than three hours require access to a nutritional meal or snack. Programs that are more than three hours require access to meals and snacks to ensure the nutritional needs of the children are met. When a school district participates in the National School Lunch or School Breakfast programs, Pre-K students who are on-site during the hours that meals are being served (whether half-day or full-day) must be offered breakfast and/or lunch, as applicable.
- <sup>11</sup> The NYS Early Learning Guidelines include Infants and Toddlers. The Revised NYS Early Learning Guidelines are not standards; they are child development resources for children ages birth through eight years. NYS does not have standards for children under four years of age. "Resource Guides for School Success: The Prekindergarten Early Learning Standards" is only for four-year-old prekindergarten students. Multilingual learners are expected to meet the expectations set forth in the NYS Learning Standards. For 2022-2023, the Office of Early Learning is working to develop age 3 learning standards and guidance.
- <sup>12</sup> Assessments must be valid and reliable and at a minimum assess language, cognitive and social skills per NYS Commissioner's Regulations.
- <sup>13</sup> Other supports for curriculum implementation include Planning for High-Quality Prekindergarten Programs; the P-3 Virtual Summer Institute; guidance for Pre-K programs for 3-year-olds; tip sheets for setting up the classroom environment and play-based learning; checklists to ensure curriculum opportunities across domains; New York State Prekindergarten, Kindergarten, First Grade, and Second Grade Learning Standards: A Resource for School Success; NYSED Office of Early Learning Video Series: A Guide for Educators Serving Children in Prekindergarten through 2nd Grade; and the NYSED Pre-K to Kindergarten Transition Tool.
- <sup>14</sup> Valid and reliable progress monitoring and assessment tools used are determined locally. Additional tools may be applicable as long as they meet requirements described [here](#) and [here](#). Preschool assessment is referred to as Progress Monitoring and is separate from assessment. Assessment must also include motor development in addition to language and cognitive development. Valid and reliable progress monitoring and assessment tools used are determined locally. Screening tools must cover language, cognitive and social skills. School districts are required to establish a screening process for assessing the developmental baseline whenever a new child enters the program. The ongoing progress of all children should be monitored at least three times per year in at least language, cognitive and social skill development. For more information, see [here](#) and [here](#).
- <sup>15</sup> Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. Effective July 1st, 2010, all newly hired teachers in nonpublic settings must have a BA in Early Childhood Education or a related field and also have a written plan to earn a NYS teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades. In order to maintain permanent certification, all teachers must get their master's degrees within 5 years of completion of their undergraduate studies. Under certain circumstances, a waiver can be requested to extend that 5-year-period.
- <sup>16</sup> Approximately 80% of teachers in New York State Administered Prekindergarten programs possessed Birth - Grade 2, Nursery - Grade 6, and/or Special Education (Birth -

Grade 2 or Birth - Adult) certification.

- <sup>17</sup> Compared to previous years, more students were served by uncertified teachers.
- <sup>18</sup> If teachers at an eligible agency were uncertified, school districts were required to submit a waiver to the department in conjunction with their annual universal prekindergarten application. Approximately 20% of teachers (1,886) were identified as uncertified.
- <sup>19</sup> The Level I Teaching Assistant Certificate, the entry-level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a high school diploma or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, or continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
- <sup>20</sup> Guidelines indicate that assistant teachers with the Level III Teaching Assistant certificate complete 75 hours per five years of in-service professional development in order to maintain certification. However, local public school districts make decisions regarding the appropriateness of activities to fulfill this requirement.
- <sup>21</sup> State policy does not specifically require ongoing classroom-embedded support, but local districts can provide it. Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service in a public school district. An exception to this requirement applies to certificate holders who have at least 2 years of teaching or educational leadership service, respectively, prior to receiving the Initial or Conditional Initial certificate; they may be exempted from this requirement. The purpose of the mentoring requirement is to provide a new teacher with support in order to gain skillfulness and more easily make the transition to one's first professional teaching experience. Therefore, new Initial certificate holders are to receive mentoring from an experienced teacher. All first-year public school teachers receive mentoring. The mentor is decided at the local level and the plan that is developed is done at the local level as well.
- <sup>22</sup> There was a total of \$103,355,741 for a federal UPK allocation and a federal SUFDPK grant but only \$64,396,595 was spent in 2022-23; Beginning in the 2023-24 school year, all existing federal funding for prekindergarten (i.e., ARP funding) will be merged with NY State funding, pending the approved NYS-Enacted Budget for the 2025 fiscal year.
- <sup>23</sup> Only school districts can subcontract, including with public schools, Head Start, private agencies, faith-based centers without religious content, family child care homes, libraries, museums, other agencies.
- <sup>24</sup> Annual classroom observations are required for one funding stream. Section 3602-e of Education Law was amended in the 2017-2018 school year in which districts had to adopt quality indicators. This includes, but is not limited to, valid and reliable measurements of environmental quality, the quality of teacher-student interactions, and student outcomes. Beginning in 2023-2024, all districts are required to submit action plans to outline their Prekindergarten programming for the current school year in annual applications. Classroom assessment instruments are determined locally.
- <sup>25</sup> By Education Law 3602-ee, the Office of Early Learning is only required to visit districts/agencies that receive Statewide Universal Full-Day Prekindergarten funds. However, depending on circumstances, districts who are only receiving Universal Prekindergarten funds also receive visits.
- <sup>26</sup> Requirements for State-Administered Prekindergarten programs are the same as those for grades K - 12. According to the Manual of Planning Standards for School Buildings provided by the Office of Facilities Planning, NYSED recommends that local BOEs and BOCES establish specific requirements. The Office of Facilities Planning provides guidance regarding thunderstorm safety and outdoor events. Any other policies and guidance are provided by the NYS Department of Environmental Conservation and the NYS Department of Health.

## **NORTH CAROLINA – North Carolina Pre-Kindergarten Program**

- <sup>1</sup> Although the North Carolina Department of Health and Human Services (NCDHHS) has authority over the state's pre-K program standards and fiscal components, the North Carolina State Board of Education Policy oversees the teacher licensure process.
- <sup>2</sup> The North Carolina Pre-Kindergarten Program (NC Pre-K) is statewide and in 2022-23 was available for families in 99 out of 100 counties. It is administered locally, but if a county agency chooses to not be a contractor, a different agency would be found in order to ensure that it was available in that county. All counties are not required to administer the program. In the 2022-23 school year, Mitchell County did not have a NC Pre-K site because it was a transition year between Head Start being the contractor and the local LEA. Mitchell County will serve NC Pre-K children in 2023-24.
- <sup>3</sup> A total of 25,684 children were enrolled in the NC Pre-K program during the month of October 2022.
- <sup>4</sup> A total of 1,220 children enrolled in the NC Pre-K program during the month of October 2022 were reported as having an IEP.
- <sup>5</sup> Wraparound services are determined locally. A few programs based in public schools, private child care, and Head Start may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.
- <sup>6</sup> State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
- <sup>7</sup> To be enrolled in preschool, a child must be four years old on or before August 31st of the current program year. Children who are not age eligible (less than 4 years or eligible for kindergarten) cannot be served with NC Pre-K funds.
- <sup>8</sup> The child must be 4 years old on or before August 31st of the program year. A child that meets the age requirement is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the SMI. Children of certain military families are also eligible without regard to income. In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of 75% SMI if they have documented risk factors in specific categories including developmental disability, limited English proficiency, educational need, or chronic health condition. All children must meet at least one risk factor if they do not meet the income cut-off.
- <sup>9</sup> Classrooms that provide inclusive settings for children with disabilities may require an adult-to-child ratio lower than 1:9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B).
- <sup>10</sup> Lunch and either breakfast and a snack or two snacks are required.
- <sup>11</sup> Per the North Carolina Child Care Rules, each NC Pre-K child must be screened for developmental delays within 90 days of entering the program. The screenings are used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains. State forms are provided to families for obtaining children's health assessments that include health care provider statements to refer children for further assessments and tests.
- <sup>12</sup> Other support services are provided as needed, such as family support and other types of health interventions (e.g., mental health, positive parenting services) for children with unique needs or challenging behaviors and their families.
- <sup>13</sup> The North Carolina ELDS are aligned with the state Standard Course of Study (Common Core State Standards and North Carolina's Essential Standards), the standards for what kindergarten children should know and be able to do.
- <sup>14</sup> Birth - K licensed teachers are assigned mentors to support the implementation of curricula and formative assessments that are informed by and aligned with the ELDS to support children's development and learning needs.
- <sup>15</sup> Criteria for review is found [here](#). The review process currently occurs every three years. Publisher self-report of how it aligns with ELS is included in the review process.
- <sup>16</sup> The NC curriculum review committee is made up of a group of early childhood education professionals including child care commissioners, higher education professors and instructors, NC Pre-K teachers, infant/toddler specialists, technical assistance providers, literacy specialists, Head Start Collaboration Director and employees of state agencies. Two persons review each curriculum completing a criteria form, then present reviews to the full committee. The committee discusses each curriculum submitted and makes recommendations to the NC Child Care Commission who vote to include the recommended curriculum on the approved/recommended list. A similar team of EC professionals are on NC Child Care Commission who currently serves as NC's Advisory Council.
- <sup>17</sup> Staff are required to conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction. All formative assessments used by the NC Pre-K Program must be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development. Assessment tools must be aligned with the NC ELDS to meet this requirement. Classroom staff may select from a list of approved formative assessments. Through the state's Preschool Development Grant, the state entered into a state-level contract for TS GOLD. The State is providing access for all NC Pre-K teachers and assistants. For more information, see [here](#).

- <sup>18</sup> Formative assessment data is shared with Kindergarten teachers.
- <sup>19</sup> All lead teachers in NC Pre-K classrooms are required to hold a BA/BS in ECE/CD or a related field, as well as a NC Birth - K or PK/K add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and be eligible to hold a NC Residency Birth - K license while working to attain an NC Birth - K or Preschool initial and continuing license within 3 years. Teachers holding an NC Birth - K initial or continuing license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement for a long-term substitute teacher (up to 12 weeks).
- <sup>20</sup> In the 2021-22 school year, the cumulative number of lead teachers including long-term subs was reported. For the 2022-23 school year, the number of lead teachers is reported from the point in time for October 2022.
- <sup>21</sup> Of the 2,022 teachers that served in NC Pre-K classrooms in October 2023, only 85.7% were qualified Lead teachers (1,733 of 2022). The remaining 14.3% (289 of 2,022) were Long-term Substitutes that were in place for longer than 12 weeks.
- <sup>22</sup> All teacher assistants shall have a high school diploma or its equivalent AND shall either hold a Child Development Associate (CDA) credential or hold or be working toward an Associate Degree or higher in birth-through kindergarten, child development, early childhood education, or an early childhood education related field. Teacher assistants working toward the Associate Degree shall make progress by completing a minimum of six semester hours per year. (2) complete a minimum of 15 hours of annual in- service professional development. A combination of college coursework, Continuing Education Units (CEUS), or clock hours may be used to complete the requirements of this Rule. (3) The site-level administrator shall document the progress of teacher assistants who are working toward the required education. This documentation must be maintained in the individual's staff record available for review by the Division.
- <sup>23</sup> There are specific health and safety training topics required that must be completed within the first year of employment and on-going every five years. The requirement is based on topics not a specific number of hours.
- <sup>24</sup> The amount of mentoring or coaching a NC Birth - K licensed teacher receives is based on formally assessed needs that result in different types of professional development plans, including specific strategies designed in collaboration with the teacher, evaluator, and site administrator (private sites). Teachers need different amounts of onsite coaching/mentoring (scaffolding, role modeling, etc.), based on each teacher's formally assessed needs. Approximately 50 contact hours are budgeted per teacher with less than a Birth - K Continuing License.
- <sup>25</sup> Faith-based centers must also meet 4- or 5-star licensing requirements and they cannot use religious content in NC Pre-K classrooms. All NC Pre-K classrooms must meet 4- or 5-star licensing requirements.
- <sup>26</sup> All NC Pre-K licensed programs in public schools and private child care facilities have an assessment completed every three years using the Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) assessment tool as a part of the star rated license reassessment process. The ECERS-R assessment is conducted at the time of the star rated license reassessment. Classrooms that score below 5.0, shall be reassessed the following year and a minimum score of 5.0 must be achieved in order to continue to be approved as a NC Pre-K site. At least one NC Pre-K classroom shall be selected for an assessment during the reassessment process.
- <sup>27</sup> NC Professional Teaching Standards is another optional required preschool classroom observation instrument.
- <sup>28</sup> The state contracts with the North Carolina Rated License Assessment Project to conduct environment rating scale assessments. Highly trained assessors record the daily activities and interactions observed in child care settings using the environment rating scale appropriate for the ages of children in the classrooms being observed. Assessors must maintain a reliability average of 85% or better. Once the needed observations have been completed and assessment reports have been written and finalized, a facility summary report is sent to the program's Child Care Consultant. The consultant then contacts the program and arranges to review the report with the facility's administrators. The scores are used to determine compliance with NC Pre-K program requirements and as part of the program's star rated license assessment.
- <sup>29</sup> There are multiple State licensure visits, as well as local contractor monitoring visits multiple times per year.
- <sup>30</sup> NC is collaborating with the [Natural Learning Initiative](#) with NC State University to create a vision and framework for supporting nature-based early childhood education programs. NLI will assist with considering the needs, requirements, and the potential of nature-based licensed early childhood programs in NC.
- <sup>31</sup> CC Regulations define "If weather conditions permit" as: (a) temperatures that fall within the guidelines developed by the Iowa Department of Public Health and specified on the Child Care Weather Watch chart. These guidelines shall be used when determining appropriate weather conditions for taking children outside for outdoor learning activities and playtime. This [chart](#) may be downloaded free of charge and is incorporated by reference and includes subsequent editions and amendments; (b) following the air quality standards as set out in 15A NCAC 18A .2832(d). The Air Quality Color Guide can be found on the [Division's web site](#); (c) no active precipitation. Caregivers may choose to go outdoors when there is active precipitation if children have appropriate clothing such as rain boots and rain coats, or if they are under a covered area. For more information, see this [link](#).

## NORTH DAKOTA – Best in Class

- <sup>1</sup> The ND HHS Early Childhood Section provides the Four-Year-Old Program approval process. Once schools receive the four-year-old program approval, then the North Dakota Department of Public Instruction (NDDPI) authorizes a grade configuration of pre-kindergarten through a specific grade.
- <sup>2</sup> The program was and is available in all 53 counties. Grantees are located in 23 counties but serving 29 counties.
- <sup>3</sup> Best in Class is a yearly competitive award. Programs are eligible to apply if they offer preschool for the year before kindergarten and are a school or a licensed child care participating in the Quality Rating System as a step 3 or 4, or a Head Start program.
- <sup>4</sup> The State was able to award all programs with eligible applications with a group size of 8-10 children or 17-20 children. A few programs needed waivers because they surpassed 10 children but were able to implement a 1:10 ratio.
- <sup>5</sup> The State does not fund per child but by the group size they apply for either 8-10 or 18-20 children. The State did not deny any eligible applications. If all programs enrolled to max group size capacity based on award, 590 slots were available. 539 children were enrolled.
- <sup>6</sup> ND DPI nor ND HHS require Public Pre-K to be documented in ND DPI Data system. The numbers reported here may be an undercount and do not include all public pre-k programs in school settings not being funded by the state Best in Class program.
- <sup>7</sup> There is one program that blends funds with Head Start, school and licensed child care.
- <sup>8</sup> The 18 children identified as Other Agency are in an Early Learning Center run by Public School with licensed teachers and are also a Head Start program and a Licensed Child Care.
- <sup>9</sup> The State of ND requires all programs to offer a minimum 400 hours and the awards are increased if the program offers 832 hours or more within 32 consecutive weeks. A total of 204 student received 832 or more hours and 335 received 400 to 831 hours of preschool. Contracts cover July 1 to June 30.
- <sup>10</sup> Children who turn 4 years old prior to August 1 are eligible to participate in Best in Class.
- <sup>11</sup> Fifty percent of a program's classroom will be set aside for children whose families household income is 60% of the state median income or less, or children who have an identified development delay or disability. Income could be determined utilizing categorical eligibility established via other federal programs (ex. SNAP, CCAP, Free-Reduced Meals) or via documentation provided by the family. Randomized selection will continue with all registered children. The 50% set aside spots were not required but highly encouraged. Not all Best in Class programs received the household income from all participating families/children.
- <sup>12</sup> Programs may charge tuition to families who participate and must follow the Sliding Fee Scale or charge less. Licensed child care programs enrolling families with household income at or below 85% of State Median Income (SMI) will be asked to apply for Child Care Assistance Program (CCAP) support. The sliding scale maximum tuition is as follows (not to exceed the maximum CCAP rate for preschool): families earning less than 60% SMI: 1% of household income; families between 61% and 100% SMI: 3% of household income; families between 100% and 150% SMI: 5% of household income; families above 150% SMI: 7% of household income.
- <sup>13</sup> There is a required minimum of one teacher for every ten children, with a maximum of 20 children and two staff (teacher and para). Staffing must include two adults including a lead teacher and auxiliary teacher-required to be present at all times.
- <sup>14</sup> Snack is required if longer than 2.5 hours.
- <sup>15</sup> Health screenings (physical, dental, developmental, vision & hearing) were asked to be completed. If concerns were apparent the child was referred for further evaluation.
- <sup>16</sup> The screener can recommend a child to have further evaluation, but the screener cannot do referrals because that implies it can be ran through insurance. A school nurse doing the hearing screening can recommend further evaluation but can not refer the child to an ear nose and throat specialist.

- <sup>17</sup> Researched based family engagement was required and offered through Teaching Strategies--Ready Rosie and Waterford-Upstart.
- <sup>18</sup> The 2018 version replaces the B-5 Early Learning Guidelines (ELGs), is aligned to and mirrors the Early Learning Outcomes Framework (ELOF), and is also aligned to the Kindergarten Standards.
- <sup>19</sup> The state purchased Teaching Strategies Gold Assessment for all participating Best in Class programs. They were required to use TS Gold.
- <sup>20</sup> The NDDPI and North Dakota Department of Health & Human Services (NDHHS) collaborate to print, disseminate, and provide professional development on the B-K Standards. Coaches also provide support to the teachers.
- <sup>21</sup> The state provides Teaching Strategies: Creative Curriculum to recipients of the state pre-k grant. Along with this they receive free professional development opportunities through Teaching Strategies and coaches who guide them through the curriculum and assessment piece.
- <sup>22</sup> Teacher has had to complete Interrater reliability with the Gold assessment tool before completing a checkpoint.
- <sup>23</sup> Coaches help teachers review assessment reports and created goals based on the reports.
- <sup>24</sup> Schools have the ability to assess but Kindergarten is not mandated in ND so no assessment is required.
- <sup>25</sup> Lead teachers in state-funded preschool programs in school settings must be approved teachers through North Dakota Education and Standards Practice Board to operate. A lead teacher with an Elementary Education degree must also obtain a Kindergarten Credential in order to teach pre-K in ND in both public and nonpublic settings. All lead teachers in a child care setting are required to complete Getting Started (Federally mandated health and safety topics 15 hours) within 90 days of hire date. They must also fulfill the training requirements of the state quality rating system, [Bright and Early of ND](#). Step 3 and Step 4 Professional Development (PD) requirements. Step 3 program: all Lead Teachers must complete 10 hours of PD in relation to learning environment and hours in relation to observation and assessment. Step 4 programs: all of the previously listed requirements must be met plus 2 to 2.5 hours of PD in relation to interactions and must be a Career Pathway E or higher (CDA). Head Start programs must meet Head Start qualifications.
- <sup>26</sup> The numbers are reported from one point of time. Two teachers that taught had two different schools, but the number is unduplicated.
- <sup>27</sup> Remainder are unknown, unreported (7.7%). Total is off by one due to rounding.
- <sup>28</sup> The State heard there was a shortage but all programs started the year with qualified teachers. One program lost a teach in the middle of the year and it was extremely difficult to replace that teacher.
- <sup>29</sup> One teacher left mid-year and was replaced by a teacher with a waiver. The teacher was a substitute with an early childhood background but hadn't complete her teaching degree. The program exhausted all means finding a qualified teacher so Education Standard Practice Board approved the sub to teach in the classrooms while being supervised.
- <sup>30</sup> All assistants must only meet licensing requirements which requires ten hours of Getting Started.
- <sup>31</sup> Assistant teachers in nonpublic settings must only meet licensing requirements. Head Start assistant teachers would be required to meet Head Start expectations. Professional development will be available on Creative Curriculum and teachers will be trained to implement GOLD assessment and how to use the data to intentionally plan teaching and learning opportunities.
- <sup>32</sup> Lead Teachers employed by non-public schools need to meet Bright and Early's expectations on annual professional development plans.
- <sup>33</sup> Best in Class coaches will be supporting teachers in all components of the Best in Class program including, but not limited to, environment and materials, Teaching Strategies curriculum and assessment, family engagement, health screenings and referrals, and coordination of other coaches currently assisting programs. Coaches will provide onsite and virtual communication through observation, reflection, action planning and goal setting.
- <sup>34</sup> Initially \$2,400,000 was allocated for the year; however, since it was the end of the biennium there were additional dollars that could be used.
- <sup>35</sup> 16.6666% match of total grant dollars received.
- <sup>36</sup> State funding may be used to serve children in Head Start centers who are not already supported by Head Start funding.
- <sup>37</sup> All classrooms were observed using the Teaching Strategies Coaching to fidelity app on Environment and interactions.
- <sup>38</sup> The coaches visited all programs on-site at a minimum twice and new programs to Best in Class received at a minimum three on-site visits by the coach. The coaches did virtual visits monthly. New programs to Best in Class received at least one on-site visit and one virtual visit, returning participants received two virtual visits from Child Care Health & Safety Consultants, contracted partners. They were responsible for assessing the health and safety of early childhood facilities, providing training, guidance, and recommendations to support early childhood services providers with preventing and managing injuries and infectious disease.
- <sup>39</sup> This varies by program location. Either local school districts set guidance (determined locally) or child care centers follow the child care weather chart. For guidance following local school or Child Care Weather chart, see [here](#).

## OHIO – Ohio Early Childhood Education

- <sup>1</sup> Children reporting Pacific Islander race/ethnicity by age are not provided because they number under 10 and are masked for protection of privacy.
- <sup>2</sup> Private agencies include family child care homes and non-educationally located Faith-Based centers.
- <sup>3</sup> All Early Childhood Education programs must provide services for a minimum of 455 hours per academic year, approximately 12.5 hours/week.
- <sup>4</sup> Age eligibility requirements changed at the start of the 2016-2017 school year such that 3-year-old children are not eligible without prior approval from the Ohio Department of Education (ODE) after October 1 for slots unfilled by 4-year-old children.
- <sup>5</sup> Family income is the determining eligibility factor for this program. The program is free for families with incomes up to 100% FPL and children with an IEP. Families between 101% and 200% FPL may pay a fee based on the district's sliding-fee scale.
- <sup>6</sup> All programs are required to participate in Ohio's QRIS, Step Up To Quality (SUTQ), and are given additional points for meeting a 1:10 staff-to-child ratio or maximum class size of 20. Most of these programs are meeting this requirement, rated four or five, and are receiving points for meeting these ratios.
- <sup>7</sup> Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- <sup>8</sup> Each program must conduct one educational training, workshop, or event for families annually. Programs must have a written policy on health screenings and the referral process to community resources. Programs can earn extra points toward their SUTQ rating for the following: At least two documented community partners/entities; Formal model or process for family engagement; and Parent volunteer group. Each child must have an individualized transition plan. Programs can earn extra points toward their SUTQ rating for written transition policies and procedures.
- <sup>9</sup> For more information see this [link](#).
- <sup>10</sup> The State does not provide a list of approved or recommended curricula, but we do post those with full or partial alignment to the ELDS, to assist with local decision making about curricula.
- <sup>11</sup> Additional information on child assessments can be found [here](#).
- <sup>12</sup> Additional information can be found [here](#).
- <sup>13</sup> In all programs, at least 50% of teachers must have a BA in Early Childhood Education. Teachers who have a K-3 or K-8 license are required to have 12 college credits in ECE. All teachers in ECE programs are required to complete a Professional Development certificate that gives extra points for exceeding the minimum number of contact training/PD hours.
- <sup>14</sup> Other may include HSD, CDA, or AA. These numbers are approximate due to the combined nature of state preschool and Head Start in many of our dually funded programs.
- <sup>15</sup> Remainder are unknown, unreported (7.7%). Total is off by one due to rounding.
- <sup>16</sup> Stakeholder meetings have reiterated this consistently.

- <sup>17</sup> Mostly provided through Ohio Department of Job and Family Services for licensed child care providers of any type to use emergency funds for staffing challenges including incentives, wage increases, and needs of staff.
- <sup>18</sup> Programs are required to participate in Step Up To Quality, Ohio's tiered quality rating and improvement system, and are given extra points for attaining 30 hours of PD every 2 years at the star 4 and 5 levels. Most programs are attaining these levels.
- <sup>19</sup> Ohio Classroom Observation Tool
- <sup>20</sup> There is no minimum requirement for the number of hours/minutes per day.

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

- <sup>1</sup> Oklahoma offers universal pre-K classes to all children. There are no enrollment qualifiers or competitive grants to award to school districts or school sites.
- <sup>2</sup> Some children (1,141) in the 3-year-old category are supported through funding from the Oklahoma Early Childhood Program (OECF). These students are not included in demographic counts because the Oklahoma State Department of Education (OSDE) does not have access to data on OECF students.
- <sup>3</sup> Numbers represent students who are attending a general education (not special education) preschool classroom. This includes Head Starts as well as private preschool and group child care in these regular education classrooms, and the State does not have a way to break that down further. The total number of children with IEPs is 5,082 and breaks down as follows: 2-year-olds: 3; 3-year-olds: 1,516, 4-year-olds: 2,847; 5-year-olds not in kindergarten: 716, for 5,082 total preschool aged children. The children under age 3 turned 3 on October 2nd. Students with an IEP carry additional weight in the school funding formula.
- <sup>4</sup> The enrollment breakdowns are representative only of 4-year-olds and 3-year-olds not supported by the OECF program.
- <sup>5</sup> The OSDE does not collect information beyond if students are in full or half day programs, so some of the full day students may actually be extended day. Determined locally includes 3-year-olds in OECF programs.
- <sup>6</sup> Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate five days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day or year but will not receive additional state funding through the state aid formula.
- <sup>7</sup> A child who has not reached 5 years of age on or before September 1 and who resides in a district which does not offer an early childhood program is eligible for transfer to a district where an early childhood program is offered if the district that offers the early childhood program agrees to the transfer. A child who is 5 years of age may be excused from kindergarten attendance until the next school year if a parent, guardian, or other person having custody of the child notifies the superintendent.
- <sup>8</sup> By statute, school districts may enroll kindergarten-age eligible children in preschool if the district has the physical facilities and teaching personnel. The relevant statute can be found [here](#).
- <sup>9</sup> All children who are at least 4 years of age but not more than 5 years of age on or before September 1, and who have not attended a public school kindergarten, are entitled but not required to attend half-day or full-day early childhood programs at any public school in the state where such programs are offered.
- <sup>10</sup> Full-day programs provide breakfast and lunch. Part-day programs provide breakfast or lunch, depending on the session the child attends.
- <sup>11</sup> Current immunization records are required for pre-K entry. If a pre-K program is in collaboration with an Early Head Start or Head Start, they must meet those requirements as well.
- <sup>12</sup> OSDE recommends and provides resources for parenting support and training, health services for children, information about nutrition, and transition-to-kindergarten activities, but allows local districts to make decisions related to local communities. If a pre-K program is in collaboration with Head Start, they must meet Head Start requirements.
- <sup>13</sup> Guidelines for 3- to 5-year-olds can be found [here](#). Guidelines for infants and toddlers can be found [here](#).
- <sup>14</sup> The [Oklahoma Curriculum Frameworks](#) provide support for state standards. The statewide summer conference provides PD to support the implementation of state standards along with fall regional trainings.
- <sup>15</sup> OSDE is currently in the second round of High Quality Instructional Materials Review that will result in a three-tiered rating for curriculum after it has been reviewed using a subject specific rubric by a team of experts and practitioners in the field. The rubric scores and comments will be published for schools and districts to use to aid in their decision making around curriculum during the textbook adoption cycle. In 2023, OSDE had the first review cycle for comprehensive preschool curriculum. Preschool curriculums can also be adopted anytime during the 6-year cycle if the curriculum is comprehensive. Information about the OK review cycle can be found [here](#). The early childhood comprehensive program rubric can be found [here](#).
- <sup>16</sup> According to the Oklahoma curriculum review process, publishers must submit a bid and then review teams review the curricula using the rubric approved by the state textbook committee.
- <sup>17</sup> Review teams evaluate curricula using the rubric. The State Textbook Committee makes the final approval of the rubric and the recommendations from the review committee. Information about the OK state textbook committee can be found [here](#).
- <sup>18</sup> All kindergarten students are required to be screened in literacy at the beginning, middle, and end of the year based on the Reading Sufficiency Act (RSA). Kindergarten students who do not meet the benchmark at the beginning of the year are also required to be screened for characteristics of dyslexia. School districts can choose from a list of state-approved screeners. The approved screeners meet the legal requirements of RSA law and are aligned with the Oklahoma Academic Standards. More information can be found [here](#).
- <sup>19</sup> Schools can choose a screener from a state-approved list. That list can be found [here](#).
- <sup>20</sup> There is a paraprofessional route to becoming an early childhood certified teacher in which a person holding a BA in any area of study can work for a minimum of a year as a paraprofessional in an early childhood classroom and pass the Praxis Performance Assessment for Teachers (PPAT) and the Oklahoma Subject Area Test or an approved Praxis subject area assessment. First year teachers are supported through the Teacher Induction Program, which provides annual support through mentorship and coaching. More information on the Teacher Induction Program can be found [here](#). Teachers with a BA in Child Development may obtain a Birth-Age Three certificate to teach in 3-year-old classrooms.
- <sup>21</sup> These numbers are based on the October 1 counts.
- <sup>22</sup> These numbers are approximate due to combined nature of OPK and Head Start in many of our dually funded programs.
- <sup>23</sup> Other may include HSD, CDA, or AA. These numbers are approximate due to the combined nature of state preschool and Head Start in many of our dually funded programs.
- <sup>24</sup> Oklahoma is experiencing a teacher shortage. According to our data, .05% of preschool teachers in Oklahoma have nonstandard certifications such as emergency, alternative, or provisional.
- <sup>25</sup> In 2022-2023, OSDE implemented paid student teaching. The Oklahoma State Regents for Higher Education created the Inspired to Teach scholarship and incentive program. See information [here](#).
- <sup>26</sup> Teacher assistants are only required to hold a HSD or GED and pass the FBI criminal history check. Teacher assistants employed in a Title I school must be highly qualified using one of the following methods: (1) An AA or higher; (2) At least two years or 48 credit hours of study at an institution of higher education; or (3) Pass the ETS Para Pro Assessment Test or the Work Keys Assessment. Oklahoma is working on an updated policy for pre-K teacher assistants. In programs located in Head Start/Early Head Start classrooms, teacher assistants must meet all federal requirements. School districts must ensure teacher assistants are provided professional development in early childhood education.
- <sup>27</sup> See [here](#) for more information about required professional development topics for teachers and teacher assistants.
- <sup>28</sup> For additional information, see [here](#).
- <sup>29</sup> For additional information, see [here](#).
- <sup>30</sup> Included in state funding is \$12 million allocated to the 3-year-old program. It is not based on the state aid funding formula.



- <sup>31</sup> Since state preschool is part of the state per-pupil funding formula, there is not a traditional line-item allocation.
- <sup>32</sup> There may be other funds used to support the program, but this would vary by district.
- <sup>33</sup> Tulsa Teacher Leader Effectiveness and Marzano Teacher Evaluation Model are the primary assessment instruments. More information may be found [here](#).
- <sup>34</sup> Programs are not required to use the data in any specific way outside of teacher development and improvement, but many use this information to inform district and school practices.

## OREGON – Oregon Pre-Kindergarten (OPK)

- <sup>1</sup> Oregon launched the Department of Early Learning and Care on July 1, 2023. This agency will help to strengthen and unify early learning and care in Oregon.
- <sup>2</sup> Although all 36 counties are represented there is still more needed to reach all eligible children within those counties, specifically in rural and frontier Oregon.
- <sup>3</sup> Enrollment is cumulative and reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. Enrollment for state-funded portion of program estimated using proportion of state-funded slots.
- <sup>4</sup> Total 3-5: 7,330 (3-5 Center-Based Part-Day: 3,598; 3-5 Part-Day Locally Designed Option: 104; 3-5 Center-Based Extended Duration: 3,628)
- <sup>5</sup> Enrollment for state-funded portion of program estimated using proportion of state-funded slots. Head Start Program Performance Standards requires that at least 10% of all funded enrollment of the OPK program are children experiencing disability, but OPK often exceeds that requirement. Many programs are using their PD funds and other funding to support high quality inclusion practices including but not limited to LEAP and lowering class sizes. Oregon has provided additional funding for these purposes for the 2022-2023 school year. The Oregon legislature directed a repurposing of OPK funds to support staffing recruitment and retention in the 2023-2025 biennium. This can include supports for in classroom direct services and for salaries. Oregon will be able to report on the use of these funds in 2024-2025.
- <sup>6</sup> These enrollment numbers represent estimates of children enrolled in dual-funded OPK/HS programs funded by the state. OPK is by Oregon administrative Rule is required to follow all Head Start Program Performance Standards, which allows the Head Start programs to use the OKP funding as their nonfederal share match. This means Oregon uniquely funds approximately 60% of all Head Start services in the state. This allows for a partnership between Region X of the Office of Head Start and the OPK team that supports children and families in accessing more Head Start level services through the OPK funding.
- <sup>7</sup> Enhance OPK base cost per slot.
- <sup>8</sup> These numbers are estimates based on dual funded enrollment with federal head start. The difference between this total and the total enrollment reported is likely due to rounding error when estimating children served by the OPK program for both age and income eligibility. “Unknown” refers to children served based on being categorically eligible through public assistance, foster care, experiencing homelessness, or another type of need, and income information is not known. This number has increased significantly from previous years because the Office of Head Start instituted a new category for eligibility. Children and Families receiving Supplemental Nutrition Assistance Program (SNAP) benefits are now categorically eligible for Head Start and OPK. This means OPK can now serve families whose income is up to, and in some cases just above, 200% of FPL, depending on their SNAP eligibility determinations.
- <sup>9</sup> The number of days per week is dependent on the service models adopted by the program and can range from no class days per week (home-based) to five days per week. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks/428 per year, plus two required in home visits which are 1.5 hours each and two parent teacher conferences that generally happen at their school. Program Models include: (1) Part Day Part Year classrooms operate at a minimum 3.5 hours per day for a school year using state funding. (2) Duration classrooms must offer 1,020 hours per year and are able to meet those hours in many ways. Some classrooms operate at 6.5-hour days four to five days per week over 32 weeks. Some offer 5-hour days five days per week for a full year. They must meet community need with their chosen model. (3) Home Base: Only currently offered for frontier Oregon in Harney County for families who live beyond 3 hours travel time to any location. These families have monthly home visits and a curriculum that is supported in their homes. Approximately, 35% of OPK slots are offered at the Duration model. Many children and families receive above the required services hours by way of Family Service Home Visiting and Education Service Home Visiting. Families with preschool children who may have a greater or more specific need will receive higher levels of service based on their individual needs and support plans.
- <sup>10</sup> Children must be at least three years old or, per Head Start performance standards, turn three years old by the date used to determine eligibility for public school in the community in which the Head Start program is located.
- <sup>11</sup> OPK follows federal Head Start guidelines. Enrolled children must meet the federal Head Start income requirements. After priority is given to families whose income is at or below 100% FPL, up to 35% of children can be enrolled whose family income is between 100% FPL and 130% FPL. If a grantee has both state pre-K and federal Head Start funds, 90% of children must meet the income requirement. If a grantee has only state pre-K funding, 80% of children must meet the income requirement. Children in foster care or who are homeless are categorically eligible. A minimum of 10% of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.
- <sup>12</sup> Part-day programs offer lunch and either breakfast or snack and full-day programs offer breakfast, lunch, and snack. Programs are required to offer meals and a snack that provide one-third to one-half of the daily nutritional needs for children in part-day programs.
- <sup>13</sup> Screenings are required to be completed within 45 days of enrollment, except immunizations which are required prior to enrollment. Requirements for screenings follow Head Start screening requirements.
- <sup>14</sup> Follow up, collaboration and advocacy for the child and family during the referral and evaluation process is also required.
- <sup>15</sup> Parent involvement activities are per the Office of Head Start regulation 1302.50: Family engagement. Transition to kindergarten activities are per the Office of Head Start regulation 1302.71: Transitions from Head Start to kindergarten. Other comprehensive services may include referral to mental health supports and services and referral to special education or physical health services.
- <sup>16</sup> Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Oregon Pre-K program.
- <sup>17</sup> The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards.
- <sup>18</sup> All assessments must meet Head Start Program Performance Standards around curriculum and screenings.
- <sup>19</sup> Mentor Coaches from the newly created Early Learning System Initiative housed at Oregon State University are working with OPK coaches and education managers to ensure coaches are accessing needed trainings and supports to effectively implement coaching systems within their organizations.
- <sup>20</sup> Programs are required to follow federal Head Start Performance Standards for curricula. Other supports include technical assistance around implementation in alternative settings and support for virtual services.
- <sup>21</sup> Mentor Coaches provided by the Early Learning Systems Initiative funding by Oregon Department of Early Learning and Care.
- <sup>22</sup> All programs must use a valid and reliable assessment per Head Start Performance Standards. For additional information, see [HSPPS 1302.33](#).
- <sup>23</sup> Program quality improvement.
- <sup>24</sup> The Kindergarten Entry Assessment (KEA), Oregon’s Kindergarten Readiness Assessment, was suspended during the 2022-23 program year while a new tool is being developed. During this program year, Kindergarten students are assessed throughout their school year in accordance with K12 assessment requirements.
- <sup>25</sup> Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50% must have earned at least a BA. Some programs have participated in local partnerships (e.g., school districts) where BA-level degrees and early childhood licensure with or without special education are required as locally determined. Teacher licensure options for public schools include Birth-3rd grade and Pre-K-K (Birth-K). Oregon Registry Online run by Portland State University is a step system for child development professionals that work as an experience and training data base. It provides credentialing related to ECE experience and training. It allows for many professionals who have been working in preschool for many years to get credit for their expertise and experience.
- <sup>26</sup> These numbers are approximate due to combined nature of OPK and HS in many of our dually funded programs.
- <sup>27</sup> “Other” represents the educational equivalent to a CDA, represented by a Step 8 or above on Oregon’s Early Education Professional Pathway registry. Teachers with a HSD or equivalent have a waiver and a professional development plan in place.
- <sup>28</sup> The program was down to 147 Lead teachers at one time in 2022-23.

- <sup>29</sup> Waivers and/or exceptions are handled through the Office of Head Start (Per the Office of Head Start). It seems the trend was toward more waivers for teacher credentials for the next 2022-23 school year as the State worked to rebuild the workforce.
- <sup>30</sup> The state allowed the unspent OPK funds to be used as incentives for retention and hiring incentives. The state did not release additional funding for this purpose. There was a temporary rule in place for Oregon's Equal Pay Act that allowed for hiring incentives and retention incentives that didn't meet the rules of the Act. That flexibility expired in September 2022 and all programs will now have to follow the Equal Pay Act in all their salary enhancements.
- <sup>31</sup> State system for tracking training and experience that creates a placement on a step registry that is equivalent to course work and college credit.
- <sup>32</sup> Assistant teachers may start their positions without the degree requirement with the understanding that they must complete their degree requirement within two years. OPK programs offer training/technical assistance to support this attainment.
- <sup>33</sup> The annual 15 clock hours of training or education must include OCC approved health and safety training curriculum.
- <sup>34</sup> OPK grantees can be dually funded with OPK and Federal HS or not. Twenty-five of thirty OPK grantees do have Federal Head Start grants as well. OPK funds are used as the required nonfederal share.
- <sup>35</sup> Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds. Faith-based programs free of religious content are eligible to receive funding.
- <sup>36</sup> Community college, Higher education institutions, Education service districts, Government agencies
- <sup>37</sup> Sites with state-funded preschool slots are randomly selected. All classrooms with state-funded slots within those sites are observed. Selected sites are able to choose between the ERS and CLASS tools -- whichever fits their program's needs more. A portion of selected sites each year are also selected to receive two observations (Fall and Spring) to better support goal setting and continuous quality improvement. The current cycle is 3 years, and 2-year cycles will begin in the 2025-27 biennium. Both OPK and PSP programs are included in the multi-year cycle.
- <sup>38</sup> Many OPK programs use supplemental assessments such as ERS, ECERS, and TPOT.
- <sup>39</sup> All observations are conducted through the state's grant with research partners located at Western Oregon University. The research partners are responsible for ensuring observers meet all certifications required for each tool specified above to ensure validity and reliability of observation scores. Additionally, some double coding is used to maintain reliability.
- <sup>40</sup> The state's initiative for systematically observing all state-funded preschool sites is still very new (began in 2022-23). Current activities include focusing on state and local level use of data to support mentoring/coaching, technical assistance, and professional development (to program, to local child care resource and referral agencies, to program coaches, and to the state). Raw scores and aggregate level trend reports are provided to the state to highlight trends and summaries across each program.
- <sup>41</sup> Oregon Health Authority defers to CDC guidelines for sensitive groups. HSPPS requires: Calendar planning. A program must: (i) Plan its year using a reasonable estimate of the number of days during a year that classes may be closed due to problems such as inclement weather; and, (ii) Make every effort to schedule makeup days using existing resources if hours of planned class operations fall below the number required per year.

## **OREGON – Oregon Preschool Promise**

- <sup>1</sup> Oregon launched the Department of Early Learning and Care on July 1, 2023. This agency will help to strengthen and unify early learning and care in Oregon.
- <sup>2</sup> The Early Learning Division (DEL) grants directly with 233 Preschool Promise Grantees and 339 sites statewide utilizing a mixed delivery system (school districts, center-based and home-based care).
- <sup>3</sup> Enrollment is cumulative and reported at the end of the program year. This includes children enrolled at the start of the year and throughout the year. End of year reporting/children served was missing information from 3 grantees who were funded for 76 additional slots. Additionally, information on age is missing for 310 children.
- <sup>4</sup> This data includes an "Other Ethnicity" category, which was provided to obtain reports on other Ethnicities other than Hispanic/Latino origin identified by parents/families of children enrolled. Additionally, reporting on ethnicity was duplicative, such that children were allowed to be counted in each relevant ethnicity category, rather than as discrete categories. Therefore, the number of total children by ethnicity category may not equal the total number of children served. "Other race" includes those who reported Middle Eastern/North African or "other". Additionally, reporting on race was duplicative, such that children were allowed to be counted in each relevant category, rather than as discrete categories. There may also be data missing on children. Therefore, the number of total children by race category may not equal the total number of children served.
- <sup>5</sup> Beyond income eligibility, Preschool Promise has two other "categorically eligible" categories (i.e., children in foster care, and now eligible for SNAP, TANF, WIC, or OHP). A total of 102 children were deemed eligible through foster care and 1,658 children were eligible for SNAP/TANF/WIC/OHP. Additionally, 101 children were served through a FAR waiver, which allows over income to be served in Oregon's rural and frontier areas.
- <sup>6</sup> Other agencies include Education Service Districts (10) and Federally Recognized Oregon Indian Tribe (25). All children enrolled by Federally Recognized Oregon Indian Tribes indicate center-based programming. Please note, 38 additional Federally Recognized Oregon Indian Tribe children served are counted in the Head Start category. Other Education Service District children served (85) have also been counted in other categories.
- <sup>7</sup> Providers must offer, at minimum 6 hours of a day the same instructional hours as full-day kindergarten, i.e., 900 hours of service in a program year (August 1-June 30). Programs typically operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. Programs are required to offer a minimum of four days per week and six hours per day.
- <sup>8</sup> Providers must offer, at minimum 6 hours of a day the same instructional hours as full-day kindergarten, i.e., 900 hours of service in a program year (August 1-June 30). Programs typically operate on a school-day, school-year schedule. Based on parent need, some providers choose to offer services year-round and other providers follow a September through early June schedule. Programs are required to offer a minimum of four days per week and six hours per day.
- <sup>9</sup> Children must be at least three years old and not yet eligible for kindergarten by the date used to determine kindergarten eligibility. One school district uses September 10 as the date for kindergarten entrance.
- <sup>10</sup> There are no eligibility requirements beyond age (3- & 4-year-olds) and income (0-200% FPL). However, priority groups who have been historically underserved are determined locally, for instance, children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Additionally, children who are in the foster care system are considered a family of one with no income, therefore they automatically meet the income eligibility requirements. Eligibility is valid for two years. In addition, Preschool Promise offers a waiver that allows a child from a family over the 200% poverty level living in a determined geographic area with low access to care to serve.
- <sup>11</sup> With ELD approval, a child from a family over the 200% FPL, who is living in a determined geographic area with low access to high quality early learning opportunities, is eligible for Preschool Promise.
- <sup>12</sup> There are no eligibility requirements beyond age (3- & 4-year-olds) and income (0-200% FPL). However, priority groups who have been historically underserved are determined locally, for instance, children of color, children who are emergent bi/multilingual, and children with identified special education and health needs. Additionally, children who are in the foster care system are considered a family of one with no income, therefore they automatically meet the income eligibility requirements. Eligibility is valid for two years. In addition, Preschool Promise offers a waiver that allows a child from a family over the 200% poverty level living in a determined geographic area with low access to care to serve.
- <sup>13</sup> Given Preschool Promise's mixed delivery model some of our grantees are not fully funded by Preschool Promise, therefore, they need the flexibility to serve more children. In addition, given the statewide shortage in facilities grantees need to expand the number of children served in each classroom. The program model defines maximum class size to be 18 children with a minimum of two adults (a 1:9 ratio). A waiver may be requested to increase class size to 20 for special circumstances or up to 25 in the case of a licensed Montessori model. The staff-child ratio is based on the Oregon Child Care Licensing regulations and program quality requirements.
- <sup>14</sup> To meet licensing requirements, programs provide at least one meal and one snack or two meals. The number of meals and snacks is dependent upon daily service hours.
- <sup>15</sup> In future program years, the standards will include more required screenings. Currently, the required developmental screenings are: ASQ & ASQ-SE.
- <sup>16</sup> Although the ELDS guidelines do not have a domain for physical and motor development, the ELDS acknowledges that they are critical to the development of the whole child and are essential components of quality programming and instruction for young children. Furthermore, the Head Start Early Learning Outcomes Framework does address physical and motor development, and both documents guide the Preschool Promise program.

- <sup>17</sup> The ELDS are inclusive of kindergarten standards and connects to the larger K-12 Common Core State Standards.
- <sup>18</sup> The Early Learning Division contracts with Child Care Resource and Referrals (CCR&Rs) to provide a local Quality Improvement Specialist and a Coach to help providers successfully implement the Preschool Promise Quality Requirements. For grantees who have a coaching system in place, the Early Learning Division contracts with Oregon State University to provide coaching pathways that include mentor coaching, workshops, tiered coaching certification and communities of practice.
- <sup>19</sup> Other supports include individual and group support provided by local CCR&Rs through the program year.
- <sup>20</sup> For grantees who have a coaching system in place, the Early Learning Division contract with Oregon State University to provide coaching pathways that include mentor coaching, workshops, tiered coaching certification and communities of practice.
- <sup>21</sup> Providers that seek to use other assessments are required to submit a written description of how the assessment tool aligns with the Head Start Child Development and Early Learning Framework and/or the Oregon Early Learning Standards. For additional information, refer to section 3.4 of the Grant Template [oregon.gov]
- <sup>22</sup> The Kindergarten Entry Assessment (KEA), Oregon's Kindergarten Readiness Assessment, was suspended during the 2022-23 program year while a new tool is being developed. During this program year, Kindergarten students are assessed throughout their school year in accordance with K12 assessment requirements.
- <sup>23</sup> Lead teachers are required to have a BA in ECE or a related field, but waivers for this requirement are permitted if the teacher has submitted a plan to attain a BA and is demonstrating progress towards the BA degree. Approximately 50% of lead teachers have requested a waiver for the BA requirement. Teachers must have a minimum of a CDA.
- <sup>24</sup> Pre-service specialized training is determined by the ORO Step requirements related to the core knowledge categories.
- <sup>25</sup> The state requires reporting on all staff who support classrooms with Preschool Promise children. However, classrooms can have a mix of state-funded and children funded through private pay or other funding streams. Given this aspect of the model, Preschool Promise can have more staff associated with the program than another program with classrooms that only include state-funded children.
- <sup>26</sup> "Other" represents the educational equivalent to a CDA, represented by a Step 8 or above on Oregon's Early Education Professional Pathway registry. Teachers with a HSD or equivalent have a waiver and a professional development plan in place.
- <sup>27</sup> The number of waivers the Early Learning Division approved in the 2022-23 program year suggests a teacher shortage.
- <sup>28</sup> Approximately 12% of our sites submitted a waiver related to staff qualifications.
- <sup>29</sup> The minimum requirement for an assistant teacher is Step 5 in the Oregon Registry Online. Licensing regulations for an Aide II: (a) Be at least 18 years of age; (b) Have worked at least six months at the center where they are now employed; (c) Have current certification in first aid and CPR. Training must have practical hands-on instruction; therefore, online training is not acceptable, which is similar to the credentialing system for K-12 teachers in Oregon.
- <sup>30</sup> If teachers and/or assistant teachers do not meet the minimum education requirements, a PD plan is required.
- <sup>31</sup> Providers are connected to a Preschool Promise Quality Improvement Specialist and Coach to support the implementation of the Preschool Promise Quality Requirement.
- <sup>32</sup> Varies based on the setting and need by the grantee (weekly, bi-weekly or monthly).
- <sup>33</sup> Preschool Promise requires pay parity and provides guidelines with minimums and targets, but not all providers are able to implement due to collective bargaining agreements and existing salary structure for other non-Preschool Promise staff. The Preschool Promise Grant Agreement states that (a) all certified Preschool Promise teaching staff must be offered a reasonable amount of paid time off (sick, personal, vacation) during the Preschool Promise Program year, (b) providers must allow teaching staff a reasonable amount of paid preparation and planning time each week, and (c) providers may use Preschool Promise funds to pay for professional development/training opportunities, substitutes and mileage costs associated with staff travel to the training opportunities. Mileage and associated per diems will be reimbursed at the current state government rates.
- <sup>34</sup> All funds are awarded directly to the Preschool Promise provider. In some cases, certain grantee subcontract with multiple providers in their community.
- <sup>35</sup> Sites with state-funded preschool slots are randomly selected. All classrooms with state-funded slots within those sites are observed. Selected sites are able to choose between the ERS and CLASS tools -- whichever fits their program's needs more. A portion of selected sites each year are also selected to receive two observations (Fall and Spring) to better support goal setting and continuous quality improvement. The current cycle is 3 years, and 2-year cycles will begin in the 2025-27 biennium. Both OPK and PSP programs are included in the multi-year cycle.
- <sup>36</sup> The state also utilizes the Family Child Care Environmental Rating Scale (FCCERS) tool in the mixed delivery system.
- <sup>37</sup> All observations are conducted through the state's grant with research partners located at Western Oregon University. The research partners are responsible for ensuring observers meet all certifications required for each tool specified above to ensure validity and reliability of observation scores. Additionally, some double coding is used to maintain reliability.
- <sup>38</sup> The state's initiative for systematically observing all state-funded preschool sites is still very new (began in 2022-23). Current activities include focusing on state and local level use of data to support mentoring/coaching, technical assistance, and professional development (to program, to local child care resource and referral agencies, to program coaches, and to the state). Raw scores and aggregate level trend reports are provided to the state to highlight trends and summaries across each program.
- <sup>39</sup> Oregon Health Authority defers to CDC guidelines for sensitive groups.

## **PENNSYLVANIA – Pennsylvania Ready to Learn Block Grant (RTL)**

- <sup>1</sup> Individual child data are not collected by the state for this program.
- <sup>2</sup> This total amount includes \$657,000 used for administration.
- <sup>3</sup> Eligibility is locally determined.
- <sup>4</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>5</sup> For additional information, see [link](#).
- <sup>6</sup> Supports are available to districts through OCDEL, but districts need to request the services.
- <sup>7</sup> The curriculum must be standards-based, but the selection is decided locally. The state provides a [list of curricula](#), which has shown alignment with the ELS as well as technical assistance at the request of the LEA.
- <sup>8</sup> Child Assessments are locally determined but PDE provides a [list](#) of assessments aligned with the ELS.
- <sup>9</sup> Beginning in 2009-2010, assistant teachers were required to have two years of post-secondary education/sixty college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- <sup>10</sup> First year instructionally certified teachers are required to participate in induction.
- <sup>11</sup> Classrooms with Instructional level I teachers are observed annually.
- <sup>12</sup> PDE has adapted the Danielson framework as a Pennsylvania specific observation tool.
- <sup>13</sup> Summaries of teacher evaluations are used as part of formal state teacher evaluation system.

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

- <sup>1</sup> This total amount includes \$657,000 used for administration.
- <sup>2</sup> Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, four days per week. Full day for the Head Start Supplemental Assistance Program (HSSAP) is considered more than 5.5 hours per day. Center-based programs can operate four or five days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 and 180 days per year with a few offering full-year services of

- approximately 240 days per year. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.
- <sup>3</sup> A program must provide, at a minimum, at least 160 days per year of planned class operations if it operates for five days per week, or at least 128 days per year if it operates four days per week. Classes must operate for a minimum of 3.5 hours per day, totaling 448 annual hours (minimum requirement). Eventually, the program is expected to operate 1,380 hours annually.
  - <sup>4</sup> Age-eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cutoff is five by September 1, but this is determined locally. If a child with special needs remains in the pre-K program when they are age-eligible for kindergarten, they are not funded by HSSAP, but instead by other resources.
  - <sup>5</sup> This program follows the federal Head Start Performance Standards.
  - <sup>6</sup> State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35% of the enrollment may be children whose family incomes are between 100% and 130% FPL after priority is given to children at or below 100% FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.
  - <sup>7</sup> Following Federal Head Start Performance Standards, each child in a program that operates for fewer than six hours per day receives meals and snacks that provide one-third to one-half of the child's daily nutritional needs, six hours or more per day must provide two-thirds (which meals are not specified).
  - <sup>8</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
  - <sup>9</sup> For additional information, see [link](#).
  - <sup>10</sup> Face-to-face and asynchronous trainings in ELDS are provided.
  - <sup>11</sup> The curriculum must be standards-based, but the selection is decided locally. The state provides a [list of curricula](#), which has shown alignment with the ELS as well as technical assistance at the request of the LEA.
  - <sup>12</sup> To see the list of approved assessments, see [here](#).
  - <sup>13</sup> The Head Start center-based teacher qualification requirements (as specified in the Head Start Act) requires that no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework. A program must ensure all center-based teachers have at least an associate or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of the Act.
  - <sup>14</sup> The "Other" category includes two years of college (at least sixty credits completed), PA ECE Certification Instructional 1 and 2, teacher internship, and teachers with no qualifications.
  - <sup>15</sup> Some programs cited teacher shortages as cause for under enrollment.
  - <sup>16</sup> For FY 2022 HSSAP underwent a full competitive rebid process. Applicants were told that budgets could reflect increases to their cost per child and those increases should be used for teacher recruitment and retention.
  - <sup>17</sup> Head Start assistant teacher qualification requirements are specified in the Head Start Act. At a minimum, they must have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.
  - <sup>18</sup> Although it does not mention explicitly having written plans, the HS Performance Standards states: A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate.
  - <sup>19</sup> The HS Performance Standards (state programs must meet all HS Performance Standards to receive state funding) includes the requirement to implement a research-based, coordinated coaching strategy for educational staff.
  - <sup>20</sup> Most funds are distributed to programs via grants but \$657,000 is held for administrative costs.
  - <sup>21</sup> State pre-K specialists conduct annual contract monitoring visits.

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

- <sup>1</sup> This total amount includes \$657,000 used for administration.
- <sup>2</sup> To determine if a student is economically disadvantaged, poverty data sources such as TANF cases, census poor, Medicaid, children living in institutions for the neglected or delinquent, or those supported in foster homes may be used. FRPL may also be used for public schools.
- <sup>3</sup> Public prekindergarten, when offered, must operate for a minimum of 180 days of instruction for students. The Secretary may, upon request, approve a school term containing a minimum of 990 secondary or 900 elementary and 450 kindergarten hours of instruction as the equivalent of 180 school days. A prekindergarten program may be exempted from this requirement when approval as a meritorious prekindergarten is granted as provided in § 4.20(8) (relating to prekindergarten education).
- <sup>4</sup> If offered, K4 must be open to all age-eligible children in the district. The board of school directors in any school district may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the elementary school system of the district and be kept open for not less than two and one-half hours each day for the full school term as provided in section 1501.
- <sup>5</sup> For SBPK, prekindergarten programs must have a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20 students). Programs of high quality ordinarily have a student to teacher ratio of 17 students for one teacher and one teacher aide in a classroom (2 adults for every 17 students). Programs operating under contract with community providers must comply with staffing qualifications as required by § 49.85(e) (relating to limitations).
- <sup>6</sup> Public schools fall under the federal Food Program and thus, regardless of whether a student has money to pay for a school meal or owes money for school meals, each board of school directors shall establish a requirement for schools under its jurisdiction to provide a meal to a student who requests one, unless the student's parent/guardian has specifically provided written directive to the school to withhold a school meal.
- <sup>7</sup> The PA State Board of Education passed English Development Standards in 2017. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>8</sup> For additional information, see [link](#).
- <sup>9</sup> The curriculum must be standards-based, but the selection is decided locally. The state provides a [list of curricula](#), which has shown alignment with the ELS as well as technical assistance at the request of the LEA.
- <sup>10</sup> In SBPK, child assessments are determined locally; however, there is a state-approved [list](#) of assessments. In K4, programs can choose whatever assessment they wish.
- <sup>11</sup> School district contracted prekindergarten programs operated by a community provider requires lead teachers to have: an associate degree or greater in early childhood education or child development; for programs operating before December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85(a) on or before December 16, 2011; for programs contracted after December 16, 2006, lead teachers shall possess a bachelor's degree and early childhood certificate as provided in § 49.85 within five years from the date students first attend the prekindergarten program.
- <sup>12</sup> Beginning in the 2009-2010 school year, a teacher aide in a prekindergarten program shall meet one of the following criteria: completion of at least two years of postsecondary study; possession of an associate degree or higher; or ability to meet a rigorous standard of quality and demonstration through a formal State or local academic assessment of knowledge in and ability to assist in instructing reading, writing and mathematics. A rigorous standard of quality includes a demonstration of competence in basic literacy skills, including the ability to speak and write standard English and instruction of prekindergarten students in the acquisition of the knowledge, skills and abilities described in the early learning standards issued under paragraph.
- <sup>13</sup> Teachers with Instructional Certification are required to complete 180 hours per five years and an induction plan if the time counts against their certification clock. This is required in public school classrooms but not nonpublic schools, where instructional time does not count against the teachers' certification.
- <sup>14</sup> New teachers with Instructional certification in public schools must undergo an induction program which includes mentoring. Lead teachers and assistant teachers in non-

public settings may be required to have PD plans depending upon their program type (i.e., Head Start or STARS child care).

- <sup>15</sup> Classrooms with Instructional I certified teachers are observed annually.
- <sup>16</sup> Teacher evaluations are required twice a year for all teachers holding Instructional I certifications. Most use Danielson Framework, but other tools can be approved by PDE for use as well.
- <sup>17</sup> Summaries of teacher evaluations are used as part of formal state teacher evaluation system.
- <sup>18</sup> LEAs may request a site visit for CQI purposes.

## PENNSYLVANIA – Pennsylvania Pre-K Counts

- <sup>1</sup> Children enrolled in state-funded pre-K might also be enrolled in Head Start as long as the hours of instruction do not overlap.
- <sup>2</sup> This total amount includes \$657,000 used for administration.
- <sup>3</sup> Programs are considered full day when they offer at least five hours of instruction; programs are considered half-day when they offer at least two and one half hours of instruction.
- <sup>4</sup> Children must be at least 3 years old and no older than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is five by September 1, but this is locally determined. In addition, local boards may decide exceptions for kindergarten. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts but rather by a non-state source.
- <sup>5</sup> Children must be 3- or 4-years-old and meet the state-specified age and income requirements (300% FPL). Prioritization based on additional risk factors beyond income and age is locally determined.
- <sup>6</sup> Meal requirements vary by length of day: at least one meal (part-day); at least one meal and snack (full-day).
- <sup>7</sup> The PA State Board of Education passed English Development Standards in 2017. The ELS are aligned to them. OCDEL has partnered with WIDA Early Years to provide support, resources, and PD for English language instruction for young children.
- <sup>8</sup> For additional information, see [link](#).
- <sup>9</sup> The curriculum must be standards-based, but the selection is decided locally. The state provides a [list of curricula](#), which has shown alignment with the ELS as well as technical assistance at the request of the LEA.
- <sup>10</sup> Pre-K Counts providers select and use an assessment tool (aligned to the ELS) from the available tools approved by PDE to assess and monitor a child's developmental progress. Guidance requires staff responsible for implementation of the chosen assessment tool must attend training on the use of the tool. Programs may not use a locally designed assessment tool to meet this requirement.
- <sup>11</sup> There is no policy as to who conducts the assessments, but whoever does must have received training in the chosen tool.
- <sup>12</sup> Lead teachers in all settings were required to have a BA and ECE instructional certification.
- <sup>13</sup> The "Other" category includes 2 years of college (at least 60 credits completed), local/state assessment, teachers with no qualifications, PA ECE Certification Instructional 1/2 and Teacher Internship Cert, Private Academic Teacher Certificate, Professional Development, and PA ECE Certification Emergency.
- <sup>14</sup> Some programs cited teacher shortages for under enrollment.
- <sup>15</sup> Expansion funding was encouraged to be used to increase teacher wages and toward recruitment and retention.
- <sup>16</sup> Teacher aides in any classroom of eligible students supported by Program funding shall meet one of the following criteria: completion of at least 2 years of full-time postsecondary study or the equivalent; possession of an associate degree or higher; ability to meet a rigorous standard of quality and demonstration of knowledge through a formal state or local academic assessment, or CDA certificate.
- <sup>17</sup> All Pennsylvania Pre-K Counts teachers must maintain Act 48 credits pursuant to the requirements of keeping their Instructional Certification active. In addition, all teachers must attend the Pennsylvania Pre-K Counts Core Series of Professional Development. Within the first two years of Pennsylvania Pre-K Counts participation, the following core series sessions are required and scheduled through the PA Keys PD Registry: 1. Assessment: Beyond the Basics of Observation and Data Utilization; 2. Linking Standards, Curriculum Framework and Assessment; 3. Strengthening Relationships with Children, Families and Colleagues; 4. Trauma-Informed Practices; and 5. Application of the Framework for Teaching in Pre-Kindergarten Classrooms. In addition to the Core Series training, staff responsible for the implementation of curriculum, and assessments should participate in training related to the chosen curriculum and assessment tools to assure fidelity. Teacher aides must include at least 24 hours of acceptable PD each year. Acceptable PD includes: instruction eligible for Act 48, continuing education credits, college credits, or hours taught by Pennsylvania Department of Human Services-certified Pennsylvania Quality Assurance System instructors based on the Pennsylvania Learning Standards for Early Childhood and the Pennsylvania Core Knowledge Competencies for Early Childhood Professionals. At least 50% or 12 hours should be specific to early childhood education.
- <sup>18</sup> First year teachers are required to have induction plans; teachers in childcare and HS centers are required to have PD plans as part of QRIS/HS requirements.
- <sup>19</sup> A total of \$2,376,685 was used for administrative costs and \$2,146,000 was used on IT development and the rest was used for program grants.
- <sup>20</sup> Faith-based child care centers must be DHS licensed and only offer content secular in nature to PKC-funded students.
- <sup>21</sup> Teacher evaluations are required, and most programs use the Danielson Framework (called Observation for Teaching Framework in PA). One tool that assesses the classroom environment must also be used, but programs may choose which tool to use. Pre-K specialists use other tools to assess classroom and overall program quality.

## RHODE ISLAND – Rhode Island State Pre-Kindergarten Program

- <sup>1</sup> In 2022-2023 Federal funding was used to keep the seats from 2021-2022 open. No new funds were allocated to RI Pre-K in the 2022-2023 school year.
- <sup>2</sup> Enrollment was flat as the funding levels did not increase.
- <sup>3</sup> RI Pre-K is now partnered with all of the state's Head Start providers in at least one classroom to maximize both state and federal dollars and provide high-quality classrooms and comprehensive services to all students.
- <sup>4</sup> The RI Pre-K funding is being used, in a pilot funding model, to extend the Head Start Days from 170 to 180 per year and extend the day to 6 hours. This is new. With that funding going to Head Start it is improving the quality of the program. The state awarded DHS \$4.4M, which is an additional \$3M over prior years, to prevent the closure of Head Start slots in light of the Full Enrollment Initiative through the Office of Head Start.
- <sup>5</sup> All programs operate for a minimum of 6 hours, 180 days a year.
- <sup>6</sup> Children who enter RI Pre-K through the lottery must reside in the district, town, or community in which the program is offered and be 4 on or before September 1st.
- <sup>7</sup> This is the 4th year of allowing a 1:10 ratio and it is only done in 18 high square footage classrooms. The majority of the classrooms still operate at a 1:9 teacher to child ratio.
- <sup>8</sup> Meals must be USDA compliant and all programs are enrolled in the CACFP program.
- <sup>9</sup> Watch Me Grow and Parents as Teachers (PAT), Common Core Standards, and Next Generation Science Standards for K, Rhode Island Social Studies Standards
- <sup>10</sup> State policy provides an approved list of child assessments aligned with the ELDS. At this time, all RI Pre-K programs use Teaching Strategies GOLD, funded by the state.
- <sup>11</sup> RI Pre-K teachers are required to participate in comprehensive PD focused on understanding and using the Rhode Island Early Learning and Development Standards (RIELDS).
- <sup>12</sup> A list of approved curricula can be accessed [here](#).
- <sup>13</sup> All lead teachers in public schools must have a Pre-K-2 state teaching certification. Teachers are also required to have a state certificate on the RIELDS. Beginning with the 2019-2020 school year teachers in nonpublic schools were not required to hold a Pre-K-2 certification. They could also have a Bachelor's or Master's in ECE, Early

- Childhood Special Education, Human Development, or Child Development from an accredited or approved Institution of Higher Education and achieve the appropriate Rhode Island Department of Education (RIDE) Early Childhood certificate within 7 years of employment.
- <sup>14</sup> While the state's landscape in ECE is experiencing a shortage, RI Pre-K is not. We have offered retention bonuses and/or sign-on bonuses, as needed, to maintain our staffing levels.
  - <sup>15</sup> Beyond the required 20 hours per year, teachers may choose from numerous optional PD offerings based on their needs.
  - <sup>16</sup> The state contracts with a vendor who is available to provide in-program/classroom support as well as large group support. Monthly onsite visits are required, at a minimum, as is attendance at a portion of the group communities of practice.
  - <sup>17</sup> RI Pre-K teachers in nonpublic schools are paid on par with public school teachers at step 1 to 3. Budgets are reviewed yearly to ensure annual increases are applied to those salaries. Retirement benefits and health care are available for both. While the starting salaries are based on a first-year teacher step, public school salaries grow at a faster rate than the community-based programs and Head Starts. Work is being done to rectify this pay discrepancy, but it is safe to say that our public schools teachers outpace the other parts of the mixed delivery system year on year. In 2022-2023 classroom caps were raised on community-based and Head Start classrooms to allow for larger increases for returning staff.
  - <sup>18</sup> Nonpublic assistant teachers receive a higher salary than public school assistant teachers. The only difference is in retirement benefits; though most nonpublic schools do offer retirement options such as 401K.

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

- <sup>1</sup> South Carolina's state-funded preschool programs are jointly administered by two state agencies. The South Carolina Department of Education (SCDE) oversees delivery within public school districts (CERDEP 4K and EIA 4K) and South Carolina First Steps oversees delivery of the CERDEP 4K program in private settings (First Steps 4K). A private provider includes, but is not limited to, a child care center, a military child care facility regulated by the United States Department of Defense, or a non-profit independent school.
- <sup>2</sup> As of the 2022-2023 school year, there was reduction in the number of school districts due to consolidation (76 districts) and with the change in district-level full-day 4K eligibility, 66 school districts participated in CERDEP. Ten districts have opted out of state-funded full-day 4K for 2023-2024, but are required to offer, at a minimum, one half-day EIA 4K class (all offer more)
- <sup>3</sup> Enrollment is from the 45th day count.
- <sup>4</sup> There were approximately 775 vacant seats in CERDEP public school slots for 2022-2023. Capacity counts are not available for non-CERDEP public school classrooms.
- <sup>5</sup> Many of the LEAs participate in the Palmetto Pre-K portal which provides a way for families to easily access free and subsidized federal, state and local preschool programs.
- <sup>6</sup> The age breakdown is only available for First Steps: 71 4-year-olds.
- <sup>7</sup> The "Other Race" category includes Hispanic or Latino students.
- <sup>8</sup> All CERDEP students meet 185% FPL or Medicaid eligible.
- <sup>9</sup> EIA 4K classrooms must operate for at least four hours per day, but individual districts can choose to extend the number of hours per day. CERDEP programs operate a minimum of 6.5 hours per day, five days a week, for at least 180 instructional days. A state budget proviso introduced for the 2017-2018 school year permitted CERDEP providers to: a) extend the school day up to 8.5 hours per day, b) extend the school year to 220 days (6.5 hours daily), or c) extend the traditional school year with up to 10 weeks of summer programming at 8.5 hours daily. One district offered extended day during the 2022-2023 school year, and 38 offered a summer program. First Steps 4K programs are offered their choice of a 6.5- or 8-hour day and a 180- or 220-day option. More than 88% of participating First Steps 4K private providers offered an extended day or extended, year-round model during 2022-2023.
- <sup>10</sup> Three-year-olds may enroll in EIA 4K when receiving special education services. Children are eligible to enroll in CERDEP for one year only. A waiver of this requirement may be sought from the SCDE in the rare event that a child is deemed unable to advance to kindergarten for developmental or other reasons. The waiver is required to be accompanied by detailed documentation from the current teacher, parents(s)/guardian(s), and/or medical provider. In response to the COVID-19 crisis, children who were eligible to participate in CERDEP in the prior fiscal year but did not participate, were eligible to participate in the program during 2022-2023, subject to classroom availability and funding. For EIA 4K, this determination is made at the district level based upon local school board policy.
- <sup>11</sup> Eligibility for CERDEP is now determined at the school level instead of the district level, but districts must opt in or out of CERDEP funding at the district level. Districts with a school poverty level of over 60% may offer CERDEP. Student eligibility for CERDEP is a family income at or below 185% FPL or eligibility for Medicaid. Eligibility for EIA/4K is based on qualifying for FRPL or Medicaid. Children with developmental delays documented through state approved screening assessments or medically documented disabilities who do not already qualify for special need services could be considered for enrollment. If more students seek to enroll than space permits, districts must prioritize students with the lowest family incomes. Available spots are then offered to students with low DIAL scores or students with district-determined risk factors. As of 2021-2022, if an income-eligible child resides in a district that does not offer CERDEP, that student may enroll in a district offering CERDEP if spots are available.
- <sup>12</sup> All CERDEP students are required to be offered breakfast, lunch and a snack that meets USDA requirements daily. EIA 4K classrooms must provide either breakfast or lunch that meets USDA requirements daily.
- <sup>13</sup> The South Carolina Department of Health and Environmental Control recommends vision and hearing screenings for all preschool children. If CERDEP schools have resources for health screenings available, it is recommended that they should occur during the first 90 days of school. Children should be referred to an appropriate health-care provider or the local health department when a health problem is suspected or detected. All health-related referrals are noted in the child's health file on site and the results of all screenings are shared with parent(s)/guardian(s). First Steps 4K Providers are to arrange for basic health screenings (to include vision, hearing and dental) within 90 days of the program's start date and are referred to an appropriate health care provider/local health department when a health problem is suspected or detected. All health-related referrals must be noted in the child's health file on site and the results of all screenings should be shared with parent(s)/guardian(s).
- <sup>14</sup> Comprehensive services are supported for First Steps 4K families by the First Steps Local Partnerships in all 46 counties of SC.
- <sup>15</sup> CERDEP districts are required to select from a state-approved list of 4K assessments, and all state-approved 4K assessments are SC-ELS aligned. South Carolina's Profile of the Ready Kindergartner is available in English and Spanish. For more information, see [link](#).
- <sup>16</sup> In 2021, the SCDE launched a virtual instructional hub that contains lessons and resources aligned with the SC-ELS. In addition, regional learning engagement coaches for families provided family sessions that were aligned with the SC-ELS and provided information for families on the family friendly standards, transition, and school readiness. For more information, see [link](#).
- <sup>17</sup> CERDEP districts are required to select to select a curriculum from the approved/recommended list, however this is not a requirement for EIA 4K.
- <sup>18</sup> For public schools, the state curriculum review team comprises of state 4K administrators, local 4K administrators and teachers, and other 4K stakeholders. The committee collectively approves curriculum for inclusion on the state list. For First Steps, the 4K State Director reviews curriculum.
- <sup>19</sup> CERDEP teachers must monitor progress in all domains. Instructional assessment used for progress monitoring may include the following options: PALS Pre-K (2022-2023 was the last year); myIGDIs; TS GOLD, WSS; Creative Curriculum, Ages 3-5; HighScope COR; and Montessori assessment (only approved for Montessori classrooms). All CERDEP teachers must assess students using PALS, myIGDIs, or TS GOLD within the first 45 days of the school year and the final 45 days. First Steps 4K classrooms must use TS GOLD for student assessment. Assessment requirements for CERDEP and EIA 4K are specified in [Read to Succeed](#) legislation.
- <sup>20</sup> All districts offer the Kindergarten Readiness Assessment (KRA) at the beginning of the school year. Districts also offer interim assessments in math and literacy throughout the school year to kindergarten students, and also screen kindergarten students three times a year via a universal reading screener. Districts may choose from state-approved lists for [approved interim screeners](#) and [approved universal literacy screeners](#).
- <sup>21</sup> Each lead teacher employed in the First Steps 4K program shall possess, at minimum, a two-year degree in early childhood education or a related field and demonstrate progress toward the completion of a teacher education program within four years.
- <sup>22</sup> For public schools, this is a cumulative count.

- <sup>23</sup> Directors and principals reported difficulty filling open teacher spots.
- <sup>24</sup> First Steps 4K was able to use ESSER II funds through a contract with SC Department of Education to offer both recruitment and retention stipends to 4K Teachers.
- <sup>25</sup> Assistant teachers are required to enroll in the ECD 101 TEACH college class within one year of being in the position. Each instructional assistant employed by a First Steps 4K program must, at minimum, have a high school diploma or its equivalent and two years of documented experience working with children under five years of age. All First Steps 4K Assistant Teachers engage in four days of pre-service professional development, SC First Steps Teacher Academy. Candidates possessing at least a two-year degree with experience and pre-service training in ECE are preferred.
- <sup>26</sup> CERDEP only: By law, staff must participate in PD on topics related to teaching children living in poverty, and strategies and techniques to address the age-appropriate progress of emergent literacy (oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development). In addition, CERDEP legislation requires that CERDEP teachers and instructional assistants in DSS licensed sites meet the South Carolina Child Care Licensing Regulation training requirements. CERDEP teachers and instructional assistants are required to attend at least fifteen hours of approved professional development annually to include South Carolina Center for Child Care Career Development approved training in the following areas: at least five hours in curriculum, five hours in CD, and five hours in health and safety, guidance, or other related topics. All lead teachers and teaching assistants must complete PD with the Occupational Safety and Health Administration (OSHA) annually.
- <sup>27</sup> Schools and districts offer the same classroom support for 4K teachers as they do for K-12 teachers with state-level coaching focused on literacy. In addition to the various PD opportunities at the district and state levels, there are 22 literacy specialists, 8 early childhood specialists, and over 700 reading coaches across the state that provide job-embedded, on-going professional learning for teachers and administrators, including at the preschool level. First Steps 4K classrooms are supported by individualized professional learning from their 4K Coach and our instructional team.
- <sup>28</sup> All First Steps 4K Coaches visit every 4K classroom in person at least twice monthly. Virtual peer learning groups are held monthly for each teaching team as well. Coaching is reflective and ongoing.
- <sup>29</sup> For nonpublic schools, lead and assistant teacher salaries are determined by each private provider. First Steps 4K guidelines require paid time for professional responsibilities. First Steps 4K teachers and assistants receive a stipend for PD participation with all costs being covered.
- <sup>30</sup> Public CERDEP and EIA 4K is offered only in public schools. Federally licensed military centers serving students in eligible districts may be approved as CERDEP First Steps 4K providers.
- <sup>31</sup> Districts are required to conduct classroom observations for all teachers in grades 4K-12 as part of the state's teacher evaluation process. The state-level OELL also conducts classroom visits, and each classroom receives a visit either annually or every other year. In 2022-2023, OELL staff visited every CERDEP classroom statewide. Through ESSER II funding, First Steps 4K classrooms were able to participate in a pilot to promote language and literacy skill enhancement. More than a third of First Steps classrooms participated in 2022-2023.
- <sup>32</sup> The OELL uses the ELLCO for state level classroom visits. There are several districts in South Carolina that are participating in the initial Pyramid Model cohort and are using the TPOT instrument. First Steps 4K uses Teaching Strategies Coaching to Fidelity, Preschool Edition, LearnERS, based on the ECERS-3, and ELLCO.
- <sup>33</sup> Data are used at the state level for annual reports and publications on the growth and progress in First Steps 4K classrooms.
- <sup>34</sup> Annual site visits to all classrooms by the SCDE are not required, but OELL attempts to visit as many public classrooms as possible based on district and teacher need. It is required that all First Steps 4K CERDEP classrooms receive visits, at a minimum, twice per month by their 4K Coach.
- <sup>35</sup> First Steps 4K is part of a state leadership team, along with DHEC and DSS, to promote integration of practices for Outdoor Learning Environments.
- <sup>36</sup> First Steps: As weather permits; Public Schools: Pre-K follows the same guidance as K-12. For additional information, see [link](#) (page 24 and 25).

## TENNESSEE – Tennessee Voluntary Pre-K (VPK)

- <sup>1</sup> Tennessee Voluntary Pre-K (VPK) capacity was at 95% for 2022-23. There are some instances where a 5-year-old child (with an IEP) will be allowed to enroll, but this is very rare and is not tracked in the state data system.
- <sup>2</sup> The number of children dually enrolled in state-funded preschool and Head Start is an estimate based on capacity data.
- <sup>3</sup> The majority of VPK classrooms are located in public schools. A very small percentage are located in community-based organizations, Head Start facilities, or faith based centers.
- <sup>4</sup> TN VPK programs operate on LEA school year calendar of 180 days.
- <sup>5</sup> First priority enrollment for VPK goes to 4-year-old children who meet the income eligibility requirement. Those children must be 4 by August 15. After September 15 and if districts have exhausted all efforts to enroll 4-year-old income eligible children, districts may choose to enroll 3-year-old income-eligible children who meet the August 15 age cutoff. The state has priorities and guidelines for enrolling children who do not meet eligibility requirements.
- <sup>6</sup> At risk is defined as: a) Children who are: four years of age on or before August 15 and members of families with incomes that meet the eligibility requirements for 185 FRPL or b) Dependent children who are four years of age on or before August 15 whose parent was killed, died as a direct result of injuries received as a result of war, or is or has been officially reported as a prisoner of war or missing in action. After September 15, 2022, if the Grantee has enrolled all at-risk children available as defined above, the Grantee may enroll children who are not at-risk but who reside within the geographic area served by the LEA and who are: a) Children who are four years of age on or before August 15 with or without a disability; b) Children who are three years of age on or before August 15, and who have been in the Tennessee Early Intervention System (TEIS) or who are screened and identified as educationally at-risk as determined pursuant to IDEA or who are members of families with incomes that meet the eligibility requirements for FRPL. Enrollment in the VPK program shall be voluntary.
- <sup>7</sup> Children who are also enrolled in Head Start receive dental screenings.
- <sup>8</sup> Every district and charter organization is required to utilize at least one approved growth measure for non-tested teachers. Additionally, districts and charters that receive pre-kindergarten program (VPK funding) must utilize the pre-K/kindergarten growth portfolio model or a comparable approved alternative growth measure (AGM) for the student growth portion of teacher evaluation. Student achievement scores count as 25% of a teacher's evaluation; 40% of the evaluation is based on classroom observation and the remaining 35% is based on student growth. The Pre-K Student Growth Portfolio measures English language arts and math standards aligned with the four-year-old TN ELDS.
- <sup>9</sup> Guidance and PD opportunities were provided for districts to support implementation of the TN Early Learning and Development Standards (TN ELDS) and Tennessee Foundational Literacy Skills.
- <sup>10</sup> The state revised the approved comprehensive curricula from 37 to 3 in 2017-2018: Big Day for Pre-K, Creative Curriculum, and Connect 4 Learning. These adoptions were in place until May 2023. During the 2022-23 year, a competitive Request for Qualifications (RFQ) took place and awarded five-year contracts to the following comprehensive curricula vendors: Connect 4 Learning, HighScope, and Creative Curriculum. These contracts begin in June 2023 will expire in June 2028.
- <sup>11</sup> During the 2022-23 year, a competitive Request for Qualifications (RFQ) took place and awarded five-year contracts to the following comprehensive curricula vendors: Connect 4 Learning, HighScope, and Creative Curriculum. These contracts begin in June 2023 and will expire in 2028. Districts were notified in May 2023 of the newly state-approved curricula that would need to be selected, purchased, and implemented in the 2023-24 school year. Districts have the summer months to review, approve, purchase, and train teacher on implementing new curriculum.
- <sup>12</sup> It is required for all VPK teachers to have a Bachelor's degree with an endorsement in early childhood. Tennessee requires that pre-K teachers in state funded classes are certified to teach pre-K. Any exceptions to this would require a one-year waiver from the TN Department of Education (TDOE).
- <sup>13</sup> Other category indicates lead teachers with an EdS degree.
- <sup>14</sup> Districts requested waivers for individuals with a teaching license but not the proper endorsement (in place of teachers endorsed with early childhood as part of their teaching license).
- <sup>15</sup> Thirty-seven lead teachers were on a waiver in the 2022-23 school year. Districts can apply for a one-year waiver for individuals with a current TN teaching license but not endorsed in early childhood. Permits for a teacher license waiver are not accepted in VPK classrooms.
- <sup>16</sup> TN currently offers a Grow Your Own program for K-12 educators and is exploring options for expanding this to include pre-K educators.

- <sup>17</sup> State law passed in 2005-2006 requires that at least one educational assistant per classroom hold a CDA or AA, or be actively working toward such credentials. If no person with these credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood program to be employed. Assistants must demonstrate active progress toward completion of a CDA to be rehired. Assistant teachers are required to receive a minimum of 30 hours of state approved PD. At least 6 hours of the training must be in developmentally appropriate literacy practices. Training may occur prior to, or during employment.
- <sup>18</sup> Six of the 30 hours must be developmentally appropriate literacy practices/sounds.
- <sup>19</sup> According to the VPK Scope of Services, VPK grantees must ensure all staff (teachers, teacher assistants, and direct supervisor of the early childhood education program) have a professional development plan identifying specific trainings and job-embedded professional learning opportunities to meet teachers' needs for improving classroom practices, specifically interactions. The Continuous Quality Improvement Plan (CQIP) is specific to the individual and focused on the environment, relationships, and interactions within the classroom. Districts have to use either the CLASS observation or the TN TEAM observation to collect baseline data, set goals within CQIP, and post data. Districts submit information on the individual CQIPs in their annual grant application.
- <sup>20</sup> According to the VPK Scope of Services, "Ensure that VPK teachers employed by the LEA and community-based agencies are provided the same employment rights and benefits available to K-12 teachers (planning time and duty-free lunch may occur outside the scheduled 5.5 hour instructional day) and Ensure salaries for personnel in community-based agencies are reasonably comparable to those currently in effect in the LEA where the respective VPK program is located. Reasonably comparable is defined as a range of compensation that would ordinarily be paid for like services within the school system. Final salaries within the range may be commensurate with qualifications and experience.
- <sup>21</sup> The funding benchmark is \$117,490 per class. The amount provided by the state varies depending on the Basic Education Plan (BEP) funding formula used in all grades. The district is required to provide a local match for any portion not provided by the state. The local match amount is determined by the BEP funding formula, which is based on 45 different components. Districts may use local funds, federal funds, or in-kind services to meet their required match.
- <sup>22</sup> In accordance with Tennessee Code Annotated, districts are awarded the grant opportunity and it is at their leisure (with parameters in law) to contract with private agencies. The law requires (outside of a school) that only child care centers under the jurisdiction of the TN Department of Human Services that have received 3 stars on the QRIS may house a VPK classroom. Institutions of higher learning may serve children under a subcontract with a school district.
- <sup>23</sup> Annually, a minimum of 20% of VPK classrooms are randomly selected to receive a CLASS observation conducted by a TDOE reliable observer with the goal of all classrooms being observed over the course of five years.
- <sup>24</sup> In 2019, the state invested in CLASS train-the-trainer for seven individuals. In 2021, an additional three CLASS trainers were added to the division. To date, this team has provided pre-K observation training to reliability for approximately 700 individuals and an introduction to CLASS training to thousands of teachers and leaders in TN. During the 2021-22 school year, TDOE staff and several districts participated in a pilot of the Teachstone Environmental Rating System (ERS) tool. This data-collection tool allowed CLASS observers to begin exploring the impact of the classroom environment on effective teacher-child interactions.
- <sup>25</sup> The state does not require site visits by the LEA, but does require the LEA to ensure all classrooms are following the law, VPK Scope of Services, and the Standards for School-administered Child Care. It is a local decision on how they monitor those processes. All classrooms receive a minimum of two visits per year by their early childhood quality and support specialist.
- <sup>26</sup> Policy does not require a set number of minutes/hours.
- <sup>27</sup> For additional information about the maximum or minimum temperature, see Chapter 0520-12-01 Standards for School-administered Child Care. Also, Teachers shall be alert for signs of dehydration, heat stroke, frostbite, etc., dependent upon the season. Chapter 0520-12-01 Standards for School-administered Child Care

## TEXAS – Texas Public School Prekindergarten

- <sup>1</sup> A district must offer full day pre-K classes if the district identifies 15 or more eligible children who are at least 4 years of age by September 1 of the current school year. A school district may offer half-day pre-K classes if the district identifies 15 or more eligible children who are at least 3 years of age.
- <sup>2</sup> Of the total enrollment, the number of ADA eligible students is: 221,509 (37,331 3-year-olds and 184,178 4-year-olds).
- <sup>3</sup> Once a district identifies 15 or more eligible 4-year-olds, those eligible students must be served and are funded based on attendance. There is no set number of slots. Programs for 3-year-olds are determined locally and are funded based on student attendance.
- <sup>4</sup> These are children who received tuition-based or locally-funded PK. They are included in the total enrollment.
- <sup>5</sup> These subsets and the total are generated by a variety of different filters that could result in slight variation.
- <sup>6</sup> Enrollment by operating schedule for ADA eligible students is: School Day Programs: 198,411; Part Day Programs: 22,738. These subsets and the total are generated by a variety of different filters that could result in slight variation.
- <sup>7</sup> Full day pre-K (eligible 4-year-olds) requires 75,600 annual operational minutes (includes intermissions, meals, recess, and rest time). Half-day pre-K (eligible 3-year-olds) requires 32,400 instructional minutes (includes intermissions, meals, and recess, but excludes rest time).
- <sup>8</sup> Local education agencies must follow state law regarding parental option to retain a student in prekindergarten.
- <sup>9</sup> Income is one method to qualify for free or reduced-price lunch. Free prekindergarten is based on certain eligibility criteria including a student's ability to be considered educationally disadvantaged, which is based on qualifying for free or reduced-price lunch. Other than age, children must meet at least one of the following additional criteria to be eligible: (1) unable to speak and comprehend the English language; (2) educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program); (3) Homelessness; (4) Child of an active duty member of the armed forces of the United States; (5) Child of a member of the armed forces of the United States who was injured or killed while serving on active duty; (6) In, or was in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing or had been in foster care in another state, but now residing in Texas or (7) Child of a person eligible for the Star of Texas Award.
- <sup>10</sup> All PK4 classes (and mixed PK3/PK4 classes) must attempt to maintain an average ratio of not less than one certified teacher or teacher's aide for every 11 students. For PK3 classrooms, there is no explicit requirement regarding staff-to-child ratio, though school districts are encouraged to follow the requirements for kindergarten. If a school district contracts with a private entity to operate the district's pre-K program, the program must comply with child care licensing standards.
- <sup>11</sup> If at least 10% of students in the district are eligible, the district must provide breakfast and lunch for full day students. Half-day programs can provide one or two meals for their students.
- <sup>12</sup> PK4 programs are required to use an assessment tool from a list of assessments approved by the Commissioner of Education, all of which are aligned with the ELDS and pre-K guidelines. PK3 programs are not required to conduct child assessments.
- <sup>13</sup> Other curricula include: Ready to Advance (Benchmark), Listos y Adelante Early Learning Texas (Benchmark), Circle Pre-K Curriculum/ Circle Pre-K Curriculum: Spanish Edition (CLI-University of Texas @Houston), Blueprint for Early Learning (Children's Literacy Initiative), (Eduspark) Pre-k System/Sistema Pre-K, Frog Street Pre-K 2020 Spanish, Get Set for School/Spanish (Learning Without Tears), Connect4Learning Spanish (Kaplan Early Learning Company), (QuaverEd) Pre-K Curriculum, Investigator Club Spanish, Three Cheers for Pre-k Essentials Package/ Spanish (Saavas Learning Company), The Creative Curriculum for Preschool Spanish (Teaching Strategies), STEAM Themes (TPS Publishing), Live and Learn (TPS Publishing).
- <sup>14</sup> The SBOE (State Board of Education) determines by majority vote whether materials are adopted or rejected. State review panel members review instructional materials to determine the extent to which the standards are covered and to identify factual errors. The commissioner of education appoints the state review panel members from nominations submitted by educational organizations across the state, educators, academic experts, parents, or SBOE members. At the end of the review, the state review panel members report their results to the commissioner of education. Any resident of Texas may submit written comments about instructional materials under consideration for adoption. Copies of written comments are provided to the SBOE and the publisher and posted on TEA's website. The SBOE holds a public hearing allowing citizens the opportunity to provide oral testimony about instructional materials submitted for adoption. Representatives of publishing companies may respond to testimony at the hearing or within ten working days of the hearing.
- <sup>15</sup> Programs are required to assess 4-year-olds but may choose whether to also assess 3-year-olds. There is a Commissioner's list of approved assessment tools from which LEAs must choose for 4-year-olds PK. The most commonly used is CIRACLE Progress Monitoring from the Children's Learning Institute. If a PK3 program uses an approved assessment tool, they are expected to submit those data to the state education agency. For more information, see [here](#) and [here](#).
- <sup>16</sup> The Texas Education Code (TEC) §38.003 mandates that districts administer universal dyslexia screening for kindergarten students by the end of the year. The updated



Texas Dyslexia Handbook provides current screening criteria. The criteria for English and Spanish dyslexia screening are as follows: Kindergarten - Screened by End of Year including Letter Sound Knowledge or Letter Naming Fluency and Phonological Awareness. Local education agencies are also required to assign kindergarten students an Early Reading Indicator code twice in the school year. The Early Reading Indicator (ERI) code helps districts determine reading instruction needs for students and identify eligibility for receiving accelerated reading instruction. ERI codes are reported through the Public Education Information Management System (PEIMS) twice per year. While ERI codes should reflect data from the administered reading instrument, districts have flexibility to also consider formative assessment data collected by teachers.

- <sup>17</sup> Local education agencies are required to use a commissioner-approved kindergarten assessment. Those can be found [here](#). The current Commissioner-approved Kindergarten assessments are TX-KEA by Children's Learning Institute and mCLASS Texas by Amplify.
- <sup>18</sup> Anecdotal information provided by local education agencies during touchpoints with state education agency staff indicate that some programs throughout the state experienced shortages.
- <sup>19</sup> A state teacher incentive allotment is available to LEAs to help retain the most effective teachers at all grade levels including prekindergarten. This allotment was available in the 2022-2023 school year and continues to be available.
- <sup>20</sup> Paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma and experience working with students or parents. Educational Aide II requires at least a HSD and one of the following requirements: 2 creditable years of experience; a minimum of 15 college credit hours 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: 3 creditable years of experience; 30 college credit hours with some emphasis on child growth and development or related subject areas; or experience working with students or parents.
- <sup>21</sup> Additional information about clock-hour requirements for lead teachers in non-public schools; In certain classrooms in a prekindergarten partnership, lead teachers may possess a variety of minimum education/degree options based on the partnering entities.
- <sup>22</sup> The development of teacher professional development plans is embedded within the state's teacher evaluation system.
- <sup>23</sup> The 2022-2023 additional PIC 36 Early Education Allotment 48.108 is \$797,286,157. Since the previous year's NIEER survey submission, there were changes to the state financial data reporting system that prevent the accurate reporting of certain data elements that were previously provided. Several reporting codes were removed from the system, making it impossible to determine specific amounts of funding from certain state and federal funding sources that were expended on prekindergarten programs.

### UTAH – Utah Expanded Student Access to High Quality School Readiness Programs (ESA)

- <sup>1</sup> The Utah Department of Workforce Services (DWS) has responsibility to administer and oversee the school readiness grants and staff the School Readiness Board (SRB), which governs the grant program. The SRB was established in 2014 for the Becoming Quality grants. After the 2019 legislative session the SRB also began overseeing the Expanded Student Access (ESA) program.
- <sup>2</sup> For the 2022-2023 school year, the ESA grant supported seven private providers and 12 LEA preschool programs. Eight of the LEA preschool programs were in urban areas and four LEA programs were in rural areas. The seven private providers operated 35 total classrooms, all of which were located in Urban settings.
- <sup>3</sup> Fewer programs and students were served in the 2022-23 school year due to adjusting for the increased costs for programs to provide preschool services with no increase in funding for the School Readiness Grant programs.
- <sup>4</sup> Preschool children with disabilities are included in the enrollment count with some children receiving both School Readiness Grant funding and special education funding to provide needed services. The state has counts of the total number of children receiving services through an IEP for all LEAs and private providers receiving state funding, but is not able to separate out the number of children with IEPs who are funded through the state School Readiness Grant programs from the total number of children enrolled in preschool programs with an IEP. Additionally, the state does not have information about the number of children served with an IEP by age.
- <sup>5</sup> No Head Start programs received state ESA grant funding in academic year 2022-23.
- <sup>6</sup> This number represents children who qualified for the program solely based on income eligibility. Some ELL students may also qualify for free or reduced lunch but are not included in the number of students who were eligible based on income. Therefore the actual number of students who qualified for free or reduced lunch may be higher than the number reported here.
- <sup>7</sup> Some programs provide extended day services using School Readiness Grant funding but the state cannot separate out extended day and full day programs. Enrollment listed under "school day" includes school day and extended day enrollment.
- <sup>8</sup> Dosage and duration are determined by the local programs.
- <sup>9</sup> Children may be 3, 4, or 5, but cannot be eligible for kindergarten. If a family chooses to delay enrollment into kindergarten, they cannot access preschool funds. Three-year-olds may be enrolled on a rolling basis as soon as they reach their third birthday.
- <sup>10</sup> In addition to age, children must meet income eligibility (qualify for free or reduced lunch) and have experienced at least one risk factor, or be in foster care, or be an English learner (home language other than English). Children cannot qualify on income level alone. See sections two, six, and 15 of [State Code](#). Programs are expected to prioritize enrollment for students with the greatest demonstrated need as assessed by the number of risk factors identified. These enrollment prioritization decisions are made at the local level.
- <sup>11</sup> Eligibility is reassessed annually at enrollment. If a student participated in a program as a 3-year-old, they would need to complete another eligibility form for their 4-year-old year.
- <sup>12</sup> It is recommended that programs do not have children go longer than three hours without a meal (following ECERS-3 protocols). LEA programs typically provide a snack. Private providers typically provide meals if they are full-day programs.
- <sup>13</sup> This requirement is not included in the code for the School Readiness Grants. Most of the LEA programs are special education or started as special education programs, and screenings are required as part of the referral process. The recommended developmental screeners for programs to use are the ASQ the ASQ-SE. Private providers are not required to do screenings, but some do. They are required, through child care licensing, to have families complete a health assessment. Programs may screen children for health and developmental concerns raised by parents or program staff.
- <sup>14</sup> The full early learning standards were updated in 2020. The English Language Arts standards were updated this year in conjunction with the updates to the P-12 core standards. The Social Studies and Science standards will, potentially, be updated soon.
- <sup>15</sup> The state Early Learning Guidelines for Birth-Age 3 document is currently under revision with anticipated completion and adoption in fall 2024. The update to the Birth-3 guidelines will be aligned with the early learning standards for ages 3-5 which are aligned with the K-12 core standards.
- <sup>16</sup> Four-year-old students participating in High Quality ESA programs (regardless of funding) are required to participate in the Preschool Entry and Exit Profile (PEEP), also known as the School Readiness Assessment. Programs are also required to choose a pre, mid, and post assessment to give to all students participating in their program. Requirements for assessment can be found in sections 1)(c) and 1)(d) of the [Elements of Quality Code](#).
- <sup>17</sup> USBE conducts a review of early learning curricula to compile into a Recommended Instructional Materials list. Additional curricula materials are added as they are reviewed. Programs participating in ESA grant program are required to use an ongoing assessment to inform instruction and professional development that is aligned with the state ELDS.
- <sup>18</sup> USBE has a curriculum review every fall, and standard alignment is included as part of the review process. USBE contracts with early educators with expertise in early learning to review early learning curricula and materials using a rubric to rate the appropriateness of the materials. USBE Curriculum Review Specialists use their recommendations to create a list that is made available to programs to assist in their curricula adoption decisions. Programs do not need to select curricula from the Recommended Instructional Materials list compiled by USBE, but must adopt an "evidence based" curriculum that aligns with the state early learning standards. Documents were also created to help teachers implement the new standards. The PEEP assessment is aligned to some of the state standards, and assessment tools selected by programs to monitor student's educational growth and development are required to align with state standards.
- <sup>19</sup> Additional curricula are currently under review to be added to the Recommended Instructional Materials List.
- <sup>20</sup> Programs are required to use the PEEP along with an ongoing assessment selected at the local level that is aligned with the state early learning standards to be used for assessing child progress, planning instruction, and guiding professional learning and development for staff. PEEP assessment information can be found [here](#).

- <sup>21</sup> In September 2023, USBE members voted to no longer require the state-developed Kindergarten Entry and Exit Profile (KEEP). Going forward, kindergarten students will be assessed using the Acadience Reading and Numeracy assessments.
- <sup>22</sup> For programs participating in the ESA grant, the minimum requirement for lead teachers is to have a CDA, or an AA or BA in a related field. Degrees in the areas of early childhood education, child development, elementary education, preschool special education, and special education would meet this requirement. In response to workforce constraints, the requirement for when lead teachers are required to complete the minimum requirement of a CDA certificate was changed for LEA preschool programs. Lead teachers in both LEA and private preschool programs are required to have a minimum of the CDA credential by the beginning of their second year as a lead teacher. For more information, view [Code](#).
- <sup>23</sup> The number of teachers represented with a BA (143) also includes some teachers with an MA.
- <sup>24</sup> Programs reported being fully staffed with lead teachers. However, there have been challenges recruiting and retaining assistant teachers as well as substitutes to support lead teachers.
- <sup>25</sup> Teachers employed by licensed or license-exempt programs (which included all programs participating in the School Readiness Grant program) were eligible to receive a \$2,000 retention bonus paid from COVID-19 relief funds through the DWS, Office of Child Care. Programs could also use this funding to recruit teachers at the beginning of the summer.
- <sup>26</sup> The ESA program does not currently have an education requirement for assistant teachers. Each program determines the qualification and training requirements for their assistant teachers.
- <sup>27</sup> There is some required training for all teaching staff in grantee programs due to the use of braided federal funding (CCDF). Licensed preschool special education teachers are required to complete 20 hours of professional learning annually to maintain their licensure. Programs are required to implement coaching in their programs to provide individualized professional learning as well as use ongoing assessment data to provide professional development to meet program quality improvement goals. The minimum hours of annual professional learning required for classroom teaching staff is 15 training hours.
- <sup>28</sup> The grant does not require that teachers have an annual written individualized professional development plan. Some programs may do annual PD plans, but that is a local decision. The grant does include ongoing, focused, and intensive professional learning and coaching for staff of the school readiness program as one of the elements of quality. For more information, see [State Code](#).
- <sup>29</sup> The Elements of Quality that guide the ESA program include the requirement for provider monitoring, ongoing professional learning, and coaching. Because of the lack of specificity, the details of how it is implemented are determined locally. For more information see the [Elements of Quality Code](#).
- <sup>30</sup> The state policy guiding the ESA program does not include compensation parity for lead or assistant teachers. These decisions are made at the program level.
- <sup>31</sup> Programs may use IDEA, Title I, and CARES Act funding to support preschool programs, but information is not collected about how much federal funding programs are using.
- <sup>32</sup> Faith-based programs are eligible only if they do not engage in overt religious content or activities using grant funding.
- <sup>33</sup> The School Readiness Board governing the ESA grant approved the use of the ECERS-3 tool with the following quality cut scores: a minimum overall score of 3.67, a score of 4 on Language and Literacy and a score of 4 on the Interaction subscales. At the beginning of the year, programs submit a list of all classrooms housing students receiving grant funding. Grant administrators randomly select a sample of classrooms to receive observations. The number of classrooms per program depends on the total student enrollment for LEA programs, and the number of classrooms for private providers. These observations are unannounced.
- <sup>34</sup> For the 2022-2023 program year, ECERS-3 observations were conducted on randomly selected classrooms in each program with the number of observations determined by program enrollment.
- <sup>35</sup> Renewal may be done through the developer or by renewing with a state anchor (ECERS-3).
- <sup>36</sup> ECERS-3 observations are primarily used to qualify applicants to apply for grant funding (they are required to meet a minimum threshold). It also helps maintain existing programs at quality. In the Becoming High Quality grant (separate from the state funded preschool program) the observations are used to identify program goals and monitor progress towards those goals. The Office of Child Care at DWS also has a Child Care Quality Rating System (CCQS). Some private providers participating in ESA also participate in CCQS. ECERS-3 observations for ESA grantees are shared with the CCQS to reduce the number of observations a program receives.
- <sup>37</sup> A randomly selected sample of classrooms within each program are evaluated using the ECERS-3 tool. The classroom average scores are used to determine the overall quality level of each program. Annual site visits are conducted to monitor compliance with the [Elements of High Quality Preschool Programs](#) in state code required for programs receiving state funding. These programs include inspection of records and program and classroom portfolios documenting adherence to program quality expectations.
- <sup>38</sup> Programs participating in the School Readiness Grant program are expected to follow expectations assessed using the ECERS-3 evaluation tool. The ECERS-3 tool has an expectation for outdoor play on a daily basis when possible so all programs receiving grant funding have outdoor play included in their schedules. However, this requirement for outdoor play is not required by state statute governing the School Readiness Grants. Outdoor/nature based preschools are eligible to apply for School Readiness Grant funding, but none have done so.
- <sup>39</sup> Programs follow guidelines for outdoor activities adopted at the local level.

## VERMONT – Vermont Universal Prekindergarten Education (Act 166)

- <sup>1</sup> Pre-K programs are independent of school districts and students can attend any pre-K program.
- <sup>2</sup> As specified in Act 166, districts are required to offer 10 hours of pre-K per week over 35 weeks for 3-, 4-, and 5-year-olds not enrolled in kindergarten in their district. Vermont is a mixed delivery system; children attend either school-based pre-K programs or state-approved private pre-K programs. Aside from age, there are no additional eligibility criteria for Vermont's Universal Pre-K program (UPK).
- <sup>3</sup> The total includes one 6-year-old.
- <sup>4</sup> Only race is able to be reported.
- <sup>5</sup> All school districts are required to serve all student that enroll in a pre-K. At times this means that school districts need to reach out and locate additional Pre-K providers in their communities.
- <sup>6</sup> Some schools and programs do provide services beyond the required 10 hours a week.
- <sup>7</sup> Kindergarten-age eligible children may enroll in public or private pre-K programs at the local program's discretion or family choice. Placement of kindergarten-age eligible children with documented disabilities is determined by the IEP team and school district and may include pre-K.
- <sup>8</sup> For more information about non-standard enrollment options, see [link](#).
- <sup>9</sup> As part of Child Find, programs screen children on their developmental growth annually by all school districts. In addition, vision and hearing screenings are required under child care regulations. Screening information is collected the Vermont Department of Health. There is an online screening registry that is shared between state and local agencies. Ages and Stages III and Ages and Stages S-E are the developmentally screens used for this purpose.
- <sup>10</sup> Vermont uses "Help me Grow" to support families in connecting to various community resources.
- <sup>11</sup> The Vermont Early Learning Standards (VELS) are birth to grade three and are aligned with the Common Core State Standards, the pre-K assessment (Teaching Strategies GOLD), and the Kindergarten Readiness Assessment. A revision of the VELS is planned for 2023-2024.
- <sup>12</sup> Vermont has adopted TS GOLD as its child progress monitoring measure. TS GOLD is aligned with VELS. The VAE is providing technical assistance and training to school districts and private pre-K programs on VELS, TS GOLD, CLASS, ASQ-3, ASQ-SE, TPOTS, curriculum, etc. There are additional training assessment modules in the PIDS (Pyramid Implementation Data System) and the VELS certification process that allow teachers to establish reliable and valid ratings of children's skills and behaviors.
- <sup>13</sup> Act 166 requires all public and private pre-K programs to align curriculum with the VELS. Curricula is selected on a local basis. However, in compliance with ESSA, all curricula need to be evidence-based. Detailed guidance, materials developed by the state, and direct training or technical assistance by state and regional staff are made available to local providers. Additionally, programs can access funding to support professional development. UPK Accountability Continuous Improvement System (ACIS) measures the standards to which the UPK programs are teaching and conducting assessments.

- <sup>14</sup> Many UPK programs are using other measures to inform their practice, though these measures are not explicitly required, except TS GOLD. The Ready for Kindergarten! Survey is a required Kindergarten assessment and was administered in Fall of 2022-2023. Although pre-K programs do not directly administer the survey, the data are utilized to assess children's school readiness at entry to kindergarten and to inform pre-K programming. Programs are also encouraged to use the ASQ-3 and ASQ-SE screening tools. For more information, see [link](#). Other assessments are locally determined especially for disability determination and IEP planning.
- <sup>15</sup> Child assessment data may also be used in IEP meetings and planning for Special Education service referrals.
- <sup>16</sup> Vermont gathers information on the readiness of students entering kindergarten by surveying kindergarten teachers about their students' knowledge and skills within the first six to ten weeks of school. School Districts and Supervisory Unions use locally determined assessments based on their Local Common Assess System (LCAS).
- <sup>17</sup> All licensed pre-K teachers in public settings are required to have a BA and required to have Vermont Early Educator license. In nonpublic settings, at least one teacher who holds a BA/MA and a valid Vermont educator license with an endorsement in either Early Childhood Educator or Early Childhood Special Education, must be on site and physically present to oversee and ensure that curriculum is aligned with the VELS and pre-K instruction is provided by the classroom teacher during designated pre-K hours. The licensed teacher must be present for the ten hours of pre-K education paid for by tuition from districts.
- <sup>18</sup> Vermont requires 13 weeks of student teaching under a licensed ECE or ECSE educator. All programs must agree to serve preschoolers with disabilities, and all programs serving preschoolers with disabilities have access to an Early Childhood Special Education Educator, who is licensed through AOE. Most of these educators have a master's degree.
- <sup>19</sup> Retention of licensed pre-K teachers has been impacted by workforce shortages. Twenty-five provisional waivers have been granted to private pre-K programs through AOE Educator Licensing to support staff in obtaining credentials.
- <sup>20</sup> The state has waived the fee for the Peer Review process as an alternative pathway.
- <sup>21</sup> Vermont has teacher associates and teacher assistants, both of whom are required to have a high school diploma or GED and preservice training in early childhood development or education and complete 15 hours of in-service training annually.
- <sup>22</sup> Additional PD hours may be required by specific schools on a locally determined basis.
- <sup>23</sup> Lights Professional Development provides Vermont's early childhood PD out of the Community College of Vermont. This program also trains many child care providers throughout the state in their initial CDA. Vermont's PD system and teachers who are identified as specifically in need of coaching support are required to utilize it. There are multiple PD offerings that include coaching to support and increase implementation of evidence-based practices in the early childhood setting. Additionally, teachers working under Provisional Licenses must be mentored and supervised during the two-year period of the Provisional License by a professionally licensed Vermont educator.
- <sup>24</sup> The State is offering coaching through Multi Tiered Systems of Support (MTSS) and plans on expanding these offerings through PDG, SPED, IDEA and through Title II/IV funding mechanisms.
- <sup>25</sup> Vermont has advocates working on guaranteeing parity in pay for nonpublic school pre-k educators.
- <sup>26</sup> Childcare licensing conducts the classroom observations using the CLASS observation system. Step Ahead Recognition System (STARS) verifies the use of these systems as part of the STARS rating. On July 1, 2023, the Child Development Division (CDD) launched a revision to Vermont's Quality Recognition and Improvement System (QRIS), known as the STARS. The first year of the STARS revision, July 1, 2023-June 30, 2024, is a pilot year allowing programs to become familiar with the new system. The UPK ACIS monitoring team also conducts on site observations to targeted programs.
- <sup>27</sup> Other instrument(s) include ICP (as part of UPK ACIS system) and CQI process as part of the new STARS program.
- <sup>28</sup> CLASS is incorporated into annual professional development training opportunities targeted toward both public and private programs. As part of STARS, the results of these classroom observations are considered for program improvement and increased STARS level.
- <sup>29</sup> Vermont has completed its third full year of joint agency monitoring and investigations. This is a blended approach between child care licensing and Act 166 (UPK) standards.
- <sup>30</sup> Child care regulations (6.1.2.2) state that *the program director shall be aware of extreme weather conditions such as excessive heat and humidity, cold temperatures including wind chill factors, or poor air quality that could affect the well-being or health of children. Children shall not be allowed to play outside during extreme weather conditions.* For additional information, see this [link](#).

## VIRGINIA – Virginia Preschool Initiative (VPI)

- <sup>1</sup> VPI funds are available to school divisions where there are at-risk 4-year-olds not served by Head Start. School divisions can choose whether to take the funds. Divisions who are not initially allocated funds, can request funds if they wish to have a program.
- <sup>2</sup> Enrollment numbers were taken on December 31st, 2022 because late enrollment of students could be funded up until this date. On October 1, 2022 there were 21,671 children enrolled (1,774 3-year-olds and 19,897 4-year-olds). Student-level data for students enrolled during the late enrollment period were not captured through the state secure system, so most student-level breakdowns are based on the October enrollment (21,671). There are limited exceptions which allow 5-year-olds to be enrolled in VPI. For all questions, 5-year-olds are included in the 4-year-old counts because 4- and 5-year-old student data is not collected separately. Additionally, these numbers include a small number of students enrolled at family child care centers because the state currently does not have the ability to report these numbers separately.
- <sup>3</sup> The numbers provided are reported by school divisions through the annual Student Record Collection process. These numbers do not reflect children who are enrolled in publicly funded programs in the locality or city administered outside of the school divisions.
- <sup>4</sup> The data the state has available for students with IEPs is reported at the end of the 2022-2023 school year. Data for 4- and 5-year-olds are not collected separately and are combined in the 4-year-old total. In recent years, the General Assembly has taken action to ensure inclusion of students with disabilities in VPI classrooms across the Commonwealth. The General Assembly established a 10% inclusion target for VPI classrooms during the 2021-22 school year which continued in the 2022-2023 school year. An inclusive VPI classroom is one that includes at least 50 percent of children who do not have disabilities regardless of funding source. School divisions not meeting the 10% inclusion rate for VPI are required to provide an action plan.
- <sup>5</sup> It is technically possible for a student to be funded by both VPI and Head Start in half-day programs. However, the State is not aware of this situation occurring in any localities in the 2022-2023 school year.
- <sup>6</sup> The state does not have income data reported separately by age, so totals reflect 3-, 4-, and 5-year old students.
- <sup>7</sup> Location data for one student is missing due to a data entry error. The "private agencies" category includes children enrolled at any locations other than a public school. School divisions have the option to partner with community providers to increase access to VPI services. Typically, this includes child care centers, non-profit organizations, and family child care homes. The state cannot report enrollment data separately by community provider category at this time.
- <sup>8</sup> These numbers reflect students enrolled as of December 31, 2022 and the operating schedule is unknown for one student due to a data entry error. "School Day Programs" includes both school day and extended day programs. The state cannot currently report these separately.
- <sup>9</sup> A minimum of three hours per day is required for part-day programs. Full-day programs are required to operate for a minimum of 5.5 hours per day. These times are excluding breaks for meals.
- <sup>10</sup> Three-year-old slots were available by program request. Beginning in 2022-2023, kindergarten eligible 5-year-olds who did not have access to a sufficient preschool experience and whose families request preschool as the most appropriate placement who meet eligibility criteria could attend VPI using VPI 4-year-old slots.
- <sup>11</sup> Beginning in 2022-2023, kindergarten eligible 5-year-olds who did not have access to a sufficient preschool experience AND whose families request preschool as the most appropriate placement who meet eligibility criteria can attend VPI using VPI 4-year-old slots.
- <sup>12</sup> Eligibility for VPI is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) student's parents or guardians are school dropouts, or (4) student with special needs or disabilities. A total of 15% of slots can be filled using locally determined criteria. Additional examples of local criteria include parental incarceration and parental unemployment. Children must meet at least one risk factor, including income, to be eligible. Localities that can demonstrate that more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver to increase the use of local criteria above 15%. The Virginia General Assembly made two changes to eligibility requirements starting in 2022-2023: 1) children with disabilities or delays who are eligible for special education services under the Individuals with Disabilities Education Act, regardless of household income, and 2) students who are 5-years-of-age by September 30, may be eligible if they did not have access to sufficient pre-K experience and parents believe VPI is the most appropriate placement.

- <sup>13</sup> A student meeting the VPI eligibility criteria as a 3-year-old would be reassessed for eligibility the following year if the family chose to continue the VPI program as a 4-year-old. Some localities allow previous eligibility as a 3-year-old as a local eligibility criterion for 4-year-olds.
- <sup>14</sup> Any VPI programs not meeting VPI Guideline requirements must maintain a class size of no more than 18 students with an adult/child ratio of 1:9.
- <sup>15</sup> Meals are not required to be offered by VPI programs. If meals are offered, breaks for meals are excluded when calculating instructional time to meet program requirements.
- <sup>16</sup> Vision and hearing screenings are required through state legislation. Immunizations and physical exam are included in the program guidelines. State law permits religious exemptions from immunizations.
- <sup>17</sup> The state does not specifically require but encourages the programs to refer for services as needed. School divisions partnering with Head Start programs must follow federal Head Start requirements. Support services for Head Start include parenting support or training, health services for children, and nutrition information.
- <sup>18</sup> Virginia's Early Learning and Development Standards were approved by the Board of Education on March 18, 2021, and are the replacement for the Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and Milestones of Child Development documents. Effective Fall 2021, all birth-to-five programs are expected to implement the standards. The Early Learning and Development Standards are available in both English and Spanish.
- <sup>19</sup> Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development": Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts) for children ages birth to five. The ELDS were developed to align with Virginia state K-3 Standards and the Head Start Early Learning Outcomes Framework. Infant and Toddler state standards are embedded within the ELDS.
- <sup>20</sup> Beginning in the 2021-2022 school year, the Virginia Kindergarten Readiness Program (VKRP) assessments were required for use by all VPI programs. The VKRP is a set of coordinated assessments, aligned with the Early Learning and Development Standards to assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes the Virginia Literacy Screener, VALS-PreK (formerly known as PALS-PreK) for the literacy portion of the assessment. Mathematics are assessed using the Early Mathematics Assessment System (EMAS) tool, and self-regulation and social skills are assessed using the Child Behavior Rating Scale (CBRS).
- <sup>21</sup> In addition to guidance webinars and documents, the VDOE partnered with Radford University to create an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Participating educators receive professional development credit and completion support coaching from Radford University. Family day home and child care educators are prioritized for enrollment. To support ELDS implementation with English language learners, VDOE partnered with WIDA to create the Virginia Making Connections document, a toolkit that supports programs to engage multilingual families and children with primary languages other than English to be school ready. Lastly, VDOE has partnered with the University of Virginia School of Education to offer free, ELDS aligned activities and resources to birth to five classrooms through the ECE Resource Hub.
- <sup>22</sup> Virginia has identified two measures of quality in the state's quality rating system (Virginia Quality Birth to Five, VQB5): (1) comprehensive, ELDS-aligned curriculum use and (2) teacher-child interactions. Virginia has required use of an approved curriculum in VPI classrooms since 2018. The VDOE approved list now includes over 40 approved curriculum options. A list of approved curricula and resources to support providers in choosing curriculum may be found [here](#). Beginning in Spring 2022, Virginia offered STREAMin3 to publicly funded birth to five programs in Virginia, at low to no-cost. Leveraging the well-established research-policy partnership between the University of Virginia and the VDOE, in addition to curricular materials, Virginia programs (including public schools) are eligible to receive comprehensive implementation coaching and professional development from STREAMin3. Programs may request enrollment in this program, and prioritization is for classrooms that have previously not had access to curriculum or classrooms that have teacher-child interaction scores below the state average.
- <sup>23</sup> Other curricula include: Callahan Education; Early Learning Matters; Exceed Preschool; Experience Early Learning; Funnydaffer; FunShine Express; Get Set for School; Learn Every Day; Learning Beyond Paper; StreamIn3, Three Cheers for PreK; World of Wonders. Paper, StreamIn3 list can be found on this website, under the "Resources" section titled [Virginia's Vetted and Approved Curriculum List](#).
- <sup>24</sup> Alignment with state baseline criteria for quality curriculum that can be found [here](#).
- <sup>25</sup> Programs/Providers submit comprehensive curricula for review and approval. Curricula are reviewed only if a Virginia provider is using the comprehensive curriculum. Vendors are contacted by the state curriculum specialist once submitted by providers for review, and once materials are received, the curriculum consultants on the review committee review materials using a comprehensive checklist.
- <sup>26</sup> Final decisions regarding curricula approval are made by expert reviewers in the Division for Early Childhood Care and Education, Office of Early Childhood Learning. A comprehensive rubric is used in the review process to ensure that approved curricula meet the state's baseline criteria.
- <sup>27</sup> All preschool students are assessed in both academic and social-emotional areas using the Virginia Kindergarten Readiness Program (VKRP) each fall and spring. Results of the assessment inform individualized instruction, support family partnership, and provide a more comprehensive understanding of each child's readiness for school. The VKRP is aligned with the new Early Learning and Development Standards and assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes PALS-PreK, now known as Virginia Language and Literacy Screener (VALLS)-PreK for the literacy portion of the assessment. The Early Mathematics Assessment System (EMAS) is used to measure children's mathematical thinking. The Child Behavior Rating Scale (CBRS) is used to assess self-regulation and social skills.
- <sup>28</sup> The Virginia Kindergarten Readiness Program (VKRP) is Virginia's standards-aligned, multi-year learning assessment system that equips the state, local school divisions, and classrooms with actionable data to guide instruction and interactions, provide benchmarks to monitor children's progress, and inform program supports and improvements. VKRP's EMAS and CBRS assessment tools were originally developed to collect data on state-wide kindergarten readiness in the fall and spring, and it was expanded to include assessments for 3 and 4-year-old children beginning in 2021. The VKRP screenings, including the VALLS-K, are vertically-aligned, which allows for the measurement of growth over time across grade levels. VKRP uses the Early Mathematics Assessment System (EMAS) to measure children's mathematical thinking. Self-regulation and social skills are assessed using the Child Behavior Rating Scale (CBRS). Literacy is assessed using Phonological Awareness Literacy Screening (PALS-K).
- <sup>29</sup> Lead teachers in public schools VPI programs are required to have a VA license with a pre-K endorsement. A teacher with an Early Childhood Special Education endorsement and an Early Childhood Add-On Endorsement is permitted to teach VPI. Nonpublic employers determine required credentials and specializations. In Virginia, all teachers have at least a CDA or AA and 92% of teachers have a BA or higher. School divisions determine training and specialization requirements for assistant teachers. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program curriculum and instructional practices.
- <sup>30</sup> Teacher numbers are reported as of October 1, 2022, and are not separated by type of employer (public schools or non-public schools).
- <sup>31</sup> The BA category also includes teachers with higher degrees such as MA or EdD/PhD.
- <sup>32</sup> The State has anecdotal evidence that divisions are experiencing shortages of qualified teachers. Twenty divisions cited staffing challenges or staffing shortages as a reason for not filling all their VPI slots in the 2022-2023 school year. Specific data on teacher vacancies in the state preschool program is not collected.
- <sup>33</sup> The Virginia General assembly provided \$306,100 in 2022-2023 for the Early Childhood Provisionally Licensed Teacher Incentive Program. This program provides funding of no more than \$30,000 each for local school divisions for the sole purpose of providing financial incentives to provisionally licensed teachers teaching students enrolled in VPI or other publicly funded preschool programs operated by the school division. This grant serves as both a recruiting tool for attracting new preschool teachers and a tool for retaining already employed preschool teachers working to finish licensure requirements.
- <sup>34</sup> The state sponsors an Early Childhood Provisional Licensure grant to support teachers who have a Provisional License and work in public school. This grant provides funding for coursework aligned with becoming fully licensed.
- <sup>35</sup> In Virginia, employers determine required educational levels and credentials for assistant teachers employed in the state preschool program. School divisions determine training and specialization requirements for assistant teachers. State preschool programs (public and nonpublic programs) reported that 100% of teaching assistants held a high school diploma or equivalent and 57% of assistants held a CDA or higher.
- <sup>36</sup> Teachers and instructional assistants must attend at least 15 clock hours per year of PD that supports their knowledge, skills, and practice to facilitate effective teacher-child interactions and instruction that promotes children's learning and development towards kindergarten readiness. Documentation of teachers and instructional assistants' annual participation in PD must be kept on file and available for monitoring purposes. State guidance requires all 15 clock hours in specific topics related to early childhood education. This includes health and safety. To support CLASS and curriculum implementation, various quality improvement partners provided a variety of supports to VPI division leaders that included group trainings, individualized and group consultation sessions, and resources for PD planning.
- <sup>37</sup> Through the Advancing Effective Interactions & Instruction (AEII) initiative, UVA-CASTL provides PD and coaching to educators. The coaching model promotes teachers'

- well-being and helps teachers implement equitable social-emotional teaching practices. Depending on need, the coaching model can be flexible or individualized.
- <sup>38</sup> All classrooms receive two CLASS observations from a local observer. Results from observations are provided to educators and all VPI program coordinators have been trained to provide action planning and feedback after observations.
- <sup>39</sup> No federal funding was used to support enrollment or cost per child this year, but Title 1 funds were used to support the program (e.g., purchasing curriculum materials, PD, etc.). Some VPI programs participated in quality improvement efforts supported by GEERS, CRRSA and ARPA funds. These are not reported here.
- <sup>40</sup> Localities are required to provide a local match for every VPI slot funded by the state. The amount is determined based on the local composite index, which is capped at half the per-pupil amount and varies across the state. In-kind contributions are limited to no more than 50% of the total local match requirement. VPI programs can also be supported through the various local funds. The state does not collect this data.
- <sup>41</sup> All VPI classrooms are required to have two CLASS observations each year from a certified, local observer. VPI program coordinators have been trained to provide action planning and feedback based to educators after observations are conducted. Virginia has developed the Unified Virginia Quality Birth to Five System (VQB5) which recognizes the impact of every classroom, provides feedback to every educator, and supports all publicly-funded birth-to-five programs to improve. VQB5 will measure the quality of infant, toddler, and preschool teaching and learning based on two nationally-recognized quality indicators: Interactions (CLASS observations) and Curriculum. The 2022-2023 school year began the second practice year of VQB5. There are two types of CLASS observations conducted in VQB5: local and external observations. Local observations are required twice a year and external observations are a secondary method to gather information about the accuracy and consistency of local observations and provide additional feedback to educators. External observations will be conducted in roughly 75% of birth-to-five classrooms, with all sites receiving at least one observation in a classroom of each age-level at a site.
- <sup>42</sup> All local observers maintain annual recertification on each CLASS tool of which they have certification. Local Ready Region agencies also support reliability of local CLASS observers throughout the year with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks. Additionally, External observations are used by the state to gather information about the accuracy and consistency of local observations across the Ready Regions and to provide additional feedback in VQB5.
- <sup>43</sup> Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work. The classroom observations completed in VQB5 participating sites will result in a Practice Year 2 quality rating, shared privately with site administrators.
- <sup>44</sup> The regular VPI monitoring process takes place over a two-year monitoring period for all VPI programs and occurs once every four years. Year 1 is a self-study & desk review with improvement plan created and Year 2 is an onsite visit. This process took place during the 2022-23 school year.
- <sup>45</sup> Virtual professional development and virtual coaching are used in conjunction with in-person opportunities. Virtual preschool child assessments & classroom/teacher observations are only used in rare cases.
- <sup>46</sup> Outdoor time is not required in the guidelines for all VPI students, but up to 15% of total instructional time is allowed as unstructured outdoor play. There are outdoor time requirements for preschoolers in licensed child day centers which would impact VPI-funded students in these settings. Preschoolers in licensed child day centers are required to have daily outdoor time if weather and air quality allow. The time requirements are as follows: fifteen minutes per day or session if the center operates up to three hours per day or session; thirty minutes per day or session if the center operates between three and five hours per day or session; and one hour per day or session if the center operates more than five hours per day or session. Similarly, VPI-funded students in family day homes need to be provided with "Opportunities for vigorous outdoor play daily, depending upon the weather, the ages, and the health of the children," but times are not specified. Students in public elementary schools are required to have a daily recess, but times are not specified.
- <sup>47</sup> For preschoolers in licensed child day centers, an air quality chart is provided by the Department of Environmental Quality. Regulations for Child Day Centers can be found on this [page](#), under "Standards for Licensed Child Day Centers". The Air Quality chart is attachment VI in this document.

## **VIRGINIA – Virginia Early Childhood Foundation Mixed Delivery**

- <sup>1</sup> The Virginia General Assembly appropriates funds for the support of public-private delivery of ECCE services each year. In partnership with the Virginia Department of Education's (VDOE) Division of Early Childhood Care and Education, the Virginia Early Childhood Foundation (VECF) administers the [Mixed Delivery Program](#) through a competitive selection of regional coordinating agencies. VECF is a public-private partner in building a sustained focus on school readiness in Virginia. Public funding is provided by the Virginia General Assembly and various state and federal agencies.
- <sup>2</sup> Localities are separate school systems in Virginia, which are counties and independent cities or towns.
- <sup>3</sup> Regional coordination of Mixed Delivery is a responsibility of Virginia's nine Ready Region lead agencies (as established in Virginia law). As part of this role, Ready Region lead agencies were the designated and only authorized applicants for participation in the Mixed Delivery program in their regions. They worked with other regional leaders, including but not limited to Ready Region governing bodies and Family Councils, FY23 Mixed Delivery grantees, Head Start and Early Head Start programs, Virginia Preschool Initiative programs, school divisions, ECCE providers, local social services agencies, local health departments, and business and philanthropic leaders to plan how Mixed Delivery will be implemented in their region. Following allocation of funded slots by the Virginia Early Childhood Foundation, Ready Regions worked with their partners to select Mixed Delivery sites from among those that expressed interest in program participation.
- <sup>4</sup> Enrollment numbers represent active enrollments as of October 31, 2022, based on end-of-year records and includes Mixed Delivery students at a small number of licensed home-based (family child care) providers. Due to the way data was collected in FY23, it is difficult to fully reconstruct a point-in-time enrollment record. Record collection for FY24 has been changed to facilitate historical reporting. There were also 268 infants and toddlers that were served as part of the Mixed Delivery program but are not included in this report.
- <sup>5</sup> The number of available Mixed Delivery slots fluctuated throughout the year. Initially, there were 2,014 initial slots allocated for FY23 (200 Infant/Toddler and 1,814 PreK slots); additional funding allowed the program to expand to a total of 2,146 slots (314 Infant/Toddler and 1,832 PreK) by the end of the year.
- <sup>6</sup> The numbers provided are reported by school divisions through the annual Student Record Collection process. These numbers do not reflect children who are enrolled in publicly funded programs in the locality or city administered outside of the school divisions.
- <sup>7</sup> The state does not capture information about IEPs but collects information on disability status of students participating in the program. The primary disabilities reported were speech or language impairments and developmental delays.
- <sup>8</sup> Program enrollment information was missing for a small number of children.
- <sup>9</sup> Children who were found eligible due to disability status did not need to meet family income eligibility requirements. In addition, in some Mixed Delivery programs, grantees developed region-wide eligibility criteria that met the unique needs of children and families in the communities they support. Local eligibility criteria could be used to determine the eligibility of up to 15% of children enrolled in each Mixed Delivery grantee's service area.
- <sup>10</sup> Eligibility for Mixed Delivery is based on: (1) family income at or below 200% of FPL, (2) homelessness, (3) children's parents or guardians did not complete high school, or (4) children with identified disabilities or receiving early intervention. Children who are experiencing homelessness, have parents or guardians who did not complete high school, or who have a disability are eligible for Mixed Delivery regardless of household income. A total of 15% of slots can be filled using locally determined criteria. Children must meet at least one risk factor, including income, to be eligible. Localities that can demonstrate that more than 15% of slots are needed to meet the needs of at-risk children in their community may apply for a waiver to increase the use of local criteria above 15%.
- <sup>11</sup> There is no reassessment for eligibility. A student meeting the Mixed Delivery eligibility criteria as a 3-year-old is considered eligible for the program for the full program year and the following program year as a 4-year-old.
- <sup>12</sup> Required services are required through Virginia's child care licensing. All Mixed Delivery early care and education sites are required to be licensed, so must meet all licensing requirements.
- <sup>13</sup> The set of comprehensive early learning and development standards are for young children, birth to age five. The new standards, Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines, focus on five "Areas of Development": Approaches to Play and Learning, Social and Emotional Development, Communication, Language, and Literacy Development, Health and Physical Development and Cognitive Development (Science, Social Sciences: People, Community and Culture, Mathematics and Fine Arts).

- <sup>14</sup> In addition to guidance webinars and documents, the VDOE partnered with Radford University to pilot an ELDS micro-credential. This 5-hour, non-credit bearing, online, self- and competency-based micro-credential launched in June 2022. Up to 1,000 birth to five educators were eligible to receive a \$100 completion stipend (for the pilot only) and professional development credit. Family day home and child care educators were prioritized for enrollment.
- <sup>15</sup> The Division of Early Care and Education has been reviewing curriculum at the state level to encourage more programs to use quality instructional tools. A curriculum review process helps programs to identify and implement curricula to best support the learning and development of their children. Birth to five programs currently operating in Virginia that do not yet have an approved curriculum in use may be eligible for a comprehensive and expert-led review of their curriculum by the VDOE. The VDOE now has over 40 approved curriculum options. A list of approved curriculum may be found [here](#). Beginning in spring 2022, Virginia offered the STREAMin3 curriculum model as an open-source curriculum option available to all publicly-funded birth to five programs in Virginia at low-to-no cost. Interested programs can request enrollment. This program is available to all programs, including public schools, though those without an existing curriculum are prioritized for comprehensive training and professional development (provided to 2,000 classrooms a year).
- <sup>16</sup> Other curricula include: Callahan Education; Early Learning Matters; Exceed Preschool; Experience Early Learning; Funnydaffer; FunShine Express; Get Set for School; Learn Every Day; Learning Beyond Paper; StreamIn3, Three Cheers for PreK; World of Wonders. The curriculum list can be found on this [website](#), under the "Resources" section titled Virginia's Vetted and Approved Curriculum List.
- <sup>17</sup> Additional information can be found [here](#).
- <sup>18</sup> Programs/Providers submit comprehensive curricula for review and approval. Curricula are reviewed only if a Virginia provider is using the comprehensive curriculum. Vendors are contacted by the state curriculum specialist once submitted by providers for review, and once materials are received, the curriculum consultants on the review committee review materials using a comprehensive checklist.
- <sup>19</sup> Final decisions regarding curricula approval are made by expert reviewers in the Division for Early Childhood Care and Education, Office of Early Childhood Learning. A comprehensive rubric is used in the review process to ensure that approved curricula meet the state's baseline criteria.
- <sup>20</sup> Some Mixed Delivery coordinators on the Ready Regions staff provided professional development related to curriculum implementation.
- <sup>21</sup> All preschool students are assessed in both academic and social-emotional areas using the Virginia Kindergarten Readiness Program (VKRP) each fall and spring. Results of the assessment inform individualized instruction, support family partnership, and provide a more comprehensive understanding of each child's readiness for school. The VKRP is aligned with the new Early Learning and Development Standards and assess preschoolers' school readiness skills in mathematics, self-regulation, social skills, and literacy. Preschool VKRP includes PALS-PreK, now known as Virginia Language and Literacy Screener (VALLS)-PreK for the literacy portion of the assessment. The Early Mathematics Assessment System (EMAS) is used to measure children's mathematical thinking. The Child Behavior Rating Scale (CBRS) is used to assess self-regulation and social skills.
- <sup>22</sup> The Virginia Kindergarten Readiness Program (VKRP) is Virginia's standards-aligned, multi-year learning assessment system that equips the state, local school divisions, and classrooms with actionable data to guide instruction and interactions, provide benchmarks to monitor children's progress, and inform program supports and improvements. VKRP's EMAS and CBRS assessment tools were originally developed to collect data on state-wide kindergarten readiness in the fall and spring, and it was expanded to include assessments for 3 and 4-year-old children beginning in 2021. The VKRP screenings, including the VALLS-K, are vertically-aligned, which allows for the measurement of growth over time across grade levels. VKRP uses the Early Mathematics Assessment System (EMAS) to measure children's mathematical thinking. Self-regulation and social skills are assessed using the Child Behavior Rating Scale (CBRS). Literacy is assessed using Phonological Awareness Literacy Screening (PALS-K).
- <sup>23</sup> Minimum requirements for entry level teachers prior to employment are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training. Staff must be at least 16 years old & 18 years if administering medication; staff who are left alone with children shall be capable of communicating effectively both orally and in writing as applicable to the job responsibility and be capable of communicating with emergency personnel; and staff less than 18 years of age must be under the supervision of an adult staff member who is present in the facility.
- <sup>24</sup> Pre-Service Specialized training & requirements for entry level lead teachers are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training. All staff working with children must complete VA Preservice Training for Child Care modules, orientation training on a list of topics, CPR and First Aid, and medication administration training if staff will be administering medications. Additionally, at least one staff member per center must have daily health observation training.
- <sup>25</sup> This is from a point-in-time survey of teacher information in April 2023. The total reported above is for teachers with a reported employment start date of 10/31/2022 or earlier who were full-time lead teachers in the classroom.
- <sup>26</sup> Other represents teachers that have some college, but no degree.
- <sup>27</sup> The state received anecdotal reports from Mixed Delivery coordinators and from ECCE sites themselves that there were staffing shortages that affected their ability to enroll as many children as they would have liked. They also shared that many sites had difficulty administering child assessments due to having insufficient staff to allow one teacher to leave the room to complete an assessment while maintaining the required ratio in the classroom. At many sites, this meant that site administrators were having to step into classroom teaching roles and had less time for important administrative duties including those associated with administering the Mixed Delivery program.
- <sup>28</sup> Mixed Delivery coordinators are instructed to select sites that are of high quality and can meet licensing and programmatic requirements, including having a sufficient number of qualified staff for Mixed Delivery classrooms; however, there is anecdotal evidence from narrative reports from sites that teacher supply and retention were challenges. Lead teacher requirements in Mixed Delivery do not exceed licensing requirements. No waivers to lead teacher requirements were granted by Mixed Delivery staff.
- <sup>29</sup> RecognizeB5 is a statewide initiative that provides direct financial incentives to eligible teachers, including Mixed Delivery teachers, with the goal of reducing teacher turnover in child care and family day homes, where wages are significantly lower than in comparable settings. The program is open to both Lead and Assistant teachers working in publicly-funded child care and family day home sites that are participating in VQB5.
- <sup>30</sup> The state sponsors an Early Childhood Provisional Licensure grant to support teachers who have a Provisional License and work in public school. This grant provides funding for coursework aligned with becoming fully licensed.
- <sup>31</sup> The required degree specialization and/or specialized pre-service training for entry level Assistant Teachers are as indicated in Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training.
- <sup>32</sup> The number of required professional development hours (16) can be in any topic related to safety and child development. There are some specific health and safety training requirements that may be included. For additional information, see Virginia Standards for Licensed Child Day Centers, Part III: Staff Qualifications and Training.
- <sup>33</sup> An additional \$1,075,609 state and \$3,015,025 in federal funds supported infant/toddler slots.
- <sup>34</sup> Mixed Delivery funding that covers the cost of providing ECCE services in participating private ECCE sites is provided to Ready Region lead organizations, who contract with the ECCE sites, then reimburse sites for services provided.
- <sup>35</sup> All classrooms are observed at least two times a year.
- <sup>36</sup> All local observers maintain annual recertification on each CLASS tool of which they have certification. Local Ready Region agencies also support reliability of local CLASS observers throughout the year with quality assurance measures that vary by region, but include calibrations, double coding, and fidelity checks. Additionally, External observations are used by the state to gather information about the accuracy and consistency of local observations across the Ready Regions and to provide additional feedback in VQB5.
- <sup>37</sup> Results from local observations administered twice a year are used by instructional leaders to inform ongoing PD and assess growth in teacher-child interactions over time. Increasing capacity and knowledge of quality interactions at the local level promotes shared understandings of the strong principles of high-quality teaching in early childhood settings that are highlighted in the CLASS tool. Having program or school leaders trained to reliability in CLASS enables them to bring the CLASS lens to every aspect of their work.
- <sup>38</sup> Mixed Delivery follows Virginia Licensing Standards, which indicate: 15 minutes per day/session if center operates up to 3 hours; 30 minutes per day/session if center operates 3-5 hours; 60 minutes per day/session if center operates 5+ hours.
- <sup>39</sup> Per Virginia Licensing Standards: Air Quality Color Code Chart as provided by the Department of Environmental Quality. Regulations for Child Day Centers can be found on this [page](#), under "Standards for Licensed Child Day Centers". The Air Quality chart is attachment VI in this document.
- <sup>40</sup> Mixed Delivery follows Virginia Standards for Licensed Child Day Centers and Family Day Homes, which do not specify information on nature-based and/or outdoor preschools.

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

- <sup>1</sup> The Department of Children, Youth, and Families (DCYF) is a cabinet-level agency focused on the well-being of children. The Department's vision is to ensure that Washington state's children and youth grow up safe and healthy "thriving physically, emotionally and academically, nurtured by family and community." DCYF is the lead agency for state and federally-funded services that support children and families to build resilience and health, and to improve educational outcomes. It oversees the Early Childhood Education and Assistance Program (ECEAP), Working Connections Child Care (WCCC), and Home Visiting. Also included are several services such as Child Protective Service investigations and Family Assessment Response, licensed foster care, adoption support, and juvenile rehabilitation.
- <sup>2</sup> Of the remaining three counties, two are served by Head Start and the other is sparsely populated.
- <sup>3</sup> Slots are awarded through open competitive RFPs. The criteria include prioritizing new slots in communities that are currently underserved by ECEAP and Head Start.
- <sup>4</sup> ECEAP does not allow dual enrollment. Some children may have been enrolled in Migrant/Seasonal Head Start and ECEAP at different times throughout the year.
- <sup>5</sup> "Federal Poverty Level (FPL): 30.1% of ECEAP children were at or below 50% FPL, 45.9% were at or below 80% FPL and 65.1% were at or below 110% FPL. Washington State Median Income (SMI): 31.4% of ECEAP children were at or below 13% SMI, 81% were at or below 36% SMI, 90.9% were at or below 50% SMI.
- <sup>6</sup> ECEAP has three operating schedule options: (1) part-day model at 3 hours per day minimum and 360 hours per year; (2) school-day model at 5.5 hours per day minimum and 1,000 hours per year; and (3) working day model at 10 hours per day minimum and 2,370 hours per year. School-day programs must be four or five days per week and working (extended)-day programs must be five days per week.
- <sup>7</sup> One time funding for ECEAP summer services was provided by the state legislature for July and August of 2022. Family support only or full in-person school day comprehensive services options were available for 936 children across twenty-one contractors.
- <sup>8</sup> A child is eligible for ECEAP if the child is at least three years old by August 31 of the school year, is not age-eligible for kindergarten, and is one of the following: (a) From a family with income at or below 36% of the state median income (SMI); (b) Qualified by a school district for special education services. All children with a school district Individualized Education Program (IEP) meet this requirement; (c) Experiencing homelessness as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act; (d) Has participated in Early Head Start (EHS) or a successor federal program providing comprehensive services for children from birth through two years of age, the early support for infants and toddlers program (ESIT) or received class C developmental services, the birth to three early childhood education and assistance program (Early ECEAP), or the early childhood intervention and prevention services program (ECLISPE); (e) Is a tribal child, as temporarily defined by DCYF and ECEAP Tribal Workgroup, and at or below 100% SMI; (f) From a family with income that exceeds 36% of the SMI (Exceeds SMI Eligibility, ESE) and impacted by specific prioritization factors identified by DCYF that are linked by research to school performance. If space is available: (1) A child is allowed to be enrolled in ECEAP if the child is at least three years old, is not age-eligible for kindergarten, and is: (a) From a family with income above 36% SMI but less than or equal to 50% SMI if the child is impacted by at least one other specific risk factor identified by DCYF and the State Legislature. (2) Children allowed to enroll who turn three years old after August 31 of the school year must be from a family with income at or below 50% SMI or is impacted by at least one other specific prioritization factor, and have received services from or participated in early support for infants and toddlers (PART C, IDEA), Early ECEAP or Early Head Start.
- <sup>9</sup> Additional risk factors include: family member attended an Indian boarding school, expulsion due to behavior, in kinship care, adopted after kinship/foster care, loss of a parent due to death/abandonment/detention center, health or mental illness, migrant status, single parent, military parent currently deployed or in the last 12 months, or parent incarcerated. A priority point system based on a combination of income and other risk factors is used to determine eligibility and priority for enrollment in the limited slots.
- <sup>10</sup> For classes lasting between three and five hours, one meal and one snack must be provided. For classes lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided. For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.
- <sup>11</sup> Height and weight screenings continue, but to address systemic inequity, BMI screening was removed. Instead, families are encouraged to connect with their child's medical professional on these health issues such as, BMI. ECEAP staff support families in making these connections when needed.
- <sup>12</sup> While there is not a specific requirement for supporting parents in job training activities or health services for parents, all contractors must implement the Mobility Mentoring approach with families. Within the structure of this coaching approach, families choose the goal they set. If a family chooses a job training goal or health related goal, then ECEAP staff support them in meeting or making progress on such goals.
- <sup>13</sup> THE ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. In July 2022, DCYF entered into a partnership with WIDA Early Years as a new member state. Made possible by the Fair Start for Kids Act, this collaboration focuses on addressing a need throughout the state for professional learning resources focused on supporting young multilingual children and their families. In its inaugural partnership year, DCYF launched statewide access to WIDA Early Years eLearning, a series of self-paced online modules, resources and webinars for ECE educators. DCYF worked with culturally, linguistically, and regionally diverse groups of professionals and experts to create the Dual Language Program Standards for Early Care and Education. The purpose of the Dual Language Program Standards for Early Care and Education is to offer early learning providers a guide for enhancing quality early childhood experiences that benefit multilingual learners in school readiness and closing preparation and opportunity gaps. The Dual Language Program Standards for Early Care and Education provide a framework of best practices to recognize, promote, and enhance dual language support in early learning and childcare. Additionally, a crosswalk between the Head Start, ECEAP Performance Standards, and the WIDA Early Years Guiding Principles of Language Development was completed.
- <sup>14</sup> Other supports include online training modules and coaching.
- <sup>15</sup> Contractors must use an approved, comprehensive, research-based curriculum (Creative Curriculum or HighScope). The state purchased full sets of either curriculum for each classroom. If an ECEAP contractor wishes to use an alternative research-based curriculum they must complete the Alternative Curriculum Approval Form. Contractors who use an approved alternative curriculum must provide staff training for implementation. The contractor must ensure ECEAP lead teachers participate in the state's instructor led virtual or online curriculum training. Staff supporting teachers implementing Creative Curriculum attend monthly coach support meetings. The state QRIS system provides a list of aligned curriculum to all participants. More information can be found [here](#).
- <sup>16</sup> Programs have an option to request Approval for Alternative research-based curriculum.
- <sup>17</sup> DCYF ECEAP has an alternative curriculum process and layered curriculum options for math, literacy and social-emotional learning.
- <sup>18</sup> DCYF staff support curriculum implementation by providing various resources, trainings and monthly webinars.
- <sup>19</sup> Child assessments are completed in November, February, and June. Working day models complete an additional checkpoint in August.
- <sup>20</sup> Learn more [here](#).
- <sup>21</sup> All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: An associate's or higher degree in ECE or equivalent; or a valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.
- <sup>22</sup> The Other category includes teachers with some college and who had not verified education yet.
- <sup>23</sup> Recruiting and hiring qualified staff remains one of the biggest barriers to ECEAP expansion. In some cases, ECEAP contractors had to start classes a few weeks late or they decided not to open new classrooms because of the shortage of staff. Turnover continues to increase between school years with burnout and pay parity being the biggest factors for staff leaving their positions.
- <sup>24</sup> The state continued to provide scholarships, education awards, and training reimbursements to staff. More information can be found [here](#). In 2022-23, Contractors received a 1.6% slot rate increase and could decide locally how to use those additional funds. Some contractors used the increase towards staff recruitment and retention. Additionally, there was an option to apply for a DCYF Grant, Workforce Retention Grant, which intended to be responsive to workforce retention concerns and help providers retain their staff. Providers could use these funds to provide one-time payments to their workers in eligible roles. Licensed or certified ECEAP contractors were able to apply in 2022-23. More information can be found [here](#).
- <sup>25</sup> State supports for varied pathways for teachers including: Funding/supporting apprenticeship models or "grow your own" models for high school students; Funding/supporting apprenticeship models or "grow your own" models for post- high school; Supports a system for offering field-based credit hours that assesses prior learning and/or experience; Making available more credit based online course offerings; Piloting micro-credential options for staff. WA state operates a dual credit program for high school students to pursue stackable ECE certificates, that feed into associate degree programs. Other pathways that would support ECEAP include the exploration of an industry apprenticeship model.
- <sup>26</sup> All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications: Initial or higher Washington State Early Childhood Education Certificate or equivalents (12 credits); or a current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

- <sup>27</sup> Lead teachers and family support specialists must complete a minimum of 20 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring. Assistant teachers must complete a minimum of 15 hours of professional development (PD) per year, such as workshops or classes, but not including individual mentoring.
- <sup>28</sup> ECEAP Performance Standards require staff to have annual continuous education and learning plans that focus on each staff's professional development goals.
- <sup>29</sup> Each ECEAP contractor must provide, or have access to, a coach trained in Practice-Based Coaching to support Early Achievers rating readiness and ongoing continuous quality improvement, assist the contractor in identifying goals and making quality improvement plans to achieve goals and assist the contractor in completing remedial activities within the identified timeline, when applicable.
- <sup>30</sup> The frequency of coaching/mentoring varies by ECEAP contractor and site needs. It is not specified in statewide requirements.
- <sup>31</sup> The Child Care Collaborative Task Force (C3TF) was created by the Washington State Legislature in 2018. The C3TF evaluated recommendations from DCYF's technical work group on compensation, including consideration of pay scale changes, to achieve pay parity with K-12 teachers by January 1, 2025. In June 2020, C3TF released Washington Child Care Industry Assessment Volume IV: Workforce Compensation Policy Analyses report that provides key considerations to guide/inform the Task Force in setting policy. In August 2021, C3TF released the Washington State Child Care Access Strategy report which follows on the 2020 industry assessment and previous recommendation reports to "develop a strategy, timeline, and implementation plan to reach the goals of accessible and affordable child care for all families by 2025". The task force reported findings and recommendations on the true cost of quality child care in Washington to the Legislature and Governor in December 2022. The recommendations presented a plan for addressing child care workforce recruitment and retention in service of increasing access, affordability, and quality for children and families. Additionally, DCYF completed two years of Cost Study analysis resulting in recommendations for a 43% slot rate increase. Phase 2 of the study began in the summer of 2022. The second phase of this study reviewed pay with K12 salaries. Additional modeling continues now with the Access and Living Wage Proviso work currently under way.
- <sup>32</sup> A total of \$4,653,802 in Complex Needs Funds (CNF) were included in total spending for the year. CNF funds are intended for children with developmental delays (No IEP requirement), disabilities or challenging behaviors due to complex trauma. A total of \$2,476,582 in one-time summer programming funds from the state were not included in total spending for the year. The state helped fund 178 Early ECEAP (birth to three) slots after a previously awarded PDG B-5 grant ended in December 2022. The total spending for this was \$1,995,978. This amount was not included in the total spending reported here. ECLIPSE programming moved to ECEAP programming in order to create tiered ECLIPSE/ECEAP services include therapeutic child, family, and classroom supports for eligible children 0-5 enrolled in Early ECEAP and ECEAP. A total of \$5,041,616 in Early Childhood Intervention Prevention Services (ECLIPSE) funds were not included in total spending reported here. ECEAP received \$363,764 from Start Early (formerly the Ounce of Prevention). This amount was not included in the total spending for the report.
- <sup>33</sup> ECEAP received \$4,605,000 in GEERS funding. DCYF was previously awarded a renewal PDG B-5 grant of \$34 million which extended the work through December 2022. DCYF used these funds for Early ECEAP (birth to three) slots.
- <sup>34</sup> Early Achievers uses virtual tools to measure the quality of learning environments. This virtual system includes the Washington State Early Learning and Development Guidelines (ELDGs) as a framework. The ELDGs are aligned with the ERS3 tools and are included in the cycles of video highlights and reflections submitted by each teacher for every classroom are reviewed using the Quality Interactions in Child Care (QUIC) tool. The QUIC data collection tool is research based and is aligned with the CLASS, ERS, Head Start Performance Standards and the Washington State Early Learning and Development Guidelines. The QUIC tool criteria and sub-criteria are teaching practices that are aligned with the Early Learning and Development Guidelines (ELDGs) and the Core Competencies for Early Care and Education Professionals. Quality Recognitions Specialists are reliable in the QUIC Tool. They review the videos using the QUIC tool and assign a level based on a rubric. Feedback in the form of a report is provided to the coach and provider for each video submitted.
- <sup>35</sup> Structured observations of classroom quality using the QUIC Tool are completed virtually through the Video Highlights process. Multiple rounds of Video Highlights are submitted by each teaching team, scored with the QUIC Tool rubric and feedback provided to teachers based on the rubric. OSPI requires all school districts to adopt an approved instructional framework as part of their Teacher and Principal Evaluation and Growth Program. Danielson's Framework and Marzano are included as options. There are trainings and supports offered to districts on both of these approaches. Over half of ECEAP slots are located in a school district setting. Records Review is required for all ECEAP sites. Once sites complete the Program Profile and Video Highlight cycles, they complete a Review for the Quality Standards that they currently implement for children and families. Additional information is found [here](#).
- <sup>36</sup> ECEAP continued to require child care licenses for all ECEAP sites with the exception of sites operated by a government entity (school districts, county and city governments) and sites with classes operating less than 4 hours a day that are exempt from the requirement. Licensed sites are monitored annually for compliance with child care licensing requirements. ECEAP contractors are scheduled to be monitored by DCYF ECEAP staff every 4-5 years. When visiting a contractor, 60% of sites are visited. ECEAP sites are visited based on a risk assessment, which may indicate more frequent or less frequent visits because a representative sample of contractor sites are visited. Visits were conducted both virtually and in-person in 2022-23 depending on COVID restrictions. All monitoring visits are scheduled to be in-person in 2023-24.
- <sup>37</sup> All sites are required to provide outdoor time every day. In addition, both Working Day and School Day sites must provide a minimum of 30 minutes of outdoor play per each three hours of programming, unless conditions pose a health and safety risk to children. A contractor must offer ample time for un rushed activities and transitions. A variety of age and developmentally appropriate active play areas and activities that encourage both moderate and vigorous physical activity must be available.
- <sup>38</sup> Weather conditions when children cannot play outside include: Air quality emergency ordered by a local or state air quality authority or public health authority. Storms that are covered include: Lightning storm, tornado, hurricane, or flooding, if there is immediate or likely danger to the children. There is also guidance around earthquakes. Additional information is found [here](#).
- <sup>39</sup> Washington State began an outdoor preschool pilot program in 2017. As of June 1, 2023, Outdoor Nature-Based (ONB) child care licensing was available. Outdoor Nature-Based Programs can participate in Early Achievers, ECEAP, and child care subsidy programs. Tribal programs can participate in Outdoor Nature-Based programming through an interlocal agreement through DCYF.

## WASHINGTON – Transitional Kindergarten (TK)

- <sup>1</sup> Transitional Kindergarten is an optional program that districts may choose to offer. Office of Superintendent of Public Instruction (OSPI) works with the state's 295 public school districts and 6 state-tribal education compact schools. During the 2022-23 school year, TK was offered in the following: 148 LEAs, 1 tribal compact school, and 3 charter schools.
- <sup>2</sup> Districts have up to three years to revise enrollment. All enrollment counts are based on students enrolled during the 2022-23 school year regardless of when they were enrolled.
- <sup>3</sup> Five-year-olds: 95 White; 41 Hispanic/Latino; 10 Biracial/Multi-racial; 1 American Indian or Alaska Native; 4 Asian; 3 Black/African American; 2 Native Hawaiian/Pacific Islander.
- <sup>4</sup> Free Lunch total includes 77 five-year olds and the Reduced-Price Lunch total includes 14 five-year-olds.
- <sup>5</sup> Districts must provide at least 1,000 annual instructional hours, prorated from the start date of the program, with 27 hours and 45 minutes of instruction weekly. Districts may start TK programs at any point between the beginning of the school year and January 31. TK programs must conclude by the end of the standard school year. Just as with regular kindergarten, districts must offer a full-day TK program. Families may choose to enroll their child for less than full-time. Districts shall accommodate part-time students within their full-day program, claiming the appropriate FTE based on the child's enrollment.
- <sup>6</sup> Students are eligible for kindergarten when they are five years of age by August 31. Younger children may be permitted to enter kindergarten if the district and family determine they will be successful. TK programs are intended for children who are at least 4 years old by August 31 and have been identified through a screening process to be in need of additional preparation to be successful kindergarten students in the following school year.
- <sup>7</sup> Districts must provide for a screening process or instrument that measures the ability or the need, or both, of an individual student.
- <sup>8</sup> State law requires K-3 class sizes to be 17 or lower to maximize state funding. TK students and teachers are included in a district's K-3 compliance calculation. This calculation allows districts that demonstrate a required class size to maximize their K-3 funding.
- <sup>9</sup> School districts shall implement a school lunch program in each public school in the district in which educational services are provided to children in any of the grades kindergarten through four and in which twenty-five percent or more of the enrolled students qualify for a free or reduced-price lunch. Each school district shall implement a school breakfast program in each school where more than forty percent of students eligible to participate in the school lunch program qualify for free or reduced-price meal.
- <sup>10</sup> The ELDS were completed in 2012 and Head Start Early Learning Outcomes Framework was completed in 2015, so there is not complete alignment. Other standards



- aligned with ELDS are the ECEAP Performance Standards.
- <sup>11</sup> Transitional Kindergarten uses Teaching Strategies GOLD for its child assessment system.
  - <sup>12</sup> State laws outline basic education goals and minimal instructional requirements for school districts. They require districts to have policies and procedures in place that guide their selection and adoption of instructional materials for use in classrooms.
  - <sup>13</sup> Teachers assigned to early childhood settings in public schools must be properly endorsed for the subject matter they teach.
  - <sup>14</sup> The top two areas of content and role shortages in Washington are: 1. Special education (inclusive of early childhood special education) and 2. Elementary education (inclusive of early childhood education). See DEC 2022 [report](#) from PESB.
  - <sup>15</sup> Washington Education Association (WEA) offers a [teacher residency program](#).
  - <sup>16</sup> Paraeducators serving students in public school settings must meet minimum employment requirements. They must be at least 18 years of age and hold a high school diploma or its equivalent; and have received a passing grade on the education testing service paraeducator assessment or hold an AA or have earned 72 quarter or 48 semester credits at an institution of higher education or have completed a registered apprenticeship program.
  - <sup>17</sup> Paraeducators must also meet continuing education expectations and timelines for the 28 hours of the Fundamental Course of Study, and for the 70 hours of the General Paraeducator Certificate. A majority of the hours required for the General Paraeducator Certificate may be focused on the unique needs of serving our youngest learners. Coursework for the General Paraeducator Certificate must be aligned with the Paraeducator Standards of Practice. After earning the General Paraeducator Certificate, an additional 3 days of professional learning each year are required for paraeducators. While all must be aligned with the Paraeducator Standards of Practice, one of those three days must focus on either Cultural Competency, Diversity, Equity, and Inclusion or focus on Mental Health Topics- Social Emotional Learning on alternating years.
  - <sup>18</sup> Beginning with the 2018-19 school year: Salaries for full-time certificated instructional staff must not be less than forty thousand dollars, to be adjusted for regional differences in the cost of hiring staff and to be adjusted annually for inflation. Salaries for full-time certificated instructional staff with at least five years of experience must exceed by at least ten percent the value specified above. A district may not pay full-time certificated instructional staff a salary that exceeds \$90,000, subject to adjustment for regional differences in the cost of hiring staff. This maximum salary is adjusted annually for inflation. For additional information see [here](#).
  - <sup>19</sup> The estimated state per pupil amount is \$13,259.39. This is the average state per pupil for all grades which is multiplied by the TK headcount to estimate total TK state funding (\$69,532,084). Districts do not report TK funding separately from K funding.
  - <sup>20</sup> During each school year all classroom teachers and certificated support personnel shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties.
  - <sup>21</sup> Danielson, Marzano, and CEL5D are three of the approved frameworks for evaluations. Evaluation data summaries are collected at the state level; observation data is used at the local level for evaluation purposes and professional growth.
  - <sup>22</sup> The Teacher and Principal Evaluation and Growth Program (TPEP) is based on these core principles: 1. High quality teaching and leading are key to student success. 2. Growth in practice is developmental in nature. 3. Growth occurs best when there are clear standards of practice supported by quality professional learning and learning-focused feedback. 4. Evaluation systems should reflect and address the career continuum. 5. The focus for teacher and principal growth should be driven by student learning needs.

## WEST VIRGINIA – West Virginia Universal Pre-K

- <sup>1</sup> The West Virginia Department of Education (WVDE) is responsible for supporting the West Virginia Board of Education (WVBE) in oversight of the WV Universal Pre-K; however, the WVDE Office of Teaching and 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 (state pre-K policy) based on WV Code 18-5-44.
- <sup>1</sup> Capacity is reported by counties annually based on number of classrooms open for the current school year; however, every eligible child must have the opportunity to attend Universal Pre-K. Classrooms are opened as needed to meet community needs and provided universal pre-k to all eligible children.
- <sup>1</sup> Children who attend less than fulltime (School Day programs) are determined only by an IEP. All other children are expected to attend a regular school day program.
- <sup>1</sup> If a program operated four days per week, they must operate 6.25 hours per day. If a program operates five days per week, they must operate 5 hours per day.
- <sup>1</sup> Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined by the IEP.
- <sup>1</sup> State pre-k policy notes that children who are age eligible for kindergarten in accordance with W. Va. Code Â§18-5-18 shall be enrolled in kindergarten, instead of WV Pre-K, unless assessment data can determine that kindergarten placement for that child is not in the child's best interest. The WV Pre-K Child Assessment System data can be utilized for five-year-old children previously enrolled in WV Pre-K; alternative assessment data will be necessary for five-year-old children who are new enterers. A child may remain in the WV Pre-K classroom for longer than one year if the decision is in the best interest of the child and based on child assessment data.
- <sup>1</sup> The maximum class size is 20, given that there is 35 square feet of usable space available per child. Staff-child ratio is 1:10; however, there must be two adults when children are present regardless of class size. Class size may be reduced by the number of children with IEPs based on state policy for students with disabilities.
- <sup>8</sup> For children enrolled within a public school building site, breakfast and lunch must be provided. In community sites, programs may include lunch and snack, rather than breakfast if the classroom's regular operation schedule occurs when breakfast is not required.
- <sup>9</sup> Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary.
- <sup>10</sup> The Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten were replaced with WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) Effective July 2019. The WV Pre-K Standards Resource Booklet for Universal Pre-K was provided as a support document for the revised Standards. It includes standards and alignments. Content related to cultural awareness and supports for children's home language are in the Guiding Principles of the WV Pre-K Standards (Ages 3-5) and include foundations and descriptions.
- <sup>11</sup> The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K programs, per WVBE Policies 2520.15 and 2525.
- <sup>12</sup> Each county is provided grants for all teachers to complete My ELS online training and complete reliability certification on the formative assessment system.
- <sup>13</sup> Creative Curriculum was approved during the 2019 adoption cycle. Counties who wanted to use another curriculum had to request a one-year waiver from the state board. There were three at that time who asked for a waiver to continue using HighScope. State legislation was passed in 2021 that required counties to use the curriculum on the state's list or complete the state provided criteria for selection. For the 2022-2023 school year, four counties have completed the state provided criteria and have adopted HighScope. The other counties have adopted Creative Curriculum.
- <sup>14</sup> State law requires the WV Department of Education provide criteria based on state law, WV Pre-K Policy, and WV Pre-K Standards (Ages 3-5).
- <sup>15</sup> The designated instructional materials committee utilizes the established criteria to determine the state approved recommended list. The committee includes representation from county school systems, Head Start, and Childcare.
- <sup>16</sup> West Virginia has offered PALS to all counties who wish to utilize it for pre-K; however, PALS will no longer be available beyond the 2022-2023 school year. The state pays the costs of PALS training and materials. West Virginia requires assessment reports for physical health and development and the arts based on the WV Universal Pre-K Standards (Ages 3-5) in the ELRS, along with the ELS.
- <sup>17</sup> Aggregated child assessment data is utilized to assist in determining professional development for programs and continuous quality improvement planning.
- <sup>18</sup> Kindergarten entrance assessments are not required, but counties are required to conduct ongoing formative assessments. Transition reports are available to kindergarten teachers when children attend WV Pre-K. WVBE Policy 2510: To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early and Elementary Learning Readiness grades utilize the WVBE-approved school readiness framework per W. Va. 126CSR28, Policy 2525, West Virginia's Universal Access to Quality Early Education System (Policy 2525). A primary component of the school readiness framework is the West Virginia Early Learning Reporting System (WV ELRS), a formative assessment process that provides ongoing individual and population outcome data to inform instruction, personalize learning, and share students' progress with families. The formative assessment process also ensures that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for West Virginia Pre-K occurs three times per year per Policy 2525, and for Kindergarten at least one time during the last reporting window using the WV ELRS.

- <sup>19</sup> Kindergarten teachers must provide families with ongoing progress reports based on locally determined grading periods and report cards. WVBE Policy 2510: To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early and Elementary Learning Readiness grades utilize the WVBE-approved school readiness framework per W. Va. 126CSR28, Policy 2525, West Virginia's Universal Access to Quality Early Education System (Policy 2525). A primary component of the school readiness framework is the West Virginia Early Learning Reporting System (WV ELRS), a formative assessment process that provides ongoing individual and population outcome data to inform instruction, personalize learning, and share students' progress with families. The formative assessment process also ensures that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for West Virginia Pre-K occurs three times per year per Policy 2525, and for Kindergarten at least one time during the last reporting window using the WV ELRS.
- <sup>20</sup> Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization. A small percentage of teachers hired before 2013 (when policy changed to require all new teachers hold a BA) have an AA; the remainder of teachers have a BA.
- <sup>21</sup> Data gathered for the annual October 1st collection includes 52 teachers who were not certified in early childhood education or related certification, as required in state certification policy. These 52 teachers either held a temporary authorization or permit as required.
- <sup>22</sup> There were waivers in place for out-of-field waivers. Teachers must still hold a bachelor's degree and agree to complete coursework to obtain in-field certification. They must either take 6 hours or complete 25% of a program each year to remain on the waiver based on the state certification policy. Data gathered for the annual October 1st collection includes 52 teachers who were not certified in early childhood education or related certification, as required in state certification policy. These 52 teachers either held a temporary authorization or permit as required.
- <sup>23</sup> All assistant teachers must have a CDA or equivalent, determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a CDA or state equivalent.
- <sup>24</sup> WVBE Policy 2525 requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in at least 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process. An orientation for new staff in a WV Pre-K classroom will be provided within the first 30 days of employment that includes a review of: West Virginia Board of Education (WVBE) Policies 2525 and 2520.15- WV Pre-K Standards (Ages 3-5); classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety, including prevention of injury both indoors and outdoors; fire safety, including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.
- <sup>25</sup> The WV Educator Evaluation System was developed using The Framework for Teaching (Danielson Group). All public-school principals must complete the ongoing annual process with teachers in accordance with WVBE Policy 5310: Performance Evaluation of School Personnel. Assistant Teachers must have a PD plan that is linked to predetermined needs, reflect program goals and policies, and include a systemic evaluation process. All classroom staff employed by collaborating childcare centers must have a PD plan that includes staff evaluation in the process in accordance with state child care licensing regulations. PD and evaluation formats are designed by the Childcare Directors. Head Start Performance Standards require grantees to maintain a system of training and PD for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.
- <sup>26</sup> In classrooms that collaborate with Head Start, a research-based, coordinated coaching strategies for education staff are required by Performance Standards. Coaching is addressed in collaborative contracts between Head Start programs and County Boards of Education. Seventy percent of classrooms collaborate with Head Start.
- <sup>27</sup> All teachers (lead and assistant) employed as public school employees are required by state code to receive the same salary and fringe benefits as K-12 teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.
- <sup>28</sup> Allocations are based on enrollment from the previous school year (2021-2022).
- <sup>29</sup> Funding is provided to the local education agency based on the previous school year's enrollment. Funding must be invested in those programs providing services and the local infrastructure to support the pre-k classrooms. The county board of education shall provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program as required in WVBE Policy 2525. A budget and cost allocation worksheet must be completed for each collaborative pre-k classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts.
- <sup>30</sup> All collaborative partners with county Boards of Education must hold a current child care center license in order to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.
- <sup>31</sup> State policy requires each county to develop and maintain a continuous quality improvement process that incorporates annual classroom observations utilizing a research-based instrument such as ECERS or CLASS and aggregated child assessment data in programmatic decision-making. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined. The West Virginia Universal Pre-K Health and Safety Checklist must be completed in all pre-K classrooms annually within 45 calendar days of the first day of school.
- <sup>32</sup> Each district is required to maintain a continuous quality improvement process that includes an annual plan which utilizes data from classroom observation results and aggregated child assessment data for program planning and professional learning. Each district must participate in a triennial Pre-K Program Review that is conducted by the state Pre-K Steering Team. The continuous quality improvement process and program records are reviewed during these program reviews. Follow-up is conducted prior to three years, as necessary. Districts can also request state technical assistance to support implementation of WV Universal Pre-K, classroom observations, and professional learning based on the identified needs determined through the CQI process.
- <sup>33</sup> Each district is required to conduct a formal classroom observation annually, in addition to site visits at the beginning of the school year for completion of the WV Universal Pre-K Health and Safety Checklist. Results from classroom observations must be included in their continuous quality improvement process, along with aggregated child assessment data. This information is utilized to determine individualized supports for teacher, as well as programmatic professional learning opportunities.
- <sup>34</sup> State pre-K policy requires outdoor space is enclosed on all sides with specific barrier and enclosure requirements. There must be 75 square feet of outdoor usable space per child.
- <sup>35</sup> State pre-k policy includes the following: Outdoor activity shall be considered an extension of the classroom. Daily outdoor activity shall support the implementation of the approved WV Pre-K curriculum and Policy 2520.15. A WV Pre-K classroom shall provide a minimum of one hour of outdoor activity daily as a part of the curriculum, weather permitting. A combination of indoor and/or outdoor time may be utilized when weather conditions are not conducive to outdoor gross motor activity. The state does not define which weather conditions are not conducive for outdoor play.

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

- <sup>1</sup> The Wisconsin Department of Public Instruction does not have data on students under age three.
- <sup>2</sup> There are no enrollment caps for 4K. Districts that offer 4K need to enroll all 4K children who are eligible and wish to participate in 4K programming.
- <sup>3</sup> The Wisconsin Department of Public Instruction does not collect this data.
- <sup>4</sup> State supplement funds can be used in accordance with the Head Start Federal Performance Indicators for Quality Improvement activities.
- <sup>5</sup> Specific age range enrollment data is not collected. The funding for the state supplement does not breakdown funds individually for Head Start and Early Head Start programs.
- <sup>6</sup> The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K Community Approach model allows districts to contract with child care, Head Start, and private schools. Additionally, most operating schedules are school year calendar, but some districts extend the program through Head Start partnerships or local calendars.
- <sup>7</sup> The state funds 4K programming at either .5 FTE or .6 FTE membership. A .5 membership allows districts to provided either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of parent outreach. A .6 membership requires that districts provide 437 hours of instruction and 87.5 hours of parent outreach (a total of 524.5 hours).
- <sup>8</sup> Under the state law-publicly funded 4K falls under the broader definition of "Kindergarten". The state funds 4K and does not use the term state funded "preschool". The

- state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year and 5K if they are five on or before September 1 of the school year. The law does allow districts to have their own early entrance policies. If policies for early entrance are in place, they vary from district to district.
- <sup>9</sup> The only criteria to enroll in 4K is age. If a district offers 4K, all children within the district, that are age eligible, may enroll in the program. Districts do have the authority to determine if children can repeat 4K.
  - <sup>10</sup> Resident children in districts that offer 4K programs are eligible to enroll based on age only. If a district does not offer a 4K program, resident children of that district are not allowed to open enroll into a district that does offer 4K programming.
  - <sup>11</sup> There are no state regulations addressing the teacher to child ratio for 4K. Class size is a local policy determined by the school board. Guidance is provided to support districts with making this decision. This includes: 1:10 staff to child ratio with a maximum class size of 20 as defined for quality benchmarks by the National Institute for Early Education Research (NIEER); 1:13 with a maximum group size of 24 as required in state child care licensing regulations; 1:10 with class sizes of fewer than 20 children as required by Head Start performance standards; 1:10 with a class size of 20 or fewer children as recommended by the National Association for the Education of Young Children (NAEYC). If 4K is in a community setting (child care or Head Start) staff-child ratio needs to follow the program requirements/regulations.
  - <sup>12</sup> If 4K is in a Head Start program, it must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program. If 4K is in a child care program, it must follow the Department of Children and Families Regulations, one meal or snack must be provided at least once every three hours.
  - <sup>13</sup> Children are required (with exceptions) to have immunizations to enroll in 4K programming. Medical examinations are strongly encouraged but not required. A reading readiness assessment is a state requirement for children 4K-second grade.
  - <sup>14</sup> If there are screening results of concern, it is recommended that follow-up information and possible referrals be made, but it is not required. Families have a choice in deciding if they would like to pursue next steps.
  - <sup>15</sup> Requirements depend on how the services are defined. Family engagement is required when districts obtain additional funds for outreach (87.5 hours). Referrals for special education are required as needed. State law requires referral to social services in cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.
  - <sup>16</sup> The ELDS are inclusive and aligned to the state academic standards for English Language Arts and Mathematics, but not other content areas. Infant and toddler standards are included in Wisconsin Model Early Learning Standards.
  - <sup>17</sup> The state only requires a reading readiness assessment (4K-2nd grade) and not child assessments in other areas. The reading readiness assessment tools are chosen by districts. They are not required to align with the Wisconsin Model Early Learning Standards; however, they do need to include assessment of phonemic and letter sound knowledge, both of which are part of the early literacy standards within the Wisconsin Model Early Learning Standards.
  - <sup>18</sup> The state has a training and technical assistance system that includes cross sector trainers, a 15-hour in-person training, a 20-hour virtual training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year). Additionally, the state has a contract with one of our Cooperating Educational Service Agencies to employ a statewide standard's coordinator to provide support to the approved trainers and limited technical assistance for implementation of the standards.
  - <sup>19</sup> Information related to curriculum decision making is provided through (and in) the WI Model Early Learning Standards through trainings, conferences, web-based resources, and additional technical assistance platforms (i.e., networking meetings, state-wide connection calls, etc.).
  - <sup>20</sup> The state requires a reading readiness assessment for 4K-second grade. The assessment tool must include phonemic awareness and letter sound knowledge; however, no specific tool is required. Screening instruments are a local decision. More information can be found [here](#).
  - <sup>21</sup> Children must be screened annually for reading readiness. Timing for when the screening occurs is a district decision.
  - <sup>22</sup> Determination and use of information obtained is determined at the local level.
  - <sup>23</sup> Wisconsin only requires reading readiness assessments.
  - <sup>24</sup> All 4K teachers need to have a valid WI Teaching License or a license with stipulations that is connected to an approved pathway for permanent license through the DPI. Teachers must hold an Early Childhood (Birth to grade 3) license or an Elementary Education license (K-9). While the 4K programs are all under the administrative authority of the school district, the district can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel (DPI Teacher License). Licensure can be the result of completing an approved teacher training program or successful completion of an approved pathway to licensure from the DPI.
  - <sup>25</sup> The State doesn't have specific evidence, just information from programs seeking teachers for 4K program as well as educators for K-12. Information is gathered via colleague connections, conversations and networking meetings.
  - <sup>26</sup> The state offers a three year license with stipulations pathway to licensure. This is coordinated with districts and individuals seeking licensure. At the of the third year, the individual must submit a portfolio for review (to the DPI) to determine if licensure is granted.
  - <sup>27</sup> The WI DPI only licenses special education paraprofessionals, which requires the high school diploma or its equivalent; however, there are requirements under federal law that may impact the assistant teacher's need to have a higher degree/schooling to be considered a highly qualified paraprofessional. That will be dictated by the distribution of federal money in the building in which the paraprofessional works.
  - <sup>28</sup> DPI no longer requires specific hours of professional development for licensure maintenance. There are different levels/categories of teacher licensing which focus more on successful semesters of teaching rather than number of professional development hours. In child care community approach settings, all providers who worked more than 20 hours per week, were required to receive 18.75 hours. There are no requirements for continuing education for health and safety only. In Head Start settings, providers follow the Head Start Performance Standards.
  - <sup>29</sup> For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.
  - <sup>30</sup> Lead teachers for 4K in school buildings typically fall within the district K-12 salary range and benefits. Teachers in 4K Community Approaches may or may not be hired by the school district. Based upon the community approach and school district contracts, there may be variations in salary and benefits at the local level.
  - <sup>31</sup> The State does not require districts to have parity. Decisions for how and if districts want to do that are determined by each district.
  - <sup>32</sup> The State of Wisconsin does not appropriate funding separately for 4k programs in public schools. Instead, the 4k pupils for purposes of determining each district's revenue limit authority and its state general aid. There is a general purpose aid called Per Pupil Aid that all school districts receive. It is a flat dollar amount (\$742/pupil in 2022-23) per member (the full time equivalent of residents of the school district for whom the district pays for costs of education. This includes 4k pupils, who are counted as either 0.50 FTE or 0.60 FTE, depending on total hours and number of hours of outreach activities. There is one stand-alone categorical aid that is intended to provide support to school districts that are just starting a new 4k program.
  - <sup>33</sup> Private schools that participate in the Private School Choice Programs (Choice) receive state aid payments for eligible Choice students. For the 2022-23 school year, participating private schools received \$8,399 per FTE for students in grades 4K-8. The state also provides payments to private schools participating in the states Special Needs Scholarship Program (SNSP). The SNSP allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. For the 2022-23 school year, private schools received \$13,076 per FTE for full scholarship students in grades 4K-12.
  - <sup>34</sup> Faith-based centers are required to be free of religious content for the state 4K programming.
  - <sup>35</sup> Criteria is determined locally and guided by the authorizing programs (school district, Head Start and child care) rules and regulations.
  - <sup>36</sup> If classroom quality is assessed, the assessment tool is a local and program decision based on district policies, child care regulations and Head Start performance standards.
  - <sup>37</sup> Information on the WI Educator Effectiveness System can be found [here](#).
  - <sup>38</sup> 4K happens within school-based settings and Community Approach Settings (Child Care and Head Start). In WI, school districts have the authority to identify and utilize information related to classroom assessments/observations as needed within their districts. This information is not collected at the state level. If the 4K is in a Community

- Approach Setting-classroom observations/assessments are used in alignment with program standards/regulations (Child Care and Head Start Performance Standards).
- <sup>39</sup> Site visits depend upon where the 4K program is located. Based on location, such as Child Care or Head Start, programs may be monitored via the locations required regulations.
  - <sup>40</sup> School districts allow for no more that 30 minutes to be counted as recess. It is not specified if "recess" needs to be outside.
  - <sup>41</sup> Decisions are made at the local level. For Safe and Healthful Facilities, School districts are expected to comply with local health services offices and departments.

#### **GUAM – Guam Department of Education Prekindergarten Program**

- <sup>1</sup> The Guam Department of Education (GDOE) is a unitary school district, comprised of four regions. There is one designated school in each region that hosts a GDOE Prekindergarten classroom. Those designated schools are required to offer the program to its immediate and neighboring community members.
- <sup>2</sup> Guam also has a federally-funded pre-K program specifically for students with disabilities that are not counted in the district enrollment.
- <sup>3</sup> All children enrolled in pre-K complete a registration form which includes a physical examination and a TB clearance. The physical examination typically includes vision, hearing and height/weight/BMI.
- <sup>4</sup> Only one curriculum is on the approved/recommended list and it is the Guam-developed curriculum.
- <sup>5</sup> Guam developed a Progress Report that identifies the various components that must be assessed on a semester basis. The components include: language arts/literacy; mathematical thinking, scientific thinking; and physical development and health. Preschool Brigance Assessments are administered twice a year (a pre-assessment in August and a post-assessment in May). Assessment data are also used at the local level to determine the child's developmental growth.
- <sup>6</sup> The public schools with kindergarten are provided with the Brigance Assessment and may utilize it at the beginning and end of the kindergarten year. However it is not a state policy.
- <sup>7</sup> District developed observation tool.
- <sup>8</sup> Local programs receive ongoing feedback based on data collected from classroom quality observations. A standardized observation form is used for structured observation and feedback is provided to teachers.
- <sup>9</sup> Guam Education Board Number 510: Warning Systems Typhoon Procedures.

**APPENDIX B: HEAD START DATA**

STATE-FUNDED HEAD START

State enrollment: additional funded slots for 3- and 4-year-olds  
(Program year 2022-2023)<sup>1</sup>

STATE	State funding (Fiscal year 2023) <sup>1</sup>	
Alabama	\$5,775,801	
Alaska	\$6,853,000	51
Arizona		
Arkansas		
California		
Colorado		
Connecticut	\$5,083,238	256
Delaware		
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho		
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	\$1,190,007	Not reported
Maryland	\$2,440,960	
Massachusetts	\$16,500,000	
Michigan		
Minnesota	\$9,171,263	789
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey	\$47,604,434	
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma	\$1,641,869	
Oregon	\$138,702,609	6,293
Pennsylvania	\$88,178,000	5,964
Rhode Island	\$1,190,000	131
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin	\$6,264,100	368
Wyoming		
<b>50 States + DC</b>	<b>\$330,595,281</b>	<b>13,852</b>
Guam		
Data sources	a	a

APPENDIX B: HEAD START DATA (continued)

STATE	Federal actual spending (Fiscal year 2023) <sup>2, 4</sup>	Head Start enrollment (Program year 2022-2023) <sup>3, 4</sup>		FEDERAL HEAD START American Indian/ Alaska Native enrollment (Program year 2022-2023) <sup>5</sup>		Migrant & Seasonal enrollment (Program year 2022-2023) <sup>5</sup>		Percent of children enrolled center-based programs for at least 1,020 annual hours, all ages (Program year 2022-2023) <sup>6</sup>
		3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds	
Alabama	\$127,197,381	5,060	4,158			54	96	89%
Alaska	\$45,715,271	502	533	588	579			46%
Arizona	\$195,929,904	3,556	5,414	770	903	318	260	59%
Arkansas	\$57,047,786	2,790	2,499			18	29	100%
California	\$1,076,914,117	28,160	23,190	256	240	1,392	1,490	65%
Colorado	\$84,339,336	3,392	3,848	13	27	42	87	76%
Connecticut	\$59,028,143	1,913	2,133					94%
Delaware	\$15,830,013	623	519					81%
District of Columbia	\$6,502,403	182	247					100%
Florida	\$371,105,865	14,249	15,689			496	475	99%
Georgia	\$197,058,632	9,990	6,777			34	33	100%
Hawaii	\$24,500,949	1,012	1,124					98%
Idaho	\$51,864,237	724	1,161	89	117	129	229	51%
Illinois	\$262,310,869	8,467	7,757			38	89	81%
Indiana	\$136,051,411	4,319	5,810			35	62	78%
Iowa	\$59,823,657	2,534	2,759					77%
Kansas	\$65,844,102	2,192	2,516	11	21			63%
Kentucky	\$144,350,152	5,640	5,775			54	32	68%
Louisiana	\$166,153,824	9,010	5,712					98%
Maine	\$32,824,694	713	1,097	15	5			69%
Maryland	\$86,567,495	3,556	2,257					84%
Massachusetts	\$133,651,541	4,568	3,879			10	20	65%
Michigan	\$292,049,255	9,830	9,441	172	129	58	112	80%
Minnesota	\$127,642,506	4,118	3,700	287	250	106	173	50%
Mississippi	\$178,523,149	6,200	7,441	134	58			99%
Missouri	\$138,458,969	5,116	4,485					86%
Montana	\$39,673,581	864	1,073	448	379			66%
Nebraska	\$41,684,008	1,349	1,692	71	152	10	15	73%
Nevada	\$31,327,801	1,030	872	120	78			73%
New Hampshire	\$17,268,434	394	506					62%
New Jersey	\$147,526,741	4,836	5,361			12	19	100%
New Mexico	\$73,001,687	2,349	1,809	608	616			84%
New York	\$502,788,009	13,900	14,436	41	18	52	93	91%
North Carolina	\$171,598,479	6,014	7,888	58	46	62	97	97%
North Dakota	\$28,758,304	597	778	137	180			71%
Ohio	\$320,899,696	11,734	12,789			31	62	70%
Oklahoma	\$110,099,024	5,213	2,835	1,173	990	11	8	93%
Oregon	\$130,233,854	2,351	2,923	66	66	310	433	53%
Pennsylvania	\$278,555,664	9,771	12,086			36	36	79%
Rhode Island	\$26,722,734	722	792	51	27			67%
South Carolina	\$106,181,352	4,656	2,602	626	570	35	42	95%
South Dakota	\$45,659,482	865	1,203					60%
Tennessee	\$154,360,150	6,934	7,163			21	24	83%
Texas	\$536,930,748	29,975	23,689	72	28			96%
Utah	\$78,710,993	1,906	2,164	37	55	103	206	66%
Vermont	\$15,277,941	290	435					66%
Virginia	\$119,480,010	4,898	4,832					84%
Washington	\$182,546,778	3,435	3,749	419	413	342	656	67%
West Virginia	\$66,755,014	2,318	4,364					81%
Wisconsin	\$178,323,766	5,195	3,523	390	243	359	280	74%
Wyoming	\$18,360,393	537	542	78	87			70%
<b>50 States + DC</b>	<b>\$7,560,010,304</b>	<b>260,550</b>	<b>250,026</b>	<b>6,731</b>	<b>6,278</b>	<b>4,168</b>	<b>5,158</b>	<b>81%</b>
Guam	\$4,215,811	174	360					45%
Data sources	b	c	c	c	c	c	c	c

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

AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2022-2023)<sup>7</sup>

STATE	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	\$36,102	\$28,930	\$28,333	\$41,005	\$42,972	\$23,413
Alaska	\$44,779	\$39,324	\$42,524	\$53,942	\$63,659	\$30,839
Arizona	\$40,148	\$34,593	\$38,838	\$43,520	\$50,603	\$30,064
Arkansas	\$32,820	\$28,226	\$29,938	\$34,747	\$41,403	\$25,003
California	\$47,943	\$41,412	\$42,710	\$50,843	\$59,434	\$36,428
Colorado	\$44,814	\$31,192	\$37,117	\$48,939	\$58,639	\$34,209
Connecticut	\$44,942	\$29,789	\$35,862	\$43,010	\$62,646	\$28,831
Delaware	\$37,110	\$42,449	\$34,562	\$36,918	\$43,408	\$24,159
District of Columbia	\$83,945	\$40,788	\$67,174	\$68,572	\$108,862	\$38,624
Florida	\$40,349	\$29,627	\$34,481	\$44,462	\$51,037	\$27,416
Georgia	\$35,094	\$25,408	\$27,087	\$37,314	\$47,678	\$23,628
Hawaii	\$46,477	\$39,311	\$46,334	\$49,579	\$47,983	\$29,781
Idaho	\$31,814	\$29,658	\$30,563	\$34,692	\$34,407	\$23,109
Illinois	\$41,624	\$27,161	\$32,632	\$43,502	\$51,669	\$31,334
Indiana	\$34,993	\$28,760	\$31,929	\$37,861	\$44,054	\$25,423
Iowa	\$42,167	\$28,555	\$32,846	\$44,027	\$50,385	\$25,766
Kansas	\$41,947	\$34,910	\$35,905	\$43,586	\$53,862	\$22,118
Kentucky	\$35,854	\$25,349	\$29,446	\$36,378	\$46,618	\$22,113
Louisiana	\$37,483	\$26,619	\$32,751	\$39,403	\$43,417	\$21,938
Maine	\$40,128	\$41,854	\$34,064	\$42,067	\$42,965	\$30,727
Maryland	\$46,035	\$39,208	\$38,291	\$45,670	\$59,932	\$29,989
Massachusetts	\$44,613	\$39,925	\$42,156	\$45,743	\$48,569	\$34,457
Michigan	\$40,758	\$33,373	\$36,190	\$42,786	\$51,338	\$29,102
Minnesota	\$44,396	\$39,644	\$43,171	\$46,128	\$55,903	\$32,265
Mississippi	\$28,541	\$30,000	\$26,347	\$29,765	\$32,836	\$22,413
Missouri	\$35,457	\$27,857	\$32,199	\$39,424	\$45,432	\$25,313
Montana	\$34,098	\$30,668	\$31,035	\$37,253	\$45,946	\$23,571
Nebraska	\$42,152	\$27,914	\$37,684	\$43,674	\$49,748	\$25,366
Nevada	\$37,028	\$30,592	\$35,309	\$40,534	\$36,237	\$32,637
New Hampshire	\$34,909	\$38,646	\$31,177	\$37,155	\$40,619	\$27,730
New Jersey	\$54,926	\$25,787	\$34,134	\$55,946	\$64,493	\$28,842
New Mexico	\$37,298	\$30,577	\$32,759	\$44,068	\$53,385	\$26,853
New York	\$45,426	\$31,280	\$35,610	\$42,368	\$55,768	\$29,751
North Carolina	\$36,545	\$29,685	\$31,321	\$38,952	\$43,736	\$27,492
North Dakota	\$40,331	\$32,252	\$34,367	\$42,145	\$58,569	\$26,769
Ohio	\$39,147	\$32,894	\$33,996	\$41,760	\$46,802	\$27,645
Oklahoma	\$37,279	\$25,247	\$30,525	\$41,246	\$47,998	\$25,921
Oregon	\$51,069	\$43,010	\$49,450	\$54,925	\$70,620	\$33,124
Pennsylvania	\$43,793	\$21,542	\$33,744	\$44,871	\$52,340	\$27,519
Rhode Island	\$50,675		\$46,994	\$51,463	\$51,756	\$36,091
South Carolina	\$30,746	\$30,110	\$27,067	\$31,986	\$41,937	\$23,515
South Dakota	\$40,661	\$32,019	\$32,721	\$42,930	\$59,577	\$25,845
Tennessee	\$39,290	\$22,393	\$28,428	\$40,231	\$55,951	\$24,353
Texas	\$45,705	\$28,138	\$34,362	\$48,663	\$56,334	\$23,763
Utah	\$36,474	\$36,924	\$35,226	\$38,610	\$42,030	\$28,108
Vermont	\$42,150	\$34,940	\$35,207	\$43,740	\$46,210	\$32,587
Virginia	\$44,973	\$31,975	\$35,169	\$43,792	\$60,549	\$26,762
Washington	\$46,248	\$42,994	\$47,125	\$52,039	\$48,794	\$35,213
West Virginia	\$46,583	\$26,448	\$27,800	\$41,842	\$56,957	\$26,685
Wisconsin	\$43,225	\$37,569	\$37,035	\$46,672	\$63,975	\$25,829
Wyoming	\$43,698	\$29,643	\$38,984	\$49,160	\$55,282	\$21,711
<b>50 States + DC</b>	<b>\$41,428</b>	<b>\$34,032</b>	<b>\$35,739</b>	<b>\$43,099</b>	<b>\$53,146</b>	<b>\$27,704</b>
Guam	\$50,762		\$48,172	\$51,056	\$71,448	\$29,120
Data sources	c	c	c	c	c	c

## APPENDIX B: HEAD START DATA (continued)

### DATA SOURCES

- a Data are from NIEER's Yearbook survey.
- b Federal Head Start spending data come from the Administration for Children and Families (ACF).
- c Data from Head Start Program Information Reports (PIR) for 2022-2023.

### NOTES

Three state Head Start state supplements also meet the requirements for inclusion as state-funded pre-K programs in this report: Minnesota Head Start, Oregon Pre-Kindergarten, and Pennsylvania Head Start program. The state-funded Head Start enrollment and spending numbers reflected here match those in the state pre-K section of the report for these states with the exception of Oregon's supplemental Head Start spending which is slightly higher than Oregon Pre-Kindergarten spending.

- 1 Some programs in these states meet some or all of the required non-federal share requirement for 20% of the total costs of the program to come from non-federal sources through state funds to support children. This does not represent all state funds that may be used for Head Start but those funds used to meet the federally required match. Some states were not able to separate supplemental funding for Head Start and Early Head Start, and therefore, the combine supplemental amount is reported (AK, CT, ME, MA, OK, WI). When needed, enrollment by age was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2022-2023 Head Start PIR.
- 2 The sum for federal Head Start funding only represents the portion of funding provided to states and does not include funding for programs in U.S. territories, but does include AIAN and Migrant & Seasonal programs. Total federal Head Start funding, including U.S. territories, was \$7,564,226,115.
- 3 ACF-funded and cumulative enrollment from the PIR were compared and the lower number was used to best reflect the number of children who received Head Start services. The number of 3- and 4-year-olds were estimated using the percentage of the cumulative enrollment that were 3- and 4-years-old based on the PIR data.
- 4 The Head Start Service Location dataset was used to correct for some enrollment and funding being attributed to the state in which the program was administered, rather than the state in which the children attended Head Start.
- 5 Migrant & Seasonal and American Indian/Alaska Native (AIAN) enrollment and funding are attributed to the state where the program is headquartered, although many programs serve children across state lines throughout the year.
- 6 The percent of children enrolled in center-based programs for at least 1,020 hours annually includes AIAN and Migrant & Seasonal Head Start.
- 7 National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well as AIAN and Migrant & Seasonal Head Start.



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

STATE	NUMBER OF 3- AND 4-YEAR-OLDS, BY STATE, 2022		
	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	58,047	59,843	117,890
Alaska	9,203	9,508	18,711
Arizona	80,157	82,091	162,248
Arkansas	36,347	37,173	73,520
California	430,701	441,768	872,469
Colorado	61,031	62,632	123,663
Connecticut	36,903	37,761	74,664
Delaware	10,794	11,041	21,835
District of Columbia	7,486	7,734	15,220
Florida	224,408	229,286	453,694
Georgia	127,431	130,828	258,259
Hawaii	16,255	16,511	32,766
Idaho	22,726	23,462	46,188
Illinois	139,036	143,151	282,187
Indiana	81,942	83,976	165,918
Iowa	37,402	38,603	76,005
Kansas	35,368	36,108	71,476
Kentucky	52,954	54,067	107,021
Louisiana	55,523	57,109	112,632
Maine	12,727	12,774	25,501
Maryland	70,858	72,224	143,082
Massachusetts	68,261	70,068	138,329
Michigan	109,024	111,728	220,752
Minnesota	67,078	68,517	135,595
Mississippi	35,011	35,655	70,666
Missouri	71,786	73,056	144,842
Montana	11,745	12,075	23,820
Nebraska	25,044	25,581	50,625
Nevada	35,787	36,230	72,017
New Hampshire	12,657	12,752	25,409
New Jersey	104,719	106,769	211,488
New Mexico	22,739	23,397	46,136
New York	214,218	217,399	431,617
North Carolina	118,542	120,766	239,308
North Dakota	9,932	10,160	20,092
Ohio	134,077	137,573	271,650
Oklahoma	49,315	50,498	99,813
Oregon	41,539	42,941	84,480
Pennsylvania	135,996	139,024	275,020
Rhode Island	10,736	10,918	21,654
South Carolina	57,129	58,631	115,760
South Dakota	11,793	12,008	23,801
Tennessee	81,111	82,760	163,871
Texas	383,360	392,996	776,356
Utah	46,864	47,480	94,344
Vermont	5,672	5,820	11,492
Virginia	98,575	100,817	199,392
Washington	85,464	87,669	173,133
West Virginia	17,616	18,084	35,700
Wisconsin	63,448	64,657	128,105
Wyoming	6,299	6,546	12,845
<b>50 states + DC</b>	<b>3,742,836</b>	<b>3,830,225</b>	<b>7,573,061</b>
Guam	3,070	3,071	6,141

Source: U.S. Census Bureau, Population Division, Annual State Resident Population Estimates for 6 Race Groups: April 1, 2020 to July 1, 2022. Downloaded from: <https://www.census.gov/data/tables/time-series/demo/popest/2020s-state-detail.html>

## APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT DATA

NUMBER AND PERCENTAGES OF 3- AND 4-YEAR-OLDS IN SCHOOL- OR CENTER-BASED PROGRAMS, BY STATE, 2022-2023

STATE	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number enrolled	Percent of state population	Number enrolled	Percent of state population	Number enrolled	Percent of state population
Alabama	1,181	2%	2,834	5%	4,015	3%
Alaska	369	4%	653	7%	1,022	5%
Arizona	3,172	4%	5,271	6%	8,443	5%
Arkansas	2,641	7%	6,826	18%	9,467	13%
California	15,037	3%	21,115	5%	36,152	4%
Colorado	3,386	6%	5,708	9%	9,094	7%
Connecticut	2,846	8%	3,469	9%	6,315	8%
Delaware	884	8%	1,382	13%	2,266	10%
District of Columbia	519	7%	855	11%	1,374	9%
Florida	7,885	4%	14,719	6%	22,604	5%
Georgia	3,322	3%	6,235	5%	9,557	4%
Hawaii	637	4%	1,190	7%	1,827	6%
Idaho	702	3%	1,354	6%	2,056	4%
Illinois	8,585	6%	14,954	10%	23,539	8%
Indiana	4,011	5%	7,743	9%	11,754	7%
Iowa	1,468	4%	2,880	7%	4,348	6%
Kansas	2,943	8%	5,369	15%	8,312	12%
Kentucky	3,506	7%	7,980	15%	11,486	11%
Louisiana	986	2%	5,126	9%	6,112	5%
Maine	538	4%	1,333	10%	1,871	7%
Maryland	4,195	6%	5,520	8%	9,715	7%
Massachusetts	4,269	6%	6,540	9%	10,809	8%
Michigan	3,998	4%	5,436	5%	9,434	4%
Minnesota	3,708	6%	8,393	12%	12,101	9%
Mississippi	798	2%	2,648	7%	3,446	5%
Missouri	3,438	5%	7,452	10%	10,890	8%
Montana	214	2%	464	4%	678	3%
Nebraska	1,295	5%	2,731	11%	4,026	8%
Nevada	1,598	4%	2,483	7%	4,081	6%
New Hampshire	930	7%	1,143	9%	2,073	8%
New Jersey	6,452	6%	8,236	8%	14,688	7%
New Mexico	1,275	6%	1,834	8%	3,109	7%
New York	17,155	8%	23,824	11%	40,979	9%
North Carolina	3,227	3%	7,094	6%	10,321	4%
North Dakota	515	5%	1,070	11%	1,585	8%
Ohio	6,698	5%	13,972	10%	20,670	8%
Oklahoma	1,283	3%	3,282	6%	4,565	5%
Oregon	2,119	5%	4,168	10%	6,287	7%
Pennsylvania	7,967	6%	17,703	13%	25,670	9%
Rhode Island	610	6%	1,234	11%	1,844	9%
South Carolina	2,081	4%	3,590	6%	5,671	5%
South Dakota	501	4%	1,144	10%	1,645	7%
Tennessee	2,991	4%	6,200	7%	9,191	6%
Texas	9,881	3%	20,941	5%	30,822	4%
Utah	2,486	5%	4,307	9%	6,793	7%
Vermont	380	7%	721	12%	1,101	10%
Virginia	3,715	4%	6,933	7%	10,648	5%
Washington	3,587	4%	6,078	7%	9,665	6%
West Virginia	849	5%	2,183	12%	3,032	8%
Wisconsin	2,592	4%	5,531	9%	8,123	6%
Wyoming	888	14%	1,375	21%	2,263	18%
<b>50 States + DC</b>	<b>166,313</b>	<b>4%</b>	<b>301,226</b>	<b>8%</b>	<b>467,539</b>	<b>6%</b>
Guam	28	1%	48	2%	76	1%

Source: Enrollment information provided by the U.S. Department of Education, Office of Special Education Programs, Number of Children with Disabilities (IDEA) Receiving Special Education and Related Services by Age: Fall 2022. Table generated from 2022 Part B Child Count and Educational Environments data in the EDFacts reporting system. Retrieved 3/5/24 from <https://data.ed.gov/dataset/idea-section-618-state-part-b-child-count-and-educational-environments/resources>.

Note: 4-year-old enrollment includes 5-year-olds on ECE programs not yet in kindergarten as they likely meet NIEER's definition of a "4-year-old" for this report.

**APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT DATA** (continued)

TOTAL NUMBER AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE, 2022-2023

STATE	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number enrolled	Percent of state population	Number enrolled	Percent of state population	Number enrolled	Percent of state population
Alabama	1,515	3%	3,154	5%	4,669	4%
Alaska	405	4%	698	7%	1,103	6%
Arizona	3,296	4%	5,528	7%	8,824	5%
Arkansas	2,795	8%	7,130	19%	9,925	13%
California	20,127	5%	26,890	6%	47,017	5%
Colorado	3,393	6%	5,715	9%	9,108	7%
Connecticut	3,039	8%	3,670	10%	6,709	9%
Delaware	938	9%	1,423	13%	2,361	11%
District of Columbia	520	7%	856	11%	1,376	9%
Florida	8,097	4%	15,122	7%	23,219	5%
Georgia	3,599	3%	6,562	5%	10,161	4%
Hawaii	656	4%	1,224	7%	1,880	6%
Idaho	747	3%	1,464	6%	2,211	5%
Illinois	9,416	7%	15,920	11%	25,336	9%
Indiana	4,962	6%	9,053	11%	14,015	8%
Iowa	1,711	5%	3,125	8%	4,836	6%
Kansas	3,025	9%	5,417	15%	8,442	12%
Kentucky	3,588	7%	8,086	15%	11,674	11%
Louisiana	1,271	2%	5,377	9%	6,648	6%
Maine	755	6%	1,644	13%	2,399	9%
Maryland	4,579	6%	6,194	9%	10,773	8%
Massachusetts	4,773	7%	7,411	11%	12,184	9%
Michigan	5,565	5%	6,841	6%	12,406	6%
Minnesota	4,224	6%	8,768	13%	12,992	10%
Mississippi	1,051	3%	2,922	8%	3,973	6%
Missouri	3,711	5%	8,011	11%	11,722	8%
Montana	259	2%	561	5%	820	3%
Nebraska	1,641	7%	3,027	12%	4,668	9%
Nevada	1,663	5%	2,642	7%	4,305	6%
New Hampshire	979	8%	1,234	10%	2,213	9%
New Jersey	6,460	6%	8,255	8%	14,715	7%
New Mexico	1,365	6%	1,982	8%	3,347	7%
New York	20,137	9%	25,829	12%	45,966	11%
North Carolina	4,353	4%	8,247	7%	12,600	5%
North Dakota	582	6%	1,172	12%	1,754	9%
Ohio	7,330	5%	14,674	11%	22,004	8%
Oklahoma	1,490	3%	3,540	7%	5,030	5%
Oregon	2,981	7%	4,669	11%	7,650	9%
Pennsylvania	11,466	8%	20,496	15%	31,962	12%
Rhode Island	879	8%	1,562	14%	2,441	11%
South Carolina	2,575	5%	4,048	7%	6,623	6%
South Dakota	583	5%	1,250	10%	1,833	8%
Tennessee	3,497	4%	6,796	8%	10,293	6%
Texas	11,953	3%	23,807	6%	35,760	5%
Utah	2,793	6%	4,779	10%	7,572	8%
Vermont	533	9%	832	14%	1,365	12%
Virginia	4,600	5%	7,871	8%	12,471	6%
Washington	4,068	5%	6,751	8%	10,819	6%
West Virginia	1,080	6%	2,477	14%	3,557	10%
Wisconsin	3,333	5%	5,819	9%	9,152	7%
Wyoming	897	14%	1,383	21%	2,280	18%
<b>50 States + DC</b>	<b>195,255</b>	<b>5%</b>	<b>331,908</b>	<b>9%</b>	<b>527,163</b>	<b>7%</b>
Guam	60	2%	56	2%	116	2%

Source: Enrollment information provided by the U.S. Department of Education, Office of Special Education Programs, Number of Children with Disabilities (IDEA) Receiving Special Education and Related Services by Age: Fall 2022. Table generated from 2022 Part B Child Count and Educational Environments data in the EDFacts reporting system. Retrieved 3/5/24 from <https://data.ed.gov/dataset/idea-section-618-state-part-b-child-count-and-educational-environments/resources>.

Note: 4-year-old enrollment includes 5-year-olds on ECE programs not yet in kindergarten as they likely meet NIEER's definition of a "4-year-old" for this report.