

NIEER

NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

The State of Preschool 2010

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research
Supported by The Pew Charitable Trusts

RUTGERS

Graduate School of Education

This publication is a product of the National Institute for Early Education Research (NIEER), a unit of the Graduate School of Education, Rutgers University, which supports early childhood education policy by providing objective, nonpartisan information based on research. NIEER is supported by grants from The Pew Charitable Trusts and others. Thanks to Mary Meagher, Pat Ainsworth, Phil Evans, Jeni Burke, and Chris Gilbert for their invaluable help.



THE STATE OF PRESCHOOL 2010

STATE PRESCHOOL YEARBOOK

© 2010 The National Institute for Early Education Research
By W. Steven Barnett, Ph.D.
Dale J. Epstein, Ph.D.
Megan E. Carolan
Jen Fitzgerald
Debra J. Ackerman, Ph.D.
Allison H. Friedman, Ed.M.

ISBN 0-9749910-7-4

Table of Contents

Executive Summary.....	4
Enrollment.....	7
Quality Standards.....	8
Resources.....	9
Evidence of Effectiveness.....	11
What Qualifies as a State Preschool Program?.....	19
Roadmap to the State Profile Pages.....	20
Guide to State Profiles.....	25
Glossary of Abbreviations.....	26
State Profiles.....	27
Alabama.....	28
Alaska.....	30
Arizona.....	32
Arkansas.....	34
California.....	36
Colorado.....	38
Connecticut.....	40
Delaware.....	42
Florida.....	44
Georgia.....	46
Hawaii.....	48
Idaho.....	50
Illinois.....	52
Indiana.....	54
Iowa.....	56
Kansas.....	60
Kentucky.....	64
Louisiana.....	66
Maine.....	72
Maryland.....	74
Massachusetts.....	76
Michigan.....	78
Minnesota.....	80
Mississippi.....	82
Missouri.....	84

Montana.....	86
Nebraska	88
Nevada	90
New Hampshire	92
New Jersey.....	94
New Mexico.....	100
New York	102
North Carolina	104
North Dakota	106
Ohio.....	108
Oklahoma.....	110
Oregon.....	112
Pennsylvania.....	114
Rhode Island.....	120
South Carolina	122
South Dakota	126
Tennessee.....	128
Texas	130
Utah.....	132
Vermont.....	134
Virginia.....	138
Washington	140
West Virginia	142
Wisconsin.....	144
Wyoming	148
District of Columbia	150
Methodology.....	154
Appendices Table of Contents.....	157

VISIT OUR WEBSITE FOR ACCESS TO ALL DATA WWW.NIEER.ORG

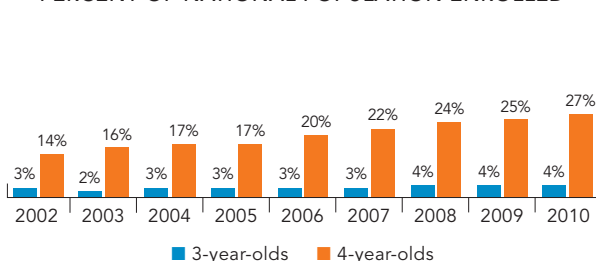
Executive Summary

STATE-FUNDED PRE-K IN DECLINE NATIONWIDE

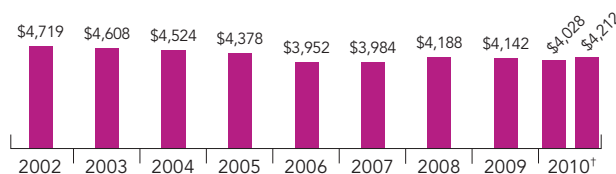
In the 2009-2010 school year the effects of the recession became fully apparent despite federal government aid to the states for education. Total enrollment barely increased over the prior year. Total spending by the states decreased, and per child spending declined in inflation-adjusted dollars. Without the aid from federal economic stimulus, funding per child would have been even lower, approaching its lowest level since 2002 when NIEER began tracking spending. The depth of the decline varies considerably by state. A few states made modest progress. Many held steady. Others faced cutbacks that were sometimes severe. Overall, state cuts to pre-K transformed the recession into a depression for many young children in the 2009-2010 school year.

All the news was not bad. Alaska and Rhode Island created new pre-K programs in the 2009-2010 school year. These are the first new states to provide pre-K in many years, though both efforts are modest pilot programs. Nationally, pre-K enrollment was 26.7 percent at age 4 as the total across all states increased by nearly 27,000 children. Yet the bad news outweighed the good. The decline in spending per child comes on top of the previous year's decline. Many states already failed to provide enough funding to ensure programs could meet minimum quality standards, so this is a serious problem. Rather than raising quality, states are struggling not to lose what they have.

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



WHAT'S NEW?

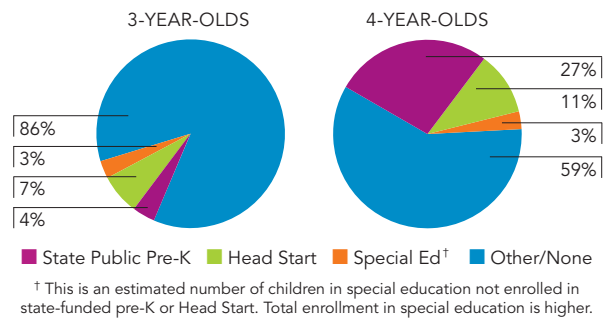
- Total state funding for pre-K decreased by nearly \$30 million and would have fallen by at least an additional \$49.3 million if not for funding from the American Recovery and Reinvestment Act (ARRA). This is the first time since NIEER began tracking spending that total spending decreased from the previous year.
- State pre-K spending per child decreased by \$114 to \$4,028 adjusted for inflation even with ARRA funds. This year we add a second estimate of per-child spending, \$4,212, which reflects a redefinition of California's preschool program.[†]
- After adjusting for inflation, state funding per child declined in 19 of 40 states with programs. While three states increased their per-child spending by more than 10 percent, nine states cut per-child spending by more than 10 percent.
- Only 17 states could be verified as providing enough funding to meet all 10 benchmarks for quality standards.
- Enrollment increased by 26,996 children. Nearly 1.3 million children attended state-funded preschool education, more than 1 million at age 4 alone.
- Fourteen states increased the percent of 3- and 4-year-olds enrolled in state pre-K programs by at least one percentage point, while six states decreased by at least one percentage point in the 2009-2010 school year.
- Two states had programs for the first time this year—Alaska and Rhode Island.
- Combining general and special education enrollments, 31 percent of 4-year-olds and 8 percent of 3-year-olds are served across the states.
- Four states improved on NIEER's Quality Standards Checklist, while two states lost ground on standards.
- Twenty-three of 40 states failed to fully meet NIEER benchmarks for teacher qualifications and 26 failed to meet the benchmark for assistant teacher qualifications.

[†] In prior years, California funded child care programs with the same standards as state preschool, but because eligibility was based on parental work status and income NIEER did not count them as preschool. In 2009, California merged these child care programs into state preschool. With this policy change, preschool data from California are no longer consistent with those from previous years. Therefore, we report two figures for spending in the 2009-2010 school year. The first (\$4,028) nets out the effect of the California policy change on the national average to produce a figure consistent with prior years. The second (\$4,212) calculates a new national average that includes California's consolidated preschool. Note that because California did not increase enrollment or funding, this higher figure is purely the result of program redefinition.

NATIONAL ACCESS

Total state program enrollment, all ages	1,292,310
States that fund preschool	40 states
Income requirement	32 state programs have an income requirement
Hours of operation	11 full-day, 12 half-day, 29 determined locally
Operating schedule	42 academic year, 10 determined locally
Special education enrollment, ages 3 & 4.....	425,388
Federal Head Start enrollment, ages 3 & 4.....	755,078 ¹
Total federal Head Start and	953,095 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4	16,913 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 52 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards.....	Comprehensive	49
Teacher degree	BA	27
Teacher specialized training.....	Specializing in pre-K	45
Assistant teacher degree.....	CDA or equivalent.....	16
Teacher in-service	At least 15 hours/year	44
Maximum class size	20 or lower.....	46
3-year-olds		
4-year-olds		
Staff-child ratio.....	1:10 or better.....	45
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	36
and support services	at least 1 support service	
Meals.....	At least 1/day	24
Monitoring.....	Site visits	40

NATIONAL RESOURCES

Total state preschool spending	\$5,442,597,771 ³
Local match required?	11 state programs require a local match
State Head Start spending	\$147,553,267 ⁴
State spending per child enrolled	\$4,212 ³
All reported spending per child enrolled*.....	\$4,831

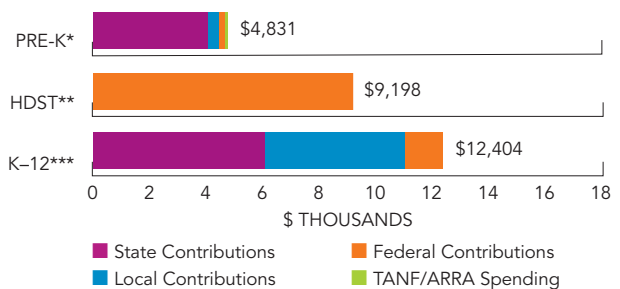
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

² This figure includes 15,249 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

³ This figure includes federal TANF and ARRA funds directed toward preschool at states' discretion.

⁴ Funding for Maine's program is not included in this figure as the state was unable to provide this information.

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	33	None Served	15	21	10
Alaska	38	None Served	3	6	10
Arizona	34	None Served	40	40	3
Arkansas	9	7	11	8	9
California	23	6	12	18	4
Colorado	22	10	36	28	6
Connecticut	29	9	2	2	6
Delaware	32	None Served	7	13	8
Florida	2	None Served	34	37	3
Georgia	4	None Served	20	23	9
Illinois	14	1	28	33	9
Iowa	10	18	31	29	7.7
Kansas	19	None Served	35	38	7.2
Kentucky	15	5	30	14	9
Louisiana	13	None Served	14	20	8.9
Maine	18	None Served	37	27	6
Maryland	12	None Served	21	3	9
Massachusetts	28	14	24	26	6
Michigan	25	None Served	18	22	7
Minnesota	39	22	5	11	9
Missouri	35	17	32	35	9
Nebraska	16	4	39	39	6
Nevada	37	21	33	36	7
New Jersey	17	2	1	1	8.8
New Mexico	26	None Served	27	32	8
New York	8	24	26	31	6
North Carolina	20	None Served	13	10	10
Ohio	36	19	23	25	2
Oklahoma	1	None Served	16	9	9
Oregon	30	12	4	7	8
Pennsylvania	24	13	8	16	5.3
Rhode Island	40	None Served	9	5	10
South Carolina	11	15	38	34	6.2
Tennessee	21	23	17	17	9
Texas	7	11	25	30	4
Vermont	5	3	22	24	4
Virginia	27	None Served	19	15	7
Washington	31	16	6	12	9
West Virginia	3	8	10	4	8
Wisconsin	6	20	29	19	5.1
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	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
North Dakota	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

Executive Summary (continued)

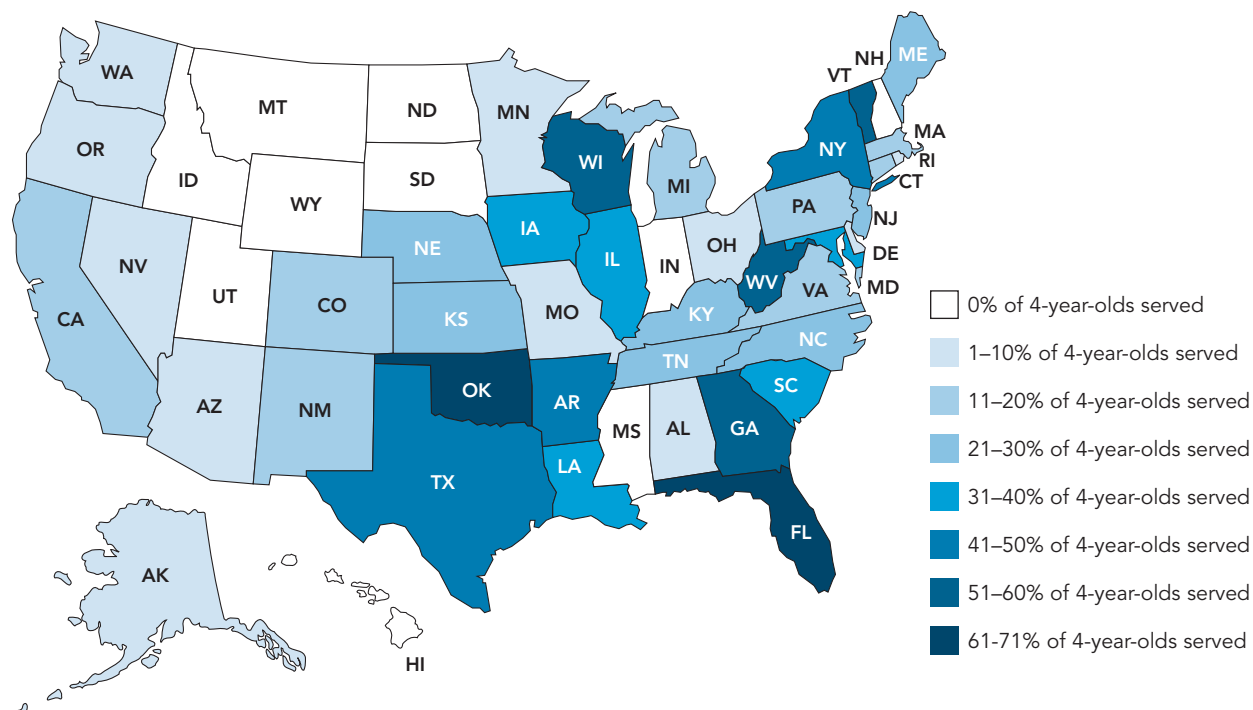
With the addition of Alaska and Rhode Island, 40 states provided pre-K through 52 programs in the 2009-2010 school year. Complete state rankings for enrollment and resources together with the number of benchmarks met for 10 quality standards are presented by state in Table 1. Results for each of these dimensions (enrollment, quality standards, and resources) are summarized in more detail in the text and tables below.

ENROLLMENT

Pre-K enrollment by state is reported in Tables 2 and 3. State-funded pre-K served 1,292,310 children in the 2009-2010 school year, the vast majority of them 3- and 4-year-olds and more than 1 million at age 4 alone. With a few exceptions, state-funded pre-K is essentially a program for 4-year-olds. Across the nation, states enrolled 27 percent of their children at age 4 and only 4 percent at age 3. During the 2009-2010 school year, 4-year-old enrollment increased by only 3.8 percent while access for 3-year-olds actually decreased by 3.2 percent. Enrollment at other ages, including "age unknown," declined sharply. The picture looks somewhat better including special education enrollment, as shown in Table 4, which presents unduplicated numbers and percentages of children enrolled in state pre-K, special education, and Head Start (some children may be served under multiple auspices). Including both state pre-K and special education programs, this brings state enrollment up to 31 percent at age 4 and 8 percent at age 3. Adding in the federal government's Head Start program provides an even broader perspective on preschool enrollment, which is 40 percent at age 4 and 14 percent at age 3.

As can be seen from the tables, the percentage of the population served at 3 and 4 is far from uniform across even those states with pre-K programs. Figure 1 depicts enrollment at age 4. Oklahoma retains its place as first in the nation for enrollment at age 4, while placing in the top 10 for total funding per child and quality standards. More than 75 percent of 4-year-olds in Oklahoma, Florida, and West Virginia are enrolled in public programs (including Head Start). Georgia slipped a notch from third to fourth for enrollment, as it was passed by West Virginia. Ten states still do not fund public pre-K. Noteworthy for changes in enrollment at age 4 from last year is Ohio, which dropped from 30th to 36th in enrollment (and from 10th to 25th for total funding per child). Relatively few states make significant efforts to serve children at age 3—leaders include Illinois, New Jersey, Vermont, Nebraska, Kentucky, and California.

FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K





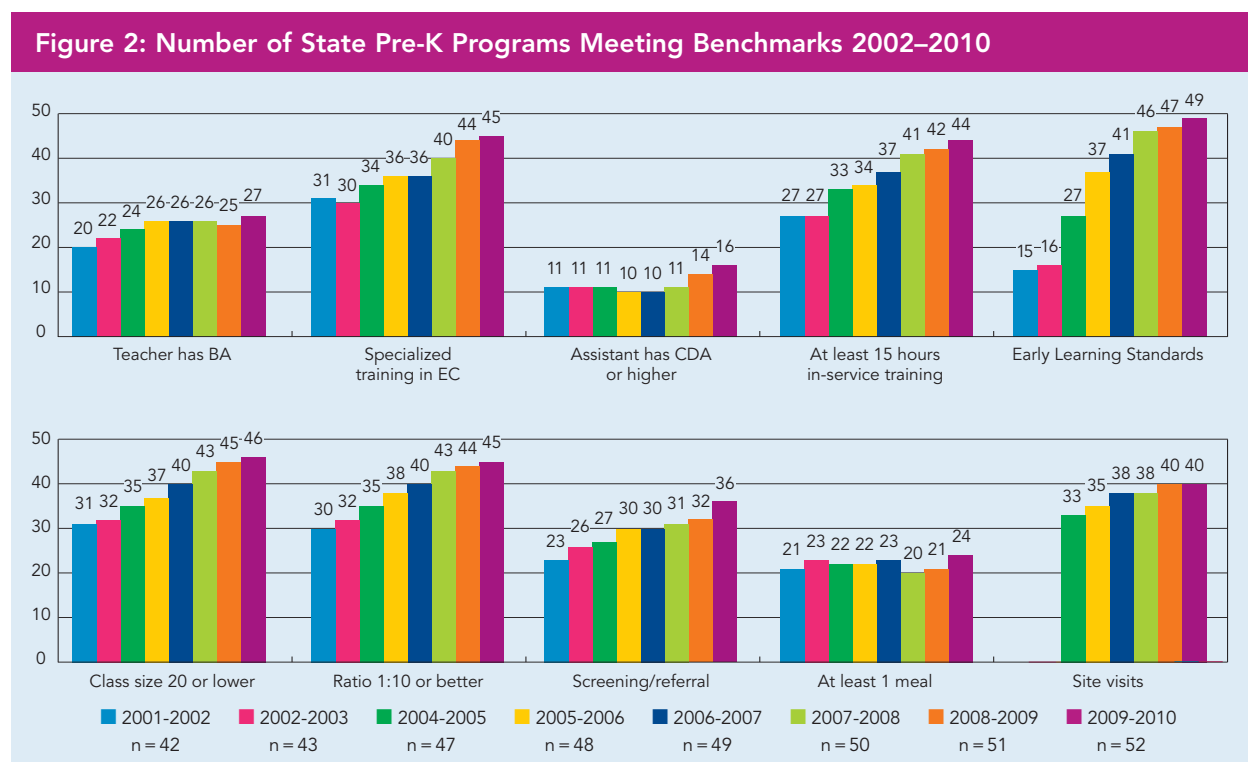
One noteworthy change from last year affecting the enrollment figures is that California consolidated several child care and preschool programs into a single large preschool education program. In prior years the child care programs operated with the same standards as pre-K, but child care eligibility redetermination could have prevented children from completing a full school year. Thus, NIEER did not report this child care spending and enrollment as pre-K. The consolidation includes a rule change so that all children can now remain in the program for a full school year. As a result, all of the consolidated spending and enrollment is now reported in the Yearbook. The increase in children and funding for California over last year thus reflects a positive policy change, but not a net increase in enrollment or spending across all early childhood programs. To accurately reflect this, the 2010 *Yearbook* reports changes in enrollment and spending taking into account California spending and enrollment in the 2008-2009 school year for all programs now included as preschool.

QUALITY STANDARDS

By the 2009-2010 school year, it is clear that the recession has adversely affected another trend. Over the past decade, states raised quality standards. On this front, little progress was made last year despite the vast disparities remaining across the states and the substantial number with quite limited standards for the educational quality of preschool programs. Although all state programs share the goals of improving children's learning and development, they vary considerably in the quality standards that all providers of state pre-K must meet. Although quality standards are not rigidly linked to program effectiveness, they facilitate the provision of a quality education. States should set minimum standards for preschool programs that are consistent with the features of programs that have been found to be highly effective. While standards alone do not guarantee quality, preschool programs without high standards are unlikely to uniformly provide all children with a good education. The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks for program features likely to affect the program's capacity to support children's optimal learning and development. A list of the benchmarks and a summary of the supporting research can be found beginning on page 22.

Figure 2 reports the number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year to the 2009-2010 school year. The two states providing pre-K for the first time this year met all 10 quality standards benchmarks. However, without the impact of these two new programs, there was no change in the number of states meeting four of the benchmarks including those for teacher qualifications and training. Two other benchmarks saw a decline because of the elimination of one of Ohio's state-funded pre-K programs. A deterioration in support for site visits resulted in fewer states meeting this benchmark. Both of these reflect the effects of cuts, one to programs and the other to infrastructure. Finally, two states improved on policies for screening and referrals, one on the provision of meals, and another on site visits.

Twenty-five states met seven or more benchmarks in the 2009-2010 program year and most states met at least five benchmarks (see Tables 1 and 5). Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD) met all 10 benchmarks. Twelve other states had at least one program that met nine out of 10 benchmarks—Arkansas, Georgia, Illinois, Kentucky, Louisiana LA4, Maryland, Minnesota, Missouri, New Jersey Abbott, Oklahoma, Tennessee, and Washington. At the other end of the spectrum eight programs met fewer than half of the 10 benchmarks: California, Texas, and Vermont (both EEI and Act 62) met four; Arizona, Florida, and Pennsylvania K4 & SBPK met three; and Ohio ECE met only two benchmarks. As this last group includes some of the nation’s largest states serving many children, the disparity among states is a serious concern. In addition, Texas and Pennsylvania’s K4 programs are the only programs to set no limits on maximum class sizes and staff-child ratios.



RESOURCES

In the 2009-2010 school year, states spent more than \$5.4 billion on pre-K. State spending ranged from less than \$1 million in Arizona and Rhode Island to more than \$790 million in both California and Texas. Ten states spent nothing on state pre-K. State spending per child averaged \$4,028 when calculated to be consistent with prior year figures and \$4,212 when calculated to fully include the newly consolidated California child care and preschool programs. The latter figure establishes a new baseline going forward as it now includes California’s full-day child care spending and enrollment that NIEER excluded from “preschool” in prior years. State spending varied from more than \$8,000 per child in Alaska, Connecticut, New Jersey, and Oregon, to less than \$2,000 per child in Arizona, Maine, Nebraska, and South Carolina. Further details on funding for state pre-K are reported in Tables 6 and 7.

State-funded pre-K is not funded only by state government, with many states requiring or depending upon funds from local school districts, including locally directed federal funds to fully pay for pre-K. Thus, for some states funding from all sources is a better indicator of the resources actually available to support pre-K in the states. Unfortunately, not all states can report this figure accurately. As seen in Table 7 these additional funds can make a substantial difference. Total funding from all sources was at least \$6.2 billion dollars, and funding per child from all sources was \$4,831 (a \$58 decrease from last year, adjusting for inflation).

The 2009-2010 school year was the first tracked by NIEER in which total state funding for pre-K fell from the prior year. State spending per child decreased by \$114. The decrease in inflation-adjusted spending per child was on top of another modest decrease the year before. The funding situation for pre-K may get worse even as the economy slowly recovers. Federal funds to help states weather the recession are now gone. In the 2009-2010 school year, three states (California, Florida, and Massachusetts) reported using \$49,362,224 from the American Recovery and Reinvestment Act (ARRA) for pre-K. Other states may well have maintained their funding for pre-K because of ARRA funds even if they could not report specific amounts supporting pre-K. Also, state revenues recover more slowly than does the general economy. As states make their FY 2012 budget decisions, states should carefully consider their priorities and what further cuts will do to enrollment and program quality.

The decline in pre-K funding is particularly concerning because our estimates suggest that many states do not spend enough to deliver a program that could meet all 10 NIEER benchmarks. These include some of the largest states with the largest programs. Funding levels in some of the states have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. State per-child spending is almost \$700 below its 2001-2002 level. Moreover, the impacts of the recession have exacerbated disparities among the states. Some states have maintained or even increased spending per child enrolled despite the difficult times. Others have made deep cuts.



EVIDENCE OF EFFECTIVENESS GROWS

The value of state pre-K depends on its educational effectiveness. A growing number of rigorous studies—including one randomized trial—find substantial positive short- and long-term effects of state pre-K on children’s learning, development, and school success. Results from nine such studies in 10 states are summarized below. This evidence adds to the much larger body of evidence on the effects of early childhood education generally.¹ As state pre-K programs vary widely in their key features and funding, all states should rigorously evaluate the effectiveness of their pre-K programs on a regular basis.

STATE	EVALUATION
Five-States ²	NIEER used a regression discontinuity design to evaluate the effects of state-funded pre-K programs in five states (MI, OK, NJ, SC, & WV). Programs had positive effects on learning for language, literacy and math. Results varied across states, but all states’ programs had at least some significant impacts.
California ³	A study of California’s state preschool program by researchers at NIEER and UCLA found that state-funded pre-K in public schools produced large gains in language, literacy, and mathematics at kindergarten entry.
Louisiana ⁴	An evaluation of the LA4 program using a multi-year design with four cohorts found strong gains in learning for language, literacy, and mathematics. Gains continued through at least kindergarten. The study also found substantial decreases in grade repetition and special education.
Michigan ⁵	The HighScope Educational Research Foundation longitudinal study of Michigan’s School Readiness Program found that it increased pass rates on that state’s literacy and mathematics tests, and decreased grade repetition at fourth and eighth grade follow-up.
New Jersey ⁶	Multiple studies found positive effects on language, literacy, and mathematics learning. A longitudinal follow-up study found that learning gains from the Abbott Pre-K program were sustained through second grade (the most recent follow-up), and grade repetition was reduced. The effects of two years were twice as large as the effects of one year for most outcome measures.
New Mexico ⁷	Statewide evaluations found positive effects on language, literacy, and mathematics at kindergarten entry across multiple years of the program.
North Carolina ⁸	An evaluation of the More at Four (MAF) pre-K program by researchers at the University of North Carolina found that MAF increased reading and mathematics achievement in third grade for children from low-income families, the primary group eligible for the program.
Oklahoma ⁹	Georgetown University studies of the pre-K program in Tulsa found positive effects on literacy and mathematics learning and on socio-emotional development for all children. Effects were somewhat larger for the most disadvantaged children, but were substantial for children from every background including children who are not economically disadvantaged.
Tennessee ¹⁰	Two studies (one a randomized trial, the other a regression discontinuity study) conducted by Vanderbilt University researchers found substantial positive effects of Tennessee’s preschool program on language, literacy, and mathematics tests after one year of pre-K.

¹ Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. *Teachers College Record*, 112(3), 579-620.

² Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management*, 27(1), 122-154. Available at: <http://www.sesep.northwestern.edu/docs/publications/16129652354859671644dba.pdf>

³ Barnett, W. S., Howes, C., & Jung, K. (2008). *California’s state preschool program: Quality and effects on children’s cognitive abilities at kindergarten entry*. New Brunswick, NJ: National Institute for Early Education Research.

⁴ Ramey, C. T., Landesman Ramsey, S., & Stokes, B. R. (2009). Research evidence about program dosage and student achievement: Effective public prekindergarten programs in Maryland and Louisiana. In R. C. Pianta & C. Howes (Eds.), *The Promise of Pre-K* (pp. 79-105). Baltimore, MD: Paul H. Brookes Publishing Co.

⁵ Malofeeva, E., Daniel-Echol, M., & Xiang, Zongping (2007). *Findings from the Michigan School Readiness Program 6 to 8 Follow-up Study*. Ypsilanti, MI: HighScope Educational Research Foundation.

⁶ Frede, E., Jung, K., Barnett, W. S., & Figueras, A. (2009). *The APPLES Blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES), Preliminary Results through 2nd Grade*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University. Available at: http://nieer.org/pdf/apples_second_grade_results.pdf

⁷ Hustedt, J. T., Barnett, W. S., Jung, K., & Goetze, L.D. (2009). *The New Mexico PreK Evaluation: results from the initial four years of a new state preschool initiative. Final Report*. New Brunswick, NJ: National Institute for Early Education Research. Available at: <http://nieer.org/pdf/new-mexico-initial-4-years.pdf>

⁸ Peisner-Feinberg, E.S., & Schaaf, J.M. (2010). *Long-term effects of the North Carolina More at Four Pre-Kindergarten Program: Children’s reading and math skills at third grade*. Chapel Hill: Frank Porter Graham Child Development Institute, University of North Carolina.

⁹ Gormley, W. T., Jr., Phillips, D., & Gayer, T. (2008). Preschool programs can boost school readiness. *Science*, 320, 1723-1724. Available at: <http://nieer.org/resources/research/Gormley062708.pdf>. Gormley, W.T., Phillips, D.A., Newmark, K., Perper, K., & Adelstein, S. (2009). Social-emotional effects of early childhood education programs in Tulsa. Working Paper 15. CROCUS, Georgetown University.

¹⁰ Lipsey, M., Farran, D., Hofer, K., Bilbrey, C., & Dong, N. (2011). *The effects of the Tennessee Voluntary Pre-Kindergarten Program: Initial results*. Peabody Research Institute, Vanderbilt University.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2009-2010)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2009-2010)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	70.7%	0.0%	35.1%	37,356	0	37,356
2	Florida	68.1%	0.0%	33.7%	155,877	0	155,877
3	West Virginia	55.3%	8.6%	31.7%	11,522	1,823	13,345
4	Georgia	54.6%	0.0%	27.2%	81,177	0	81,177
5	Vermont*	52.1%	17.4%	35.1%	3,374	1,082	4,456
6	Wisconsin*	51.5%	1.1%	26.1%	36,724	780	37,504
7	Texas	46.8%	5.2%	25.9%	192,594	21,578	214,172
8	New York	45.3%	0.1%	22.6%	107,712	215	107,927
9	Arkansas	41.1%	8.6%	24.8%	16,583	3,481	20,064
10	Iowa	38.1%	1.4%	19.4%	15,032	583	15,615
11	South Carolina	37.9%	2.8%	20.1%	22,818	1,745	24,563
12	Maryland	35.2%	0.0%	17.5%	26,147	0	26,147
13	Louisiana	32.3%	0.0%	17.0%	20,348	0	20,348
14	Illinois	30.7%	18.8%	24.8%	54,149	33,302	87,451
15	Kentucky	29.4%	9.7%	19.5%	16,742	5,557	22,299
16	Nebraska	27.4%	10.6%	19.0%	7,147	2,803	9,950
17	New Jersey	27.0%	18.1%	22.6%	29,960	19,875	49,835
18	Maine	25.3%	0.0%	12.6%	3,605	0	3,605
19	Kansas	23.9%	0.0%	11.8%	9,463	0	9,463
20	North Carolina	23.9%	0.0%	11.9%	31,197	0	31,197
21	Tennessee	21.4%	0.8%	10.9%	17,603	649	18,252
22	Colorado	20.4%	6.1%	13.2%	14,749	4,448	19,197
23	California†	17.1%	9.6%	13.4%	92,255	52,172	144,427
24	Pennsylvania*	16.9%	4.6%	10.7%	24,980	6,816	31,796
25	Michigan	16.1%	0.0%	8.0%	19,781	0	19,781
26	New Mexico	16.1%	0.0%	8.1%	4,848	0	4,848
27	Virginia	14.3%	0.0%	7.1%	14,944	0	14,944
28	Massachusetts*	14.0%	3.6%	8.8%	10,657	2,811	13,468
29	Connecticut	12.8%	7.2%	10.0%	5,440	3,068	8,508
30	Oregon	8.3%	5.0%	6.6%	4,009	2,451	6,460
31	Washington	7.4%	1.8%	4.5%	6,411	1,615	8,026
32	Delaware	7.1%	0.0%	3.6%	843	0	843
33	Alabama	6.2%	0.0%	3.1%	3,870	0	3,870
34	Arizona	4.2%	0.0%	2.1%	4,319	0	4,319
35	Missouri	3.9%	1.6%	2.7%	3,035	1,296	4,331
36	Ohio	2.4%	1.1%	1.8%	3,535	1,666	5,201
37	Nevada	2.1%	1.0%	1.5%	820	390	1,210
38	Alaska	1.9%	0.0%	1.0%	200	0	200
39	Minnesota*	1.4%	0.9%	1.2%	1,053	679	1,732
40	Rhode Island	1.1%	0.0%	0.5%	126	0	126
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
50 States		26.7%	4.1%	15.3%	1,113,005	170,885	1,283,890¹

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

¹ Nationwide, an additional 8,420 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,292,310.

* 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 this table are estimates.

† In California, the number and percent of 3- and 4-year-olds served reflects a change from prior years in the number of programs included in the California State Preschool Program.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2009-2010				ENROLLMENT CHANGES FROM 2008-2009 TO 2009-2010			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	NA	3,114	411.9%	0	NA	486	14.4%
Alaska	0	NA	200	NA	0	NA	200	NA
Arizona	0	NA	42	1.0%	0	NA	-1,128	-20.7%
Arkansas	2,539	269.5%	14,359	645.6%	1,136	48.4%	-435	-2.6%
California †	NA	NA	NA	NA	NA	NA	NA	NA
Colorado	3,718	509.3%	6,429	77.3%	237	5.6%	735	5.2%
Connecticut	1,533	99.8%	1,023	23.2%	-403	-11.6%	759	16.2%
Delaware	0	NA	0	0.0%	0	NA	0	0.0%
Florida	0	NA	155,877	NA	0	NA	8,115	5.5%
Georgia	0	NA	17,564	27.6%	0	NA	2,867	3.7%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,204	136.2%	15,247	39.2%	-3,913	-10.5%	2,989	5.8%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	72	14.1%	13,476	866.1%	88	17.8%	3,933	35.4%
Kansas	0	NA	7,233	324.3%	0	NA	1,216	14.7%
Kentucky	685	14.1%	3,925	30.6%	-86	-1.5%	900	5.7%
Louisiana	0	NA	12,829	170.6%	0	NA	628	3.2%
Maine	0	NA	2,165	150.3%	0	NA	874	32.0%
Maryland	-1,408	-100.0%	7,773	42.3%	-903	-100.0%	229	0.9%
Massachusetts*	-6,621	-70.2%	1,225	13.0%	662	30.8%	2,009	23.2%
Michigan	0	NA	-6,696	-25.3%	0	NA	-4,310	-17.9%
Minnesota*	-136	-16.7%	-217	-17.1%	-96	-12.4%	-94	-8.2%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,250	-49.1%	-651	-17.7%	-202	-13.5%	-35	-1.1%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	2,679	2,163.7%	6,791	1,906.6%	2,047	270.8%	5,267	280.2%
Nevada	279	251.4%	499	155.5%	156	66.7%	-58	-6.6%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,090	55.5%	6,079	25.5%	914	4.8%	-170	-0.6%
New Mexico	-470	-100.0%	4,478	1,210.3%	0	NA	103	2.2%
New York	-5,620	-96.3%	44,213	69.6%	-40	-15.7%	5,685	5.6%
North Carolina	0	NA	29,957	2,415.9%	0	NA	-288	-0.9%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,048	-82.8%	-10,350	-74.5%	-6,080	-78.5%	-8,388	-70.4%
Oklahoma	0	NA	11,477	44.3%	0	NA	1,314	3.6%
Oregon	1,342	121.0%	1,420	54.8%	175	7.7%	117	3.0%
Pennsylvania*	6,816	NA	22,430	879.6%	-157	-2.3%	880	3.7%
Rhode Island	0	NA	126	NA	0	NA	126	NA
South Carolina	1,395	398.6%	7,168	45.8%	-711	-28.9%	408	1.8%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-193	-22.9%	15,845	901.3%	-17	-2.6%	35	0.2%
Texas	1,837	9.3%	65,011	51.0%	2,611	13.8%	11,586	6.4%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	713	193.2%	2,754	444.2%	-38	-3.4%	-157	-4.4%
Virginia	0	NA	9,066	154.2%	0	NA	359	2.5%
Washington	466	40.6%	1,626	34.0%	-411	-20.3%	317	5.2%
West Virginia	55	3.1%	6,437	126.6%	60	3.4%	678	6.3%
Wisconsin*	92	13.4%	23,220	171.9%	105	15.6%	2,071	6.0%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 States †	44,641	43.4%	524,455	93.3%	-4,866	-3.2%	39,823	3.8%

* 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 this table are estimates.

† In prior years, California funded their child care programs with the same standards as state preschool, but because eligibility was based on parental work status and income NIEER did not count them as preschool. In 2009 California merged these child care programs into state preschool. With this policy change, preschool data from California are no longer consistent with those from previous years. As California did not increase enrollment or funding, this program redefinition has no effect on figures in Table 3.

TABLE 4: 2009-2010 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

STATE	Pre-K + Pre-K Special Education				Pre-K + Pre-K Special Education + Head Start ^{††}			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,412	2.3%	6,006	9.7%	6,734	10.8%	14,696	23.7%
Alaska*	420	4.0%	856	8.3%	1,299	12.4%	2,037	19.9%
Arizona	3,520	3.4%	9,658	9.4%	8,456	8.2%	20,795	20.2%
Arkansas	6,184	15.3%	20,054	49.7%	9,847	24.5%	24,199	60.0%
California*§	68,261	12.6%	115,708	21.5%	97,168	17.9%	168,949	31.4%
Colorado	7,266	10.0%	18,803	26.0%	10,359	14.3%	23,124	32.0%
Connecticut	5,232	12.3%	8,067	18.9%	7,854	18.4%	11,183	26.2%
Delaware†	620	5.2%	1,628	13.8%	1,299	10.9%	2,181	18.4%
Florida	7,511	3.2%	160,002	69.9%	19,575	8.5%	178,285	77.8%
Georgia	3,450	2.3%	83,991	56.5%	14,359	9.6%	93,212	62.7%
Hawaii	658	3.8%	850	5.1%	1,465	8.4%	2,424	14.5%
Idaho	918	3.7%	1,360	5.6%	1,656	6.7%	3,562	14.7%
Illinois	36,327	20.5%	60,653	34.4%	50,112	28.5%	77,920	44.5%
Indiana	4,677	5.2%	6,089	7.0%	8,671	9.7%	12,942	14.8%
Iowa	2,082	5.1%	16,932	42.9%	4,480	10.9%	20,145	51.1%
Kansas	2,493	6.2%	13,094	33.1%	4,840	12.0%	16,087	40.7%
Kentucky	5,557	9.7%	17,275	30.4%	11,541	20.1%	25,691	45.5%
Louisiana*	2,054	3.6%	22,224	35.2%	12,372	21.9%	30,135	47.8%
Maine*	969	6.8%	4,640	42.4%	1,843	12.4%	6,051	42.4%
Maryland	3,322	4.4%	30,352	40.8%	7,725	10.5%	34,361	46.2%
Massachusetts	6,359	8.2%	14,710	19.3%	10,506	13.6%	19,743	25.9%
Michigan	5,881	4.8%	26,436	21.5%	16,027	13.0%	44,085	35.4%
Minnesota†	3,973	5.5%	5,999	8.5%	7,342	10.2%	11,061	15.4%
Mississippi	1,767	4.1%	2,969	6.9%	11,619	26.9%	15,776	36.8%
Missouri	4,235	5.3%	8,380	10.7%	9,741	12.5%	15,851	20.2%
Montana	320	2.6%	599	5.0%	1,817	14.9%	2,624	22.1%
Nebraska	3,396	12.9%	7,726	29.6%	4,799	18.2%	9,960	38.2%
Nevada	1,910	4.7%	3,224	8.1%	3,030	7.4%	4,536	11.4%
New Hampshire	865	5.5%	1,120	7.1%	1,368	8.8%	1,812	11.4%
New Jersey	24,140	22.0%	35,916	32.3%	29,892	27.5%	43,108	38.8%
New Mexico	1,657	5.5%	7,240	24.0%	4,521	15.1%	11,282	37.4%
New York*	20,219	8.4%	121,266	51.0%	35,460	14.8%	141,413	59.4%
North Carolina	4,119	3.1%	35,633	27.3%	9,657	7.3%	45,367	34.8%
North Dakota	414	4.8%	573	7.1%	1,379	16.1%	1,899	23.7%
Ohio	7,019	4.8%	11,463	7.9%	20,293	13.7%	28,813	19.4%
Oklahoma	1,436	2.7%	37,356	70.7%	7,780	14.4%	45,325	85.8%
Oregon	4,478	9.1%	6,700	13.8%	6,741	13.7%	10,307	21.3%
Pennsylvania*†	14,338	9.6%	33,985	23.0%	23,403	15.6%	47,284	32.0%
Rhode Island	685	5.7%	1,119	9.6%	1,190	9.9%	2,201	18.9%
South Carolina*	3,504	5.6%	23,985	39.8%	8,958	14.5%	29,232	48.6%
South Dakota	612	5.3%	921	8.0%	1,895	16.5%	2,815	24.5%
Tennessee	2,843	3.4%	20,264	24.6%	7,183	8.5%	29,052	35.3%
Texas	30,219	7.3%	199,108	48.4%	58,225	14.0%	233,343	56.7%
Utah	2,123	3.9%	3,180	6.1%	3,370	6.5%	6,650	12.8%
Vermont	1,525	24.5%	3,957	61.1%	1,862	29.4%	4,457	68.8%
Virginia*	3,751	3.5%	19,345	18.5%	7,885	7.5%	25,859	24.4%
Washington	4,563	5.1%	11,121	12.8%	8,231	9.5%	17,665	20.3%
West Virginia	1,823	8.6%	11,889	57.1%	3,953	18.6%	16,412	78.4%
Wisconsin†	4,201	5.8%	39,030	54.8%	9,667	13.4%	44,527	62.5%
Wyoming	845	10.7%	1,269	16.7%	1,324	16.4%	1,976	26.0%
50 States	326,153	7.7%	1,294,725	31.0%	600,774	14.2%	1,682,414	40.3%

* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

†† This figure includes federally funded and state-funded Head Start enrollment.

§ In California, the number and percent of 3- and 4-year-olds served reflects a change from prior years in the number of programs included in the California State Preschool Program.

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

TABLE 5: 2009-2010 STATE PRE-K QUALITY STANDARDS

STATE	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2009-2010
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓				✓	3
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓		✓	✓	✓	✓		✓	8
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓		✓	8
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (8g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana (LA4)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (NSECD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York			✓		✓	✓	✓	✓		✓	6
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio (ECE)			✓					✓			2
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓		✓		✓	✓	✓			✓	6
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4 & SBPK)	✓	✓			✓						3
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina (4K)	✓	✓	✓		✓	✓	✓				6
South Carolina (CDEPP)	✓		✓		✓	✓	✓		✓	✓	7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓				✓	✓	✓				4
Vermont (EEI)	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓		✓	7
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	49	27	45	16	44	46	45	36	24	40	

Note: Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming are not included in this table because they do not fund state prekindergarten initiatives. Check marks in pink show new policy changes effective with the 2009-2010 school year.

For more details about quality standards and benchmarks, see the Roadmap to the State Profile Pages sections.

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resources rank based on state spending	State \$ per child enrolled in pre-K	Change in state per-child spending from 2008-2009 to 2009-2010 Adjusted dollars	Total state preschool spending in 2009-2010	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,578	\$362	\$576,996,173	1	\$11,578
Connecticut	2	\$9,297	\$1,145	\$83,301,663	2	\$10,441
Alaska	3	\$8,500	NA	\$1,700,000	6	\$8,500
Oregon	4	\$8,435	\$407	\$54,897,578	7	\$8,435
Minnesota	5	\$7,301	\$157	\$13,682,074	11	\$7,301
Washington	6	\$6,817	-\$79	\$54,716,348	12	\$6,817
Delaware	7	\$6,795	-\$7	\$5,727,800	13	\$6,795
Pennsylvania	8	\$5,924	\$207	\$189,808,021	16	\$5,924
Rhode Island	9	\$5,556	NA	\$700,000	5	\$9,127
West Virginia	10	\$5,521	\$251	\$76,617,241	4	\$9,413
Arkansas	11	\$5,414	-\$13	\$111,000,000	8	\$8,388
California*	12	\$5,410	\$1,725	\$796,320,978	18	\$5,571
North Carolina	13	\$5,239	-\$180	\$163,451,644	10	\$7,824
Louisiana	14	\$4,706	-\$600	\$95,757,442	20	\$4,804
Alabama	15	\$4,544	-\$595	\$17,585,880	21	\$4,544
Oklahoma	16	\$4,477	\$389	\$167,245,396	9	\$7,855
Tennessee	17	\$4,445	-\$79	\$81,657,785	17	\$5,688
Michigan	18	\$4,405	\$115	\$87,128,000	22	\$4,405
Virginia	19	\$4,221	\$194	\$63,078,873	15	\$6,288
Georgia	20	\$4,206	-\$31	\$341,470,922	23	\$4,212
Maryland	21	\$4,116	\$347	\$107,619,200	3	\$9,645
Vermont	22	\$3,980	\$509	\$17,790,714	24	\$3,980
Ohio	23	\$3,902	-\$3,009	\$22,243,792	25	\$3,902
Massachusetts*	24	\$3,895	-\$2,105	\$52,462,817	26	\$3,895
Texas	25	\$3,686	-\$108	\$791,378,304	30	\$3,686
New York	26	\$3,503	-\$168	\$378,107,213	31	\$3,503
New Mexico	27	\$3,412	\$54	\$16,542,407	32	\$3,412
Illinois	28	\$3,371	-\$70	\$295,267,954	33	\$3,371
Wisconsin	29	\$3,282	\$109	\$128,960,062	19	\$5,038
Kentucky	30	\$3,103	-\$398	\$69,187,530	14	\$6,290
Iowa	31	\$3,092	\$24	\$48,634,416	29	\$3,749
Missouri	32	\$3,051	\$168	\$13,215,441	35	\$3,051
Nevada	33	\$2,710	-\$266	\$3,338,875	36	\$2,710
Florida*	34	\$2,514	\$63	\$391,819,943	37	\$2,514
Kansas	35	\$2,490	-\$538	\$23,564,928	38	\$2,490
Colorado	36	\$2,321	\$82	\$45,246,206	28	\$3,757
Maine	37	\$1,787	\$279	\$6,443,614	27	\$3,835
South Carolina	38	\$1,446	-\$188	\$35,513,846	34	\$3,244
Nebraska	39	\$1,163	-\$1,662	\$11,922,004	39	\$2,070
Arizona	40	\$115	-\$2,135	\$494,687	40	\$1,093
Hawaii	No Program	\$0	\$0	\$0	No Program	\$0
Idaho	No Program	\$0	\$0	\$0	No Program	\$0
Indiana	No Program	\$0	\$0	\$0	No Program	\$0
Mississippi	No Program	\$0	\$0	\$0	No Program	\$0
Montana	No Program	\$0	\$0	\$0	No Program	\$0
New Hampshire	No Program	\$0	\$0	\$0	No Program	\$0
North Dakota	No Program	\$0	\$0	\$0	No Program	\$0
South Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Utah	No Program	\$0	\$0	\$0	No Program	\$0
Wyoming	No Program	\$0	\$0	\$0	No Program	\$0
50 States †§		\$4,028/\$4,212	-\$114	\$5,442,597,771		\$4,653/\$4,831

* In the 2009-2010 school year, California, Florida, and Massachusetts reported using funding from the American Recovery and Reinvestment Act (ARRA) for state-funded pre-K. This funding is included in the state funding amounts reported.

† In prior years, California funded child care programs with the same standards as state preschool, but because eligibility was based on parental work status and income NIEER did not count them as preschool. In 2009, California merged these child care programs into state preschool. With this policy change, preschool data from California are no longer consistent with those from previous years. Therefore, we report two figures for spending in the 2009-2010 school year. The first (\$4,028) nets out the effect of the California policy change on the national average to produce a figure consistent with prior years. The second (\$4,212) calculates a new national average that includes California's consolidated preschool. Note that because California did not increase enrollment or funding, this higher figure is purely the result of program redefinition.

§ If funding for child care programs in California had been included in the state spending amounts reported for the 2008-2009 school year, spending would have totaled \$5,471,882,596 nationwide. If these additional funds had been included for the 2008-2009 school year, there would still be a decrease of approximately \$30 million in total state spending across the country. The first figure for per-child spending is calculated without the California increase while the second figure includes this increase.

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

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of funding per-child needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet the NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	New Jersey	\$11,578	\$8,882*	Yes	\$0	8.8
2	Connecticut	\$10,441	\$8,300*	Yes	\$0	6
3	Maryland	\$9,645	\$6,980*	Yes	\$0	9
4	West Virginia	\$9,413	\$6,331*	Yes	\$0	8
5	Rhode Island	\$9,127	\$8,328	Yes	\$0	10
6	Alaska	\$8,500	\$4,274	Yes	\$0	10
7	Oregon	\$8,435	\$4,114	Yes	\$0	8
8	Arkansas	\$8,388	\$6,784	Yes	\$0	9
9	Oklahoma	\$7,853	\$5,583*	Yes	\$0	9
10	North Carolina	\$7,824	\$7,780	Yes	\$0	10
11	Minnesota	\$7,301	\$4,352	Yes	\$0	9
12	Washington	\$6,817	\$4,907	Yes	\$0	9
13	Delaware	\$6,795	\$4,579	Yes	\$0	8
14	Kentucky	\$6,290	\$4,425*	Yes	\$0	9
15	Virginia	\$6,288	\$8,800*	No	\$2,512	7
16	Pennsylvania	\$5,924	\$6,999*	No	\$1,075	5.3
17	Tennessee	\$5,688	\$7,576	No	\$1,888	9
18	California	\$5,571	\$6,362*	No	\$791	4
19	Wisconsin	\$5,038	\$4,273	Yes	\$0	5.1
20	Louisiana	\$4,804	\$7,147	No	\$2,343	8.9
21	Alabama	\$4,544	\$7,222	No	\$2,678	10
22	Michigan	\$4,405	\$5,503*	No	\$1,098	7
23	Georgia	\$4,212	\$8,093	No	\$3,881	9
24	Vermont	\$3,980	\$3,849*	Yes	\$0	4
25	Ohio	\$3,902	\$4,312	No	\$410	2
26	Massachusetts	\$3,895	\$8,859*	No	\$4,964	6
27	Maine	\$3,835	\$3,759	Yes	\$0	6
28	Colorado	\$3,757	\$4,319	No	\$562	6
29	Iowa	\$3,749	\$4,093*	No	\$344	7.7
30	Texas	\$3,686	\$5,697*	No	\$2,011	4
31	New York	\$3,503	\$6,016*	No	\$2,513	6
32	New Mexico	\$3,412	\$3,949	No	\$537	8
33	Illinois	\$3,371	\$4,647	No	\$1,276	9
34	South Carolina	\$3,244	\$4,769*	No	\$1,525	6.2
35	Missouri	\$3,051	\$6,477*	No	\$3,426	9
36	Nevada	\$2,710	\$4,479	No	\$1,769	7
37	Florida	\$2,514	\$4,358*	No	\$1,844	3
38	Kansas	\$2,490	\$3,809	No	\$1,319	7.2
39	Nebraska	\$2,070	\$3,808	No	\$1,738	6
40	Arizona	\$1,093	\$4,438*	No	\$3,345	3
No Program	Hawaii	\$0	\$4,265	No	\$4,265	NA
No Program	Idaho	\$0	\$3,625	No	\$3,625	NA
No Program	Indiana	\$0	\$3,999	No	\$3,999	NA
No Program	Mississippi	\$0	\$3,740	No	\$3,740	NA
No Program	Montana	\$0	\$3,331	No	\$3,331	NA
No Program	New Hampshire	\$0	\$4,190	No	\$4,190	NA
No Program	North Dakota	\$0	\$3,610	No	\$3,610	NA
No Program	South Dakota	\$0	\$3,424	No	\$3,424	NA
No Program	Utah	\$0	\$4,125	No	\$4,125	NA
No Program	Wyoming	\$0	\$3,645	No	\$3,645	NA

† For each state, a full-day, half-day, or weighted estimate of per-child spending was used, and we estimated funding needed to meet the 10 NIEER benchmarks based on the percent of children served in each type of operating schedule. State estimates were constructed from a national estimate adjusted for state cost of education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per-child costs of quality programs*. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington DC: IES, U.S. Department of Education.

* This state serves preschoolers in full- and half-day programs and therefore a weighted estimate of per-child spending was calculated.

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



WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

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

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of preschool age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve *only* infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. 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 initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be *coordinated* and *integrated* with the subsidy system for child care.
- The initiative 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 on 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 CCDF dollars, 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 the child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2009-2010 school year are those who are eligible to enter kindergarten two years later, during the 2011-2012 school year. Children considered to be 4 years old during the 2009-2010 school year were eligible to enter kindergarten one year later, during the 2010-2011 school year. Children considered to be 5 year olds during the 2009-2010 school year were already eligible for kindergarten at the beginning of the 2009-2010 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with a prekindergarten initiative, 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 bar graphs. The first shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state pre-K program. The second set shows the state's spending per child enrolled in the state preschool initiative. Both sets of bar graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2010 (which corresponds to the 2009-2010 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 2010 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. In such cases, we adjusted data to ensure comparability across program years. For the 2009-2010 school year, the state per-child spending bar graph also includes funding from the American Recovery and Reinvestment Act (ARRA) for three states—California, Florida, and Massachusetts—that received funds and were able to report the amount.

Following the bar graphs is a brief narrative providing information on the main features of the state's initiative(s). This includes details such as the initiative's history, the types of settings in which state-funded preschool can be offered, and enrollment eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state initiatives that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2009-2010 school year and expected changes for the 2010-2011 school year. For the 2009-2010 school year, states were asked about evaluations that were conducted on their pre-K programs. For states that conducted evaluations, it is briefly described in the narrative with more detailed information provided in Appendix A. 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 40 states with preschool programs, 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).

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

Iowa, Kansas, Louisiana, New Jersey, Pennsylvania, South Carolina, Vermont, and Wisconsin 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.

For the 2009-2010 school year, data were included on the Public Charter School Pre-K Program in the District of Columbia. However, this program is profiled separately from the District's other preschool initiative as it has different standards and requirements. Therefore information is presented similarly to states that have more than one prekindergarten initiative. While its profile contains the same elements of a state profile page, the District of Columbia does not receive any rankings as one district is not comparable to an entire state.



State profile pages are also given for the 10 states that did not fund preschool education initiatives in the 2009-2010 school year. For most of these states, the space for the narrative of the state's initiative is left blank, and the table of quality standards is omitted for all 10 states. However, these profiles report enrollment data for special education and federally funded Head Start. In addition, data on per-child spending for K-12 education and federal Head Start are included. When applicable, state-funded Head Start spending and enrollment are also provided for no-program states.

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 2009-2010 program year except where noted.

ACCESS

The Access data table begins with total state program enrollment, which is the number of children enrolled at a specific point in time. Following that is the percentage of school districts (or in some cases counties, communities, or parishes) providing state-funded prekindergarten 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 hours of operation (hours per day and days per week) and operating schedule (academic or 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. 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 besides the state prekindergarten initiative: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and migrant regions. The final item in the table reports how many children ages 3 and 4 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 initiative(s), special education, and Head Start. 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. For the 2010 *Yearbook*, we calculated an unduplicated count for special education enrollment in order to more accurately represent the number of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. The Head Start percentage also includes any children supported by state contributions to the federal Head Start program.



QUALITY STANDARDS CHECKLIST

State policies in 10 critical areas related to quality are shown in the Quality Standards Checklist table. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right side of the page, a box displays the total number of benchmarks met by the state.

The Quality Standards Checklist represents a set of minimum criteria needed to ensure the effectiveness of preschool education programs, especially when serving children at risk for school failure. However, the checklist is not intended as an exhaustive inventory of all the features of a high-quality program, although each of these standards is essential. While meeting all 10 standards does not necessarily guarantee that a program is of high quality, no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met.

The limitations of research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. Studies find that the potential benefits from strong preschool education programs are such that the monetary investment in pre-K is returned seven to 17 times.¹ Therefore, we gave more weight to the risk of losing substantial benefits by setting benefits too low than to the risk of raising costs by setting benchmarks too high. Costs of many preschool programs are currently quite low; thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large educational benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., High/Scope Perry Preschool and Chicago Child-Parent Centers) and farther from the characteristics of programs found in rigorous studies to have weak effects.²

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four involve teacher credentials and training. State preschool policies are evaluated based on whether programs require teachers to have a bachelor's degree;³ whether they require teachers to have specialization in preschool education;³ whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential;⁴ and whether they require teachers to have at least 15 hours of annual in-service training.⁵ Teacher qualifications receive this emphasis in our checklist because research shows this area to be crucial in determining program quality. Better education and training for teachers can improve the interaction between children and teachers, which in turn affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most⁶ and have no more than 10 children per teacher.⁷ With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention, resulting in a higher quality program.

¹ Reynolds, A., Temple, J., Robertson, D., & Mann, E. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child-Parent Centers. *Education Evaluation and Policy Analysis*, 24, 267-303. Belfield, C., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. *Journal of Human Resources*, 41(1), 162-190.

² Temple, J., & Reynolds, A. (2007). Benefits and costs of investments in preschool education: Evidence from the Child-Parent Centers and related programs. *Economics of Education Review*, 26, 126-144. Barnett, W.S., & Belfield, C. (2006). Early childhood development and social mobility. *Future of Children*, 16(2), 73-98.

³ Based on a review of the evidence, a committee of the National Research Council recommended that preschool teachers have a BA with specialization in early childhood education. Bowman, B.T., Donovan, M.S., & Burns, M.S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M.R., Cryer, D., Clifford, R.M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science*, 6, 2-11. Barnett, W.S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: National Institute for Early Education Research. Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America* (Final report on the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

⁴ Preschool classrooms typically are taught by a team of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Bowman, Donovan, & Burns (2001). Burchinal, Cryer, Clifford, & Howes (2002). Barnett (2003). Whitebook, Howes, & Phillips (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S.L., & Cohen, N.E. (1997). *Not by chance: Creating an early care and education system for America's children* [Abridged report]. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

⁵ Good teachers are actively engaged in their continuing professional development. Bowman, Donovan, & Burns (2001). Frede, E.C. (1998). Preschool program quality in programs for children in poverty. In W.S. Barnett & S.S. Boocock (Eds.). (1998). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77-98). Albany, NY: SUNY Press. Whitebook, Howes, & Phillips (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.

⁶ The importance of class size has been demonstrated for both preschool and kindergarten. A class size of 20 children is larger than the class size shown in many programs to produce large gains for disadvantaged children. Barnett, W.S. (1998). Long-term effects on cognitive development and school success. In W.S. Barnett & S.S. Boocock (Eds.). (1998). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11-44). Albany, NY: SUNY Press. Bowman, Donovan, & Burns (2001). Finn, J.D. (2002). Class-size reduction in grades K-3. In A. Molnar (Ed.). (2002). *School reform proposals: The research evidence* (pp. 27-48). Greenwich, CT: Information Age Publishing. Frede (1998). NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health*, 89, 1072-1077. National Association for the Education of Young Children (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author.

⁷ A large literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 is smaller than in programs that have demonstrated large gains for disadvantaged children and is the lowest (fewest number of teachers per child) generally accepted by professional opinion. Barnett (1998). Bowman, Donovan, & Burns (2001). Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).



Early learning standards are also critical to quality⁸ as they offer programs guidance and ensure that they cover the full range of areas essential to children’s learning and development. States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel⁹—children’s physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be state requirements or actively promoted for use in state-funded preschool education classrooms and should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development.

The Quality Standards Checklist also addresses the comprehensive services that preschool education programs should be expected to offer. Programs should provide at least one meal;¹⁰ vision, hearing, and health screenings and referrals;¹¹ and additional parent involvement opportunities, such as parent conferences, or support services, such as parent education.¹² These items are included because children’s overall well-being and success in school involves not only their cognitive development but also

their physical and social/emotional health. For the 2010 *Yearbook*, the benchmark for vision, hearing, and health screenings and referrals was modified slightly. State policies that include one of a number of criteria (height/weight/BMI, blood pressure, immunizations, psychosocial/behavioral, and full physical exam) are given credit as requiring health screenings and referrals, as opposed to the past when states were not asked to report the specific components making up health screening and referrals.

It is important to note that the Quality Standards Checklist focuses on state preschool policy requirements rather than actual practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state minimum standards. While evaluating implementation of standards is outside the scope of this report, the checklist does include an indicator of whether states are taking steps to monitor programs’ implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ascertaining that individual pre-K programs meet those standards.¹³ Through the examination of program practices, monitoring helps to enforce the standards and ensure high-quality education in state-funded preschool programs.

⁸ Current practice too frequently underestimates children’s capabilities to learn during the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman, Donovan, & Burns (2001). Frede (1998). Kendall, J.S. (2003). Setting standards in early childhood education. *Educational Leadership*, 60(7), 64-68.

⁹ National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.

¹⁰ Good nutrition contributes to healthy brain development and children’s learning. Shonkoff, J.P., & Phillips, D.A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

¹¹ For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child’s learning and development. This opportunity should not be missed. Meisels, S.J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J.P. Shonkoff & S.J. Meisels (Eds.). (2000). *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press.

¹² Families are the primary source of support for child development, and the most effective programs have partnered with parents. Bowman, Donovan, & Burns (2001). Frede (1998).

¹³ Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman, Donovan, & Burns (2001).



RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool initiative; whether a local match is required; amount of state Head Start spending (if applicable); 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 allocated to prekindergarten, 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. 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 preschool per-child spending to federal Head Start and K–12 per-child spending. Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF and/or ARRA funds that a state directs toward its preschool education initiative. While TANF and ARRA funds are federal dollars, it is the state's decision to devote these funds to preschool education as opposed to other purposes. Data on the amounts of local and federal prekindergarten funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

Total state program enrollment	Number of children in state pre-K program
School districts that offer state program	Percentage of school districts in state where program is offered (may include programs not provided by district itself)
Income requirement	Maximum family income for participants
Hours of operation	Hours per day and days per week programs operate
Operating schedule	Annual schedule of operation (academic year or calendar year)
Special education enrollment	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act
Federally funded Head Start enrollment	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment	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 standards.....	National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive
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
Teacher in-service	Teacher must receive at least 15 hours/year of in-service professional development and training
Maximum class size	Maximum number of children per classroom must be 20 or fewer
3-year-olds	
4-year-olds	
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
3-year-olds	
4-year-olds	
Screening/referral and support services	Screenings and referrals for vision, hearing, and health* must be required; at least one additional support service must be provided to families
Meals.....	At least one meal must be required daily
Monitoring	Site visits must be used to demonstrate ongoing adherence to state program standards

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 and amount of any required match
State Head Start spending (when applicable)	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 spent per child participating in pre-K program

* Required health screenings and referrals must include at least one of the following: height/weight/BMI, blood pressure, immunizations, psychosocial/behavioral, or full physical exam.

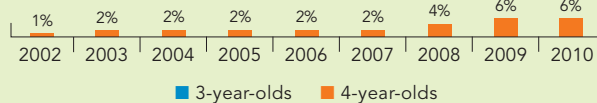
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ACF	Administration for Children and Families	ESL	English as a Second Language
AEPS(i)	Assessment, Evaluation, and Programming System for Infants and Children (interactive)	EVT	Expressive Vocabulary Test
ARRA	American Recovery and Reinvestment Act	FPL	Federal Poverty Level
ASQ(SE)	Ages and Stages Questionnaires (Social-Emotional)	FTE	Full-time Equivalent
AYP	Adequate Yearly Progress (No Child Left Behind)	FY	Fiscal Year
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–4 = birth–grade 4)	GED	General Equivalency Diploma
BA	Bachelor of Arts	GGG	Get It, Got It, Go
BMI	Body Mass Index	HdSt	Head Start
BRI	Basic Reading Inventory	HSD	High School Diploma
BS	Bachelor of Science	IDEA	Individuals with Disabilities Education Act
CACFP	Child and Adult Care Food Program	IEP	Individualized Education Plan
CBO	Community-Based Organization	IFSP	Individualized Family Service Plan
CC	Child Care	K	Kindergarten
CCDF	Child Care and Development Fund	LEA	Local Education Agency
CD	Child Development	LELA	Language and Emerging Literacy Assessment
CDA	Child Development Associate credential	MA	Master of Arts
CEU	Continuing Education Unit	MOE	Maintenance of Effort
CLASS	Classroom Assessment Scoring System	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–4 = nursery–grade 4)
COR	HighScope Child Observation Record	NA	Not Applicable
DIAL	Developmental Indicators for the Assessment of Learning	NAEYC	National Association for the Education of Young Children
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NCLB	No Child Left Behind
DOE	Department of Education	NEGP	National Education Goals Panel
DRA	Developmental Reading Assessment	NSBP/NSLP	National School Breakfast/Lunch Program
DSC	Developing Skills Checklist	NSLP	National School Lunch Program
EC	Early Childhood	PALS	Phonological Awareness Literacy Screening
ECE	Early Childhood Education	PAT	Phonological Awareness Test
ECERS(-R)	Early Childhood Environment Rating Scale (-Revised)	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
ECSE	Early Childhood Special Education	PIR	Program Information Report (Head Start)
ECHOS	Early Childhood Observation System	PPVT	Peabody Picture Vocabulary Test
Ed.D	Doctor of Education Degree	Pre-K	Prekindergarten
Ed.S	Educational Specialist Degree	QRIS	Quality Rating and Improvement System
EE	Elementary Education	SMI	State Median Income
ELAS	Early Learning Assessment System	SpEd	Special Education
ELL	English Language Learner	TANF	Temporary Assistance to Needy Families
ELLCO	Early Language and Literacy Classroom Observation	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
ELS	Early Learning Standards	USDA	United States Department of Agriculture
EOWPVT	Expressive One-Word Picture Vocabulary Test		

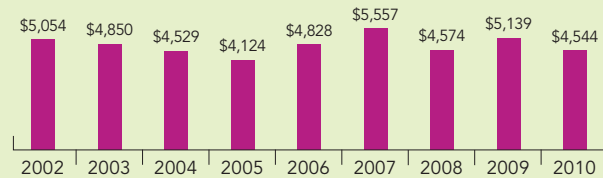
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In 2000, Alabama began providing state-funded preschool for 4-year-olds through the Alabama Pre-Kindergarten Program, which was later renamed First Class: Alabama's Voluntary Pre-Kindergarten Program in the 2008-2009 school year. There are no specific eligibility requirements for the program beyond meeting the age criteria and being a resident of the state of Alabama. Nevertheless, enrollment continues to be low because of the limited resources available for the program, although an increase in state funding during the 2007-2008 school year provided access to pre-K for more children. This increase also resulted in more technical assistance to programs and enabled the state to provide scholarships to teachers working toward completing their degrees.

Program sites, which include public schools, private child care centers, Head Start centers, faith-based centers, colleges and universities, community organizations, and military agencies, are determined through a competitive grant process. Grantees must provide a local match of their grant award, which may include parent fees that are based on a sliding scale. The state's goal is to have at least one classroom per county and as of the 2009-2010 school year, classrooms are offered in all but two counties.

Teacher certification standards were revised in the 2005-2006 school year to require new hires to have specialized training in early childhood education, resulting in the program meeting all 10 of the NIEER quality benchmarks. During the 2008-2009 school year, the initiative was evaluated for both process quality and program impact/child outcomes.

During the 2009-2010 and 2010-2011 school years, the business community in Alabama has been integral in advocating for preschool education, most notably by recommending funding increases for pre-K to the legislature.

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

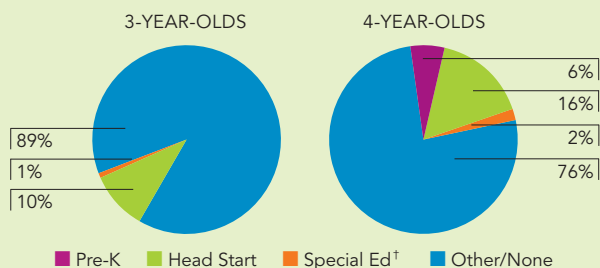
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	21

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment.....	3,870
School districts that offer state program.....	97% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	3,813
Federally funded Head Start enrollment	15,599
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	Degree in ECE (public) or CD (nonpublic) ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	40 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20 ²		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10 ²		
Screening/referral	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$17,585,880
Local match required?	Yes, 25% ⁴
State spending per child enrolled	\$4,544
All reported spending per child enrolled*.....	\$4,544

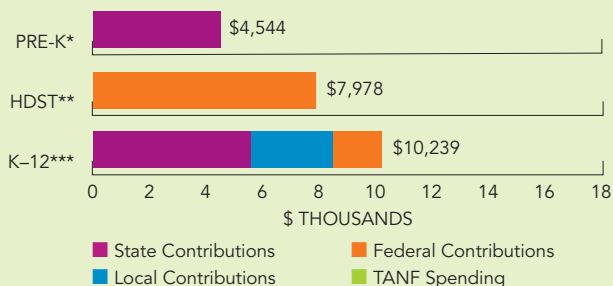
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



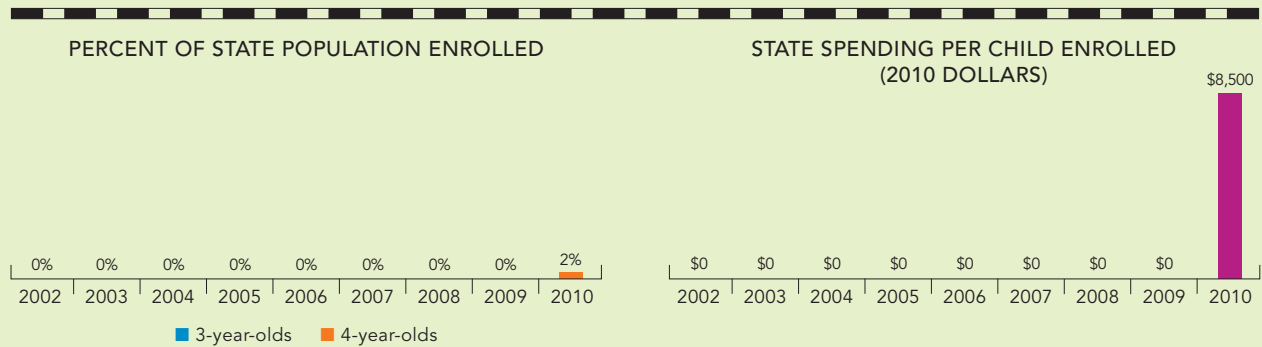
¹ Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2012.

² Only Head Start programs may have up to 20 children and a ratio of 1:10, other programs have a maximum class size of 18 and ratio of 1:9, which is preferred for all programs.

³ Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

⁴ The match may include parent fees based on a sliding scale.

Alaska



Starting in the 2009-2010 school year, the state began a pilot preschool program. The Alaska Pilot Pre-Kindergarten Project (AP3) is a school-year program serving 4-year-old children through competitive grants awarded to six school districts. The grant recipients operate half-day preschool programs and provide outreach to families choosing to provide in-home care for preschoolers. Funding is awarded to public schools and then they can subcontract with Head Start, private child care, family child care, and faith-based settings to provide services. The majority of the programs operate in blended public school and Head Start programs. Eligibility requirements mirror federal Head Start guidelines. Children are eligible from families at or below 100 percent of the federal poverty level, although programs may take up to 35 percent of children from 100 to 130 percent of the federal poverty level if space is available. AP3 provides for comprehensive services with high-quality standards for teacher education, class sizes, and staff-child ratios. Using data from the 2009-2010 school year, which was the first year of operation, the program will be evaluated for both process quality and program impact/child outcomes.

Since the 1980s, Alaska has offered a supplement to any federally recognized Head Start program operating in the state. These funds are intended to improve the program's quality through school readiness activities and professional development as well as to provide access to additional children and families whenever possible. During the 2009-2010 school year, state funding through Alaska's Head Start supplement totaled more than \$7.2 million and served approximately 50 children and families in Early Head Start and Head Start settings.

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

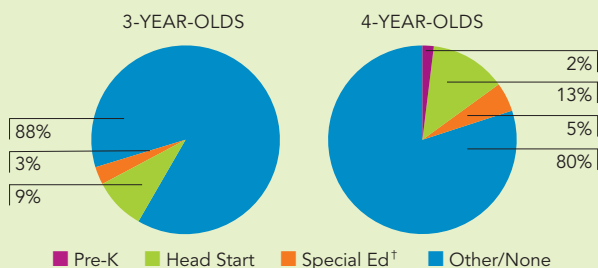
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	6

ALASKA PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	200
School districts that offer state program	11%
Income requirement	100% FPL
Hours of operation	3 to 5 hours/day, 4 or 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	1,097
Federally funded Head Start enrollment	2,205
State-funded Head Start enrollment	53 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA ⁴	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch and one snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

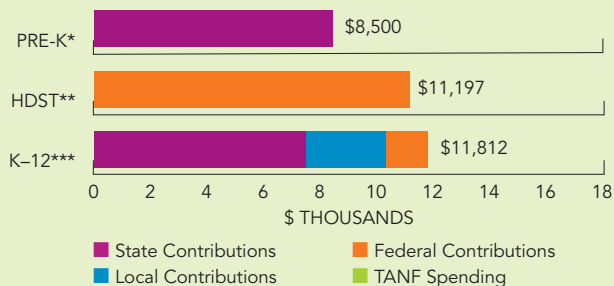
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$1,700,000
Local match required?	No
State Head Start spending	\$7,292,600
State spending per child enrolled	\$8,500
All reported spending per child enrolled*	\$8,500

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

¹ All programs are part day and must operate for at least 3 hours per day, but cannot operate for more than 5 hours per day. Programs operate for 4 or 5 days per week, for a minimum of 14 hours per week, though the actual schedule is determined locally.

² Alaska was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Alaska who were 3 or 4 years old.

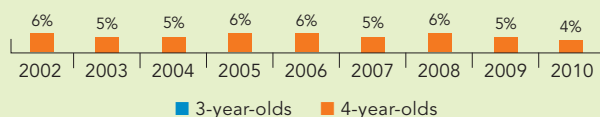
³ Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field.

⁴ Assistant teachers must have an AA in ECE or a similar related field.

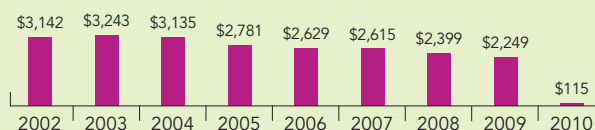
⁵ All programs follow state pre-elementary statutes and regulations. School districts with Head Start programs must follow federal Head Start regulations. Support services include parenting support or training, health services for children, and nutrition information.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Arizona began funding preschool education programs in 1991, and has used the Arizona Early Childhood Block Grant (ECBG) as a source of funding since 1996. The ECBG also provides funding in support of supplemental services for full-day kindergarten and first through third grade, in addition to funding preschool education. ECBG funds for prekindergarten are distributed to school districts, which can then offer funding to Head Start, faith-based, or private child care centers if parents choose those settings for their children. Regardless of setting, preschool programs receiving ECBG funding are required to be accredited by organizations approved by the state, such as the National Association for the Education of Young Children (NAEYC). In order to be eligible for an ECBG-funded prekindergarten program, children must come from a family with an income at or below 185 percent of the federal poverty level.

While teachers in ECBG-funded preschool programs are currently only required to have a high school diploma or GED, all prekindergarten and kindergarten teachers teaching in public schools will be required to have an Arizona Early Childhood Certification or endorsement as of July 1, 2012. The Arizona Early Childhood Certification requires a bachelor's degree and passing a written assessment of early childhood subject knowledge. To help teachers meet this upcoming requirement, Arizona is working with colleges and universities to offer scholarships and on-site classes.

A three-year formal evaluation of ECBG-funded preschool programs was completed in July 2008. This evaluation included a review of financial accounting practices, distribution of grant monies, expenditures, and monitoring of preschool providers.

In fiscal year 2010, the ECBG allocation was frozen due to budget constraints and subsequently repealed. Programs received two quarterly payments rather than the allocated four payments per year, significantly reducing the funding. Arizona's budget for fiscal year 2011 provides no funding for the ECBG program, terminating the program for the 2010-2011 school year.

In 2006, Arizona established First Things First (FTF) in an effort to support developmental and health initiatives for young children. In particular, FTF expands and enhances high-quality services for children from birth through age 5 through quality improvement incentives, a statewide quality rating system, T.E.A.C.H. scholarships, home visiting, mental and dental health services, and kith and kin training. In 2009, FTF worked with the Arizona Department of Education to allocate \$90 million through state and regional initiatives that provided information and education to families and the early childhood education field.

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

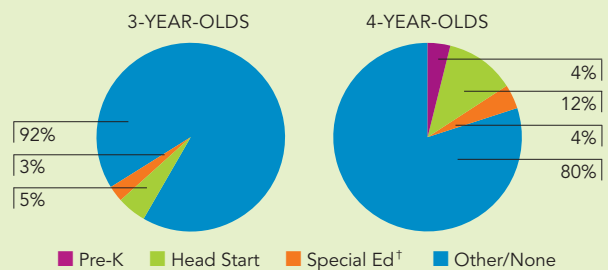
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	40

ARIZONA EARLY CHILDHOOD BLOCK GRANT – PREKINDERGARTEN COMPONENT

ACCESS

Total state program enrollment	4,319
School districts that offer state program	15%
Income requirement	185% FPL
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	8,859
Federally funded Head Start enrollment	17,624
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	HSD ²	BA	<input type="checkbox"/>
Teacher specialized training	None ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	12 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:15 ⁴		
Screening/referral and support services	Health; support services determined locally	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$494,687
Local match required?	No
State spending per child enrolled	\$115
All reported spending per child enrolled*	\$1,093

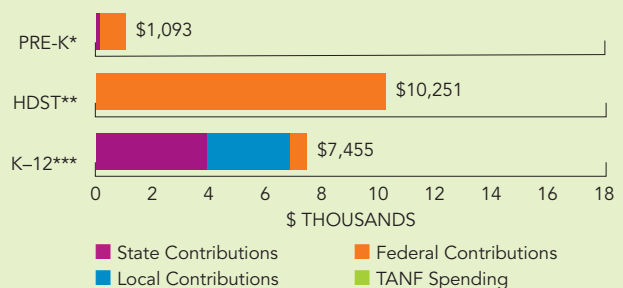
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Most ECBG programs operate 4 hours per day, 3 to 5 days per week for the academic year. It is recommended that programs operate at least 12 hours per week.

² Effective July 1, 2012, all pre-K teachers in settings funded by ECBG must hold an Early Childhood Certification, which requires a bachelor's degree. Since 2005, most programs have hired new staff who have or are eligible for the ECE certification or endorsement.

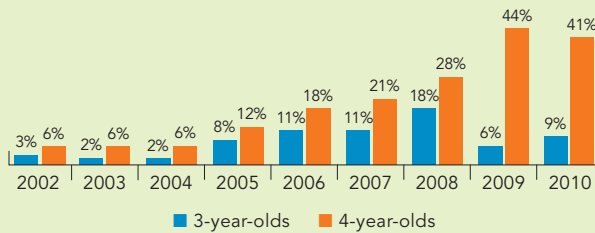
³ Assistant teachers who work in Title I schools are required by NCLB to have an AA degree.

⁴ The staff-child ratio is based on state licensing requirements, although the Arizona Department of Education recommends a ratio of 1:10. Based on further clarification, this policy does not meet NIEER's requirement.

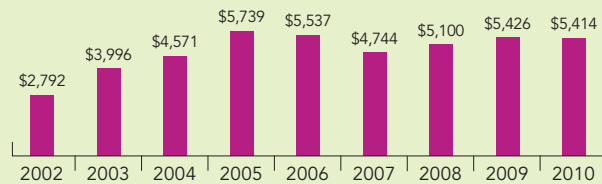
⁵ The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and the time of day a child attends. A child present at or before 8 am must be served breakfast; a child present between 11 am and 1 pm must be served lunch; and a child present at or after 5 pm must be served dinner. Children present between 2 and 4 hours must be served at least one snack; if present between 4 and 8 hours, one meal and at least one snack; and if present for 9 or more hours, at least one meal and two snacks.

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In 1991, the Arkansas Better Chance (ABC) program was established as part of a statewide education reform initiative. While the program was initially funded entirely through a dedicated sales tax, ABC later received additional funding through an excise tax on packaged beer from 2001-2007. In addition, ABC receives some federal funding, although at least 40 percent of the program's overall funding must consist of local contributions. Over the past few years, state funding for the program has increased steadily, leading to greater access to preschool education.

Children from birth to age 5 from low-income families are eligible to receive early childhood services through the Arkansas Better Chance program. Other risk factors, such as being in foster care, developmental delay, family violence, having a parent on active overseas military duty, having a teen parent, low birth weight, low parental education level, or non-English speaking family members can also determine eligibility. Because of its diverse pre-K delivery system, more than half of ABC programs operate through public schools or education cooperatives with the other programs operating through Head Start and private organizations.

Pre-K teachers in ABC programs can receive financial support for professional development opportunities, including obtaining college degrees. Act 187 of 2009 requires the availability of a Birth through Prekindergarten Teaching Credential, as an additional professional pathway for preschool teachers in the Arkansas Better Chance program, with a tentative effective date of January 2011.

The ABC initiative participated in an evaluation for both process quality and program impact/child outcomes through a study that began sampling children in the 2005-2006 school year and continued through the 2009-2010 year. A second study replicating the first study begins in the 2010-2011 school year.

In the 2004-2005 program year, new state funds made possible the launching of the Arkansas Better Chance for School Success (ABCSS) program. To be eligible for ABCSS, 3- and 4-year-old children must come from families whose income is below 200 percent of the FPL. School districts where at least 75 percent of fourth-grade children perform below proficient on state benchmark exams in math and literacy or those classified as being in academic distress or school improvement status were the first to receive funding. However, with the program expanding, eligible children in other districts are now also receiving services.

This report profiles ABC and ABCSS together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	7

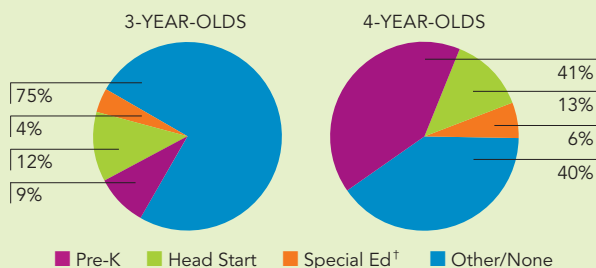
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	20,503 ¹
School districts that offer state program	96%
Income requirement	90% of the children must be at or below 200% FPL
Hours of operation	7 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	8,662
Federally funded Head Start enrollment	9,996
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 9 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA/BS (public); BA/BS per every 3 classrooms and AA otherwise (nonpublic) ²	BA	<input type="checkbox"/>	
Teacher specialized training	Degree in ECE or CD with P-4 certificate (public); Degree in ECE or CD (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	60 clock hours (certified staff); 30 clock hours (other staff)	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	20			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	1:10			
4-year-olds	1:10			
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$111,000,000 ^{4,5}
Local match required?	Yes, 40% of total funding ⁶
State spending per child enrolled	\$5,414 ⁵
All reported spending per child enrolled*	\$8,388

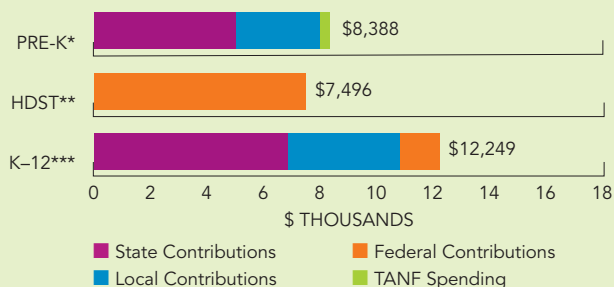
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This figure includes some infants and toddlers. It represents center-based enrollment only and does not include 5,510 children who received home-visiting services during the 2009-2010 program year.

² As of August 2007, lead teachers in public school settings are required to have a bachelor's degree in ECE or CD with P-4 certification. In all other settings, one teacher for every three classrooms must have a bachelor's degree in ECE, child development, or equivalent. This teacher is designated the lead teacher. The second and third classroom teachers must have at least an AA in ECE or child development.

³ Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

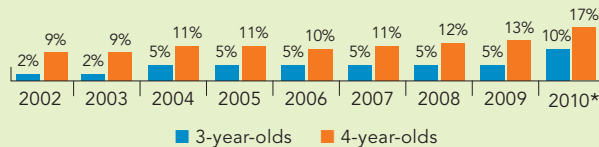
⁴ Additional state, TANF, and local funds totaling \$9,642,500, not included in this figure, were allocated to a home-based program option.

⁵ These figures include both state and TANF funds.

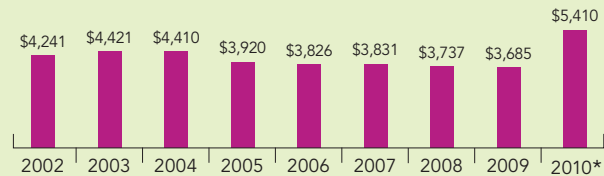
⁶ Programs must provide the 40 percent match in cash or through in-kind services. The funding sources are determined locally.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In 1965, California became one of the first states in the nation to make state-funded preschool education available through the State Preschool Program (CSPP). The state later established the Prekindergarten and Family Literacy Program (PKFLP) in the 2007-2008 school year, modeling the initiative after CSPP. PKFLP provided either half- or full-day services with an added literacy component to children who are from families at or below 75 percent of the state median income (SMI), are receiving protective services, or are at risk for abuse, neglect, or family violence.

The California State Preschool Program Act was signed into law in 2008, with the purpose of streamlining funding for the state's multiple preschool programs. As of July 1, 2009, all part-day and full-day programs in CSPP and PKFLP, as well as General Child Care programs that served preschool age children, were consolidated into a newly formed California State Preschool Program. The program provides 3- and 4-year-old children with part- and full-day services through local education agencies, colleges, community action agencies, and private nonprofit agencies. Unless children are receiving protective services or have been referred as at risk of abuse, neglect, or exploitation, families must have an income of 75 percent of the SMI to be eligible for the program.

State funding for the current State Preschool Program is provided to school districts, private child care and faith-based centers, and Head Start agencies and other public agencies through a competitive application process. CSPP usually funds part-day programs, but also provides a full-day program and works with other state-funded and federal child care assistance programs to fund extended days for children whose parents who work full time. Eligibility is limited to children ages 3 to 5 from families with an income below 75 percent of the SMI or to children who have experienced or are at risk for abuse, neglect, or exploitation.

In 2008, California also developed and published the California Preschool Learning Foundations, a set of early learning standards focusing on social-emotional development, language and literacy, English language development, and mathematics. Although these standards have not yet been implemented, a second volume of the California Preschool Learning Foundations focusing on visual and performing arts and physical development and health will be released in the spring of 2011. The California State Preschool Program uses the Desired Results for Children and Families system, which has been aligned with the Preschool Learning Foundations Volume I, to record children's development and to plan curriculum and other developmentally appropriate activities.

* Due to changes in the California State Preschool Program, funding and enrollment figures for the 2009-2010 school year represent the effects of program consolidation rather than an actual increase over previous years.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	6

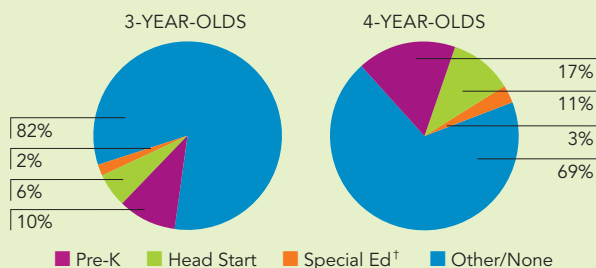
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	18

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	147,185 ¹
School districts that offer state program	97% (counties) ²
Income requirement	75% SMI ³
Hours of operation	3 hours/day (part-day), or locally determined (full-day); 5 days/week
Operating schedule	Determined locally ⁴
Special education enrollment	43,498
Federally funded Head Start enrollment	93,685
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	
Early learning standards.....	Published but not yet implemented ⁵	Comprehensive	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 4 </div>
Teacher degree	CDA ⁶	BA	<input type="checkbox"/>	
Teacher specialized training.....	Meets CDA requirements ⁶	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD ⁷	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input type="checkbox"/>	
3-year-olds	No limit ⁸			
4-year-olds	No limit ⁸			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	1:8 ⁸			
4-year-olds	1:8 ⁸			
Screening/referral	Health, developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	Depend on length of program day ¹⁰	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$796,320,978 ¹¹
Local match required?	No
State spending per child enrolled	\$5,410 ¹²
All reported spending per child enrolled*	\$5,571 ¹²

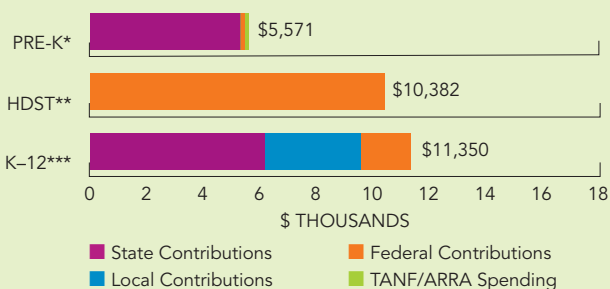
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment figure is a duplicated count as children can be enrolled in multiple programs within the State Preschool Program. The 2009-2010 program year was the first time children served through General Child Care program were counted in this enrollment total.

² Effective as of the 2009-2010 school year, five preschool programs merged, now serving children in 56 counties for all programs.

³ Children receiving protective services and those who are at risk for abuse, neglect, or exploitation are not subject to the income requirement.

⁴ Part-day programs typically operate for a school or academic year, 175 days per year. Some programs operate a full calendar year (246 days) and exceptions to the days per year can be granted.

⁵ The Preschool Learning Foundations that include early learning standards were published in the 2007-2008 school year and will be implemented in 2010-2011 school year once they are aligned with the Desired Results Developmental Profile-Revised (DRDP-R).

⁶ The Child Development Associate Teacher permit is the minimum requirement for an individual who may function as a lead teacher in the classroom. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A CDA credential issued in California meets temporary alternative qualifications for the Associate Teacher permit. The full Child Development Teacher permit requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience.

⁷ The optional Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.

⁸ Although there is no limit to class size, programs typically enroll 24 children in the class.
⁹ Decisions regarding vision and hearing screenings are made at the local level. A physical exam and immunizations are required for program entry, but not mandated by the state. Health and social services referral and follow-up to meet family needs are required. Other support services include two annual parent conferences or home visits, parent education or job training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities. PKFLP also offers parent support or training and other support services.

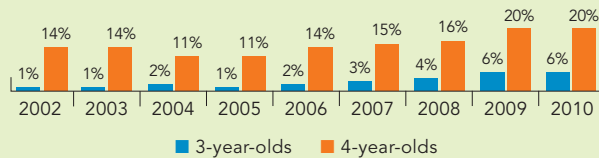
¹⁰ Licensing laws and regulations require that all part-day (3.5 hour) programs provide at least a snack. Lunch and two snacks are required but breakfast is optional for all full-day (6.5 hour) programs. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program, and programs must provide breakfast or lunch if specified in the original application for services.

¹¹ As of the 2009-2010 school year, this sum includes all programs served through the California State Preschool Program (CSPP). Approximately \$400 million of this total is reallocated from the General Child Care program for 3- and 4-year-olds now served through CSPP. Additionally, ARRA funds represent \$7,347,000 of this amount.

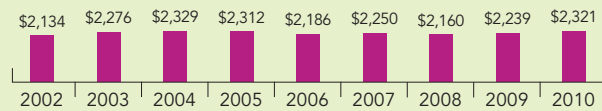
¹² Per child spending may be higher than the numbers reported here because enrollment is a duplicated count. These figures reflect state spending for preschool programs as well as General Child Care programs as they are now all combined in CSPP.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In an effort to reduce school dropout rates, the Colorado Preschool Program (CPP) was established in 1988 to fund preschool services for at-risk 3- and 4-year-old children. To be eligible for participation in the program, 4-year-olds must meet at least one risk factor; 3-year-olds must have at least three. Risk factors include eligibility for free or reduced-price lunch, being in foster care, a family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors.

From 2005 until 2008, the program was renamed the Colorado Preschool and Kindergarten Program (CPKP) and was allowed to use 15 percent of their slots for full-day kindergarten. In 2008, the kindergarten slots were eliminated and the program was once again the Colorado Preschool Program. As a result of an expansion authorized in 2007 and 2008 and the conversion of kindergarten slots to pre-K slots, the program was able to increase preschool access by 45 percent during the 2008-2009 program year.

CPP receives funding through the Colorado school finance formula. Funds are distributed to public schools, though they may subcontract with Head Start, private child care centers, faith-based organizations without religious content, or other community-based or public agencies. Other funding sources, such as federal Head Start money, may be used to supplement CPP services, extend the program day, or provide wrap-around care.

Preschool programs that participate in CPP, as well as many that do not, report outcomes on assessment systems identified in Results Matter, the state's system for collecting and reporting child outcomes from birth to age 5 in early childhood programs as well as information on families. Results Matters is an ongoing evaluation which, among other tasks, explores the performance of children in CPP as compared to those children whose families pay tuition for preschool. Nearly 45,000 children attending a range of early childhood programs in Colorado participated in Results Matter during the 2009-2010 school year. This program has been evaluated for program impact/child outcomes through Results Matter in the 2008-2009 and 2009-2010 school years.

Revised Colorado Academic Standards were approved in December 2009 and Colorado is in the process of working with districts to help implement these revisions of the standards to meet the December 2011 deadline.

In 2009, the state established the Early Childhood and School Readiness Commission, which is composed of 10 state senators and representatives. The Commission sponsored a number of early education reform bills that were enacted during the 2010 session. Due to budget constraints, the activities of all statutory committees in the state were suspended in 2010, including the Early Childhood and School Readiness Commission. Created in 2010, Colorado's Early Childhood Leadership Commission is dedicated to ensuring and advancing a comprehensive education system for children from birth to age 8, through alignment and coordination between federally and state-funded services. The commission will use the Early Childhood Colorado Framework as their guide for this coordination.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	10

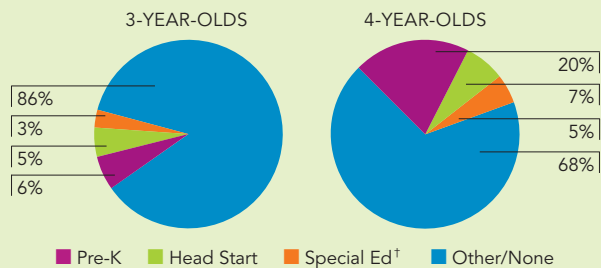
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	28

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,496 ¹
School districts that offer state program	95%
Income requirement	185% FPL ²
Hours of operation	2.5 hours/day, 4 days/week ³
Operating schedule	Academic/School Year
Special education enrollment	6,872
Federally funded Head Start enrollment	8,772
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	CDA or AA in ECE or CD ⁴	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements or AA in ECE or CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	16		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral	Health, developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

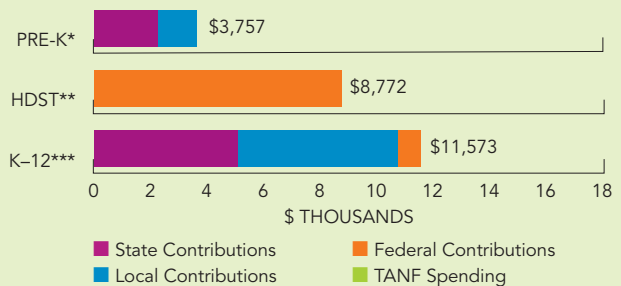
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$45,246,206 ⁸
Local match required?	No
State spending per child enrolled	\$2,321
All reported spending per child enrolled*.....	\$3,757

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

¹ Under the Early Childhood Councils, three school districts have waivers to serve children younger than 3 in CPP. These children are included in the enrollment total. CPP is authorized to fund 20,160 slots, and statute allows CPP to use a maximum of 5 percent of those slots to serve children in a full-day program through two slots. In 2009-2010, CPP used 664 slots to extend the day for children.

² In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200% or 225% FPL.

³ Programs must operate the equivalent of 2.5 hours per day, 4 days per week or equivalent. Programs may extend hours and days beyond the minimum requirement of 10 hours per week. The program is funded for 5 days per week, with the fifth day funded for home visits, teacher planning time, completion of child assessments, or staff training.

⁴ Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They also must be supervised by someone with at least a BA in ECE or CD.

⁵ Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.

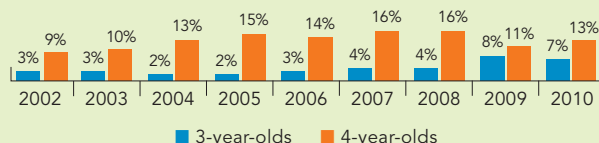
⁶ Support services include one annual parent conference or home visit, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and information about and referral for immunizations.

⁷ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

⁸ This figure does not include a contribution of \$28,005,976 from local sources, which are required by the school finance formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



With the goal of improving access to early education programs for 3- and 4-year-olds, Connecticut established the School Readiness Program in 1997. At least 60 percent of children enrolled in the program must have a family income at or below 75 percent of the state median income. The School Readiness Program offers preschool funding for 19 priority districts, although they are not required to participate. In addition, competitive grants are available for towns that are identified as within the 50 lowest wealth ranked towns in the state, or towns with a priority school that are not designated as a priority district. When a community participates in the program, the chief elected official and the district school superintendent establish a School Readiness Council to provide guidance for the program.

The School Readiness Program may be offered through public schools, Head Start agencies, and private child care and faith-based centers. The program offers various slot options in order to accommodate working and non-working families, including full-day, school-day, and part-day slots, which are all available 5 days a week. Full-day slots operate 7 to 10 hours per day for 50 weeks per year. School-day slots are available 6 hours per day while part-day slots operate 2½ hours per day, both for 180 days per year.

Through the Department of Social Services, Connecticut also funds a program serving children up to age 5. To be eligible to participate in this program for free, children must come from families with household incomes less than 75 percent of the state median income. Families are required to go through a redetermination of fee every six months, and families may have to pay a fee or drop out of the program if income has increased significantly. Due to the redetermination process, this program does not meet the NIEER definition of a state-funded preschool program.

Connecticut also dedicated \$4,982,838 million in state funds to supplement federal Head Start during the 2009-2010 program year, thereby creating approximately 400 additional slots, providing additional services, extending the program day and year, and supporting other quality enhancements.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	9

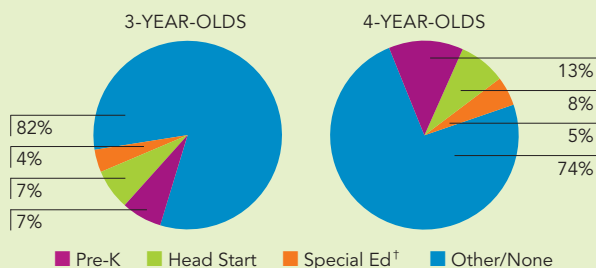
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	8,960
School districts that offer state program.....	37% (counties)
Income requirement	60% of children must be at or below 75% SMI
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	5,004
Federally funded Head Start enrollment.....	6,084
State-funded Head Start enrollment	421 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 credits in EC ³	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 clock hours ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, dental, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARK MET

6

RESOURCES

Total state pre-K spending	\$83,301,663
Local match required?	No
State Head Start spending	\$4,982,838
State spending per child enrolled	\$9,297
All reported spending per child enrolled*.....	\$10,441

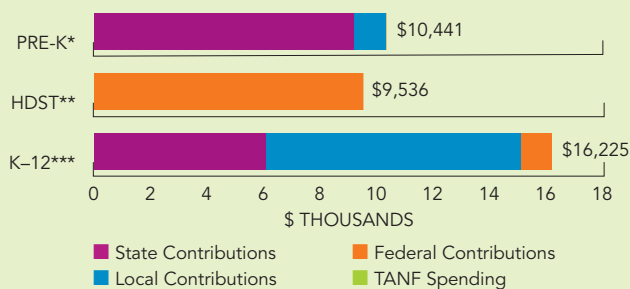
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ There are three types of slots, including full-day (7-10 hours)/ full-year (50 weeks/year); school-day (6 hours)/school-year (180 days/year); part-day (2.5 hours)/ school-year (180 to 250 days/year). Extended day provides hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year requirements). All programs operate 5 days per week. Funding levels vary by the type of slot.

² This figure is an estimate based on the number of children reported as a state match by ACF and the proportion of 3- and 4-year-olds as reported by the PIR.

³ The majority of public schools with School Readiness classrooms have a certified teacher present for at least 2.5 hours per day.

⁴ All school readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more-hours annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

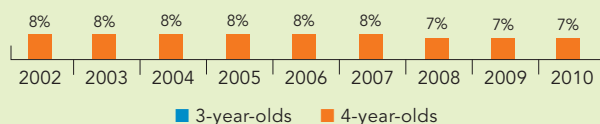
⁵ All children must have an annual well-child checkup by their health care provider and health forms are required.

⁶ Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and family literacy and dual language learners.

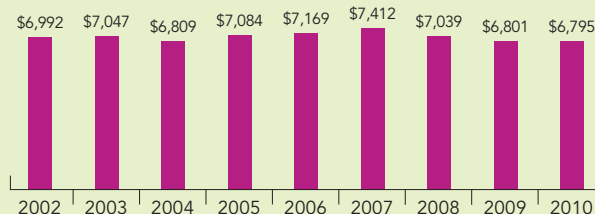
⁷ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In 1994, Delaware’s Early Childhood Assistance Program (ECAP) was established, aiming to expand access to comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. Ninety percent of children enrolled in ECAP must come from families with an income at or below 100 percent of the federal poverty level and 10 percent of available slots must be allocated for children with disabilities. Due to new mandates in the Head Start Reauthorization Act of 2007, the Early Childhood Assistance Program now allows programs to take up to 35 percent of their funded enrollment from children living in households with incomes at 100 to 130 percent of the federal poverty level and count those children as income-eligible.

Modeled after the federal Head Start program, ECAP requires participating programs to follow federal Head Start Performance Standards. ECAP funding is distributed to Head Start agencies, public schools, private and faith-based centers, and for-profit child care programs, with the selection and location of ECAP grantees guided by the Community Needs Assessment data. Due to the state’s financial condition, there have been no increases in funding for ECAP since 2007.

In 2003, Delaware instituted a mandatory curriculum framework for state-funded preschool education known as the Delaware Early Learning Foundations, which are aligned with K–12 performance indicators and standards and were revised in 2010. In addition, the state is in the process of implementing a quality rating improvement system (QRIS) for early childhood programs. As the QRIS is not yet available for all programs, a minimum rating for each setting is not currently required. Delaware is also in the process of creating a professional development system for preschool educators that will be aligned with the state’s K–12 professional development system. The state is in the process of piloting Teaching GOLD, a web-based assessment, to monitor the progress of children who are enrolled in the ECAP program. Through the 2008 Child Outcome Study, the ECAP program was evaluated for program impact/child outcomes.

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

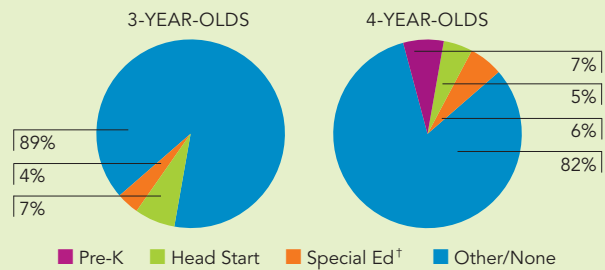
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	13

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state program enrollment	843
School districts that offer state program.....	100% (counties)
Income requirement	90% of children must be at or below 100% FPL ¹
Hours of operation.....	At least 3.5 hours/day, 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	1,501
Federally funded Head Start enrollment.....	1,425
State-funded Head Start enrollment	843 ³

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD or equivalent ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services development; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least one meal and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$5,727,800
Local match required?	No
State Head Start spending	\$5,727,800 ⁶
State spending per child enrolled	\$6,795
All reported spending per child enrolled*	\$6,795

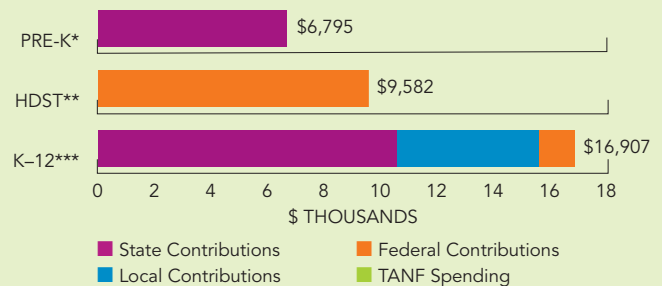
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

² If programs choose to operate longer than 3.5 hours per day, they must fund the additional portion themselves. Some programs align with the school year.

³ This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

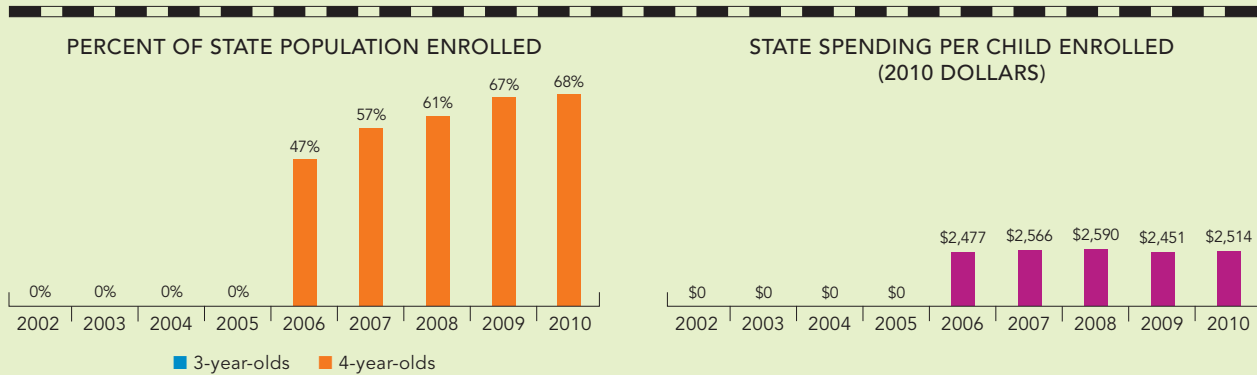
⁴ ECAP follows the Head Start Performance Standards. The Head Start Reauthorization Act of 2007 requires that by 2011 all teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 2013 all

assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II.

⁵ Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and mental health consultation.

⁶ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Florida



Florida's Voluntary Prekindergarten (VPK) Education Program was established as a result of a 2002 state constitutional amendment requiring prekindergarten access for all of the state's 4-year-old children. In 2005, the program began operating across the state, serving more than 100,000 children. Enrollment increased in the 2009-2010 program year to 155,877.

Children may enroll in any participating program where space is available and may attend either a school-year program totaling 540 instructional hours or a summer program totaling 300 instructional hours. The school-year program requires teachers to have a minimum of a Child Development Associate (CDA) or equivalent credential while the summer program requires teachers to hold at least a bachelor's degree.

The VPK program is offered in a variety of settings, including accredited faith-based centers, accredited nonpublic schools, licensed child care centers, licensed family child care homes, and public schools. Regardless of setting, all providers must meet the program's minimum requirements. The program is administered locally through early learning coalitions, which distribute funds to the VPK programs based on a fixed per-child amount. The VPK program was evaluated for program impact/child outcomes in 2008.

A separate initiative, Florida's School Readiness Program, began in 1999 and expanded in 2001 by incorporating two other state programs, the Prekindergarten Early Intervention Program and the State Migrant Prekindergarten Program. The Early Intervention Program focuses on young children's health, and the Migrant program serves 3- and 4-year-olds whose parents are migratory agricultural or fishing laborers. This report focuses only on the VPK program.

Starting in 2010, a change in the law allows a public or private VPK provider that has been on probation for two consecutive years and subsequently failed to meet the minimum rate set by the state Board of Education to apply for a "good cause" exemption and remain eligible to offer the VPK program. Such programs must serve at least twice the statewide percentage of children with disabilities or children identified as limited English proficient, meet local and state health and safety requirements, and submit assessment data documenting children's learning gains. Ongoing data analysis will be used to determine the impact of the exemption.

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

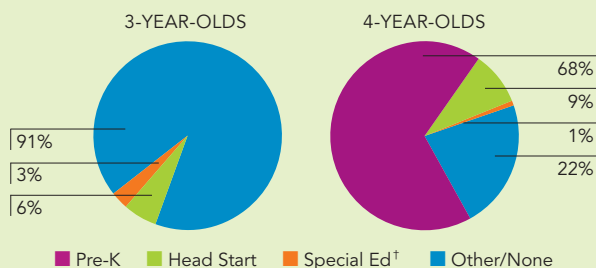
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	37

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	155,877
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	540 hours/year (school year program); 300 hours/year (summer program) ¹
Special education enrollment	19,430
Federally funded Head Start enrollment	33,675
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent (school year) ²	BA	<input type="checkbox"/>
Teacher specialized training	EC or EE certification (summer); Meets CDA requirements (school year) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	40 clock hours ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	10 clock hours ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	12 (summer); 18 (school year) ⁵		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:12 (summer); 1:10 (school year) ⁵		
Screening/referral and support services	Determined locally ⁶	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$391,819,943 ⁸
Local match required?	No
State spending per child enrolled	\$2,514 ⁸
All reported spending per child enrolled*	\$2,514

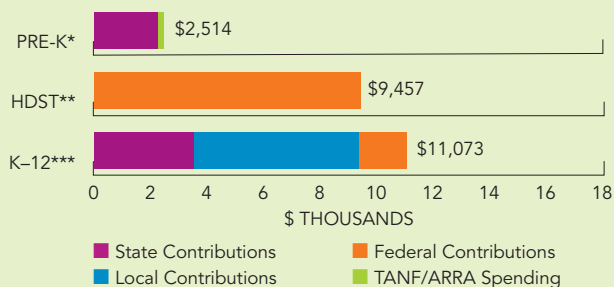
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ VPK programs may choose to operate a summer program, totaling at least 300 hours of service, or a school-year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but the average number of hours per day for a 180-day, 540-hour program is 3 and the average number of hours per day for the 300-hour summer program is 7.5.

² Teacher qualification requirements are different for the summer and school-year programs. Teachers in the summer programs must have a BA in early childhood, primary or preschool education, family and consumer science, or elementary education. Teachers in the school-year programs are required to have a CDA or equivalent and have completed a Department of Education course on emergent literacy.

³ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.

⁴ Lead teachers with a CDA must complete 10 clock hours per year of professional development. For teachers with a BA and certification, the requirement is 120 clock hours per 5 years.

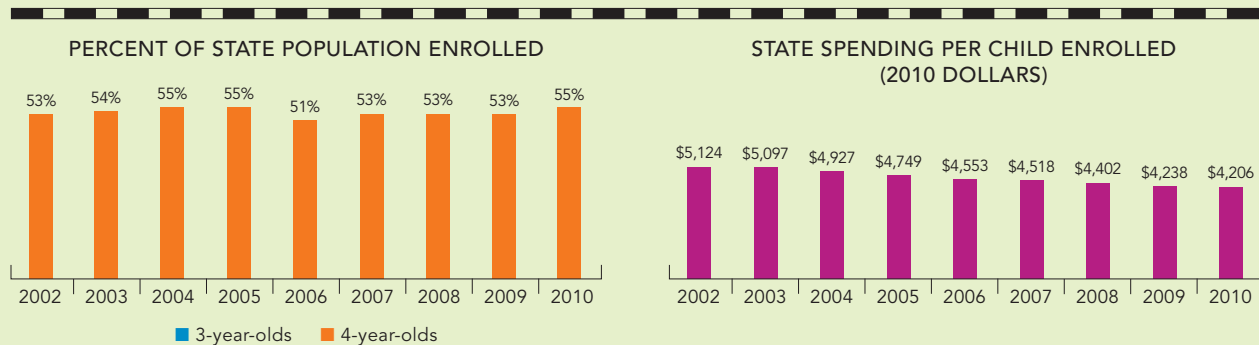
⁵ During a special legislative session in 2009, the Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. The maximum class size is now 12. The staff-child ratio for the school-year program was not changed, with one teacher required for classes of up to 10 students, and a second staff member required in classes of 11 to 18 students.

⁶ All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow-up, as appropriate, are also required.

⁷ Meals and snacks are required for full-day programs.

⁸ For the 2009-2010 program year, this funding amount includes \$38,017,534 in funds from ARRA.

Georgia



Established in 1993, Georgia’s Pre-K program became the nation’s first universal preschool program for 4-year-olds in 1995. State lottery revenues provide funding for the program. Georgia’s Pre-K Program is available in a number of settings including public schools, private child care centers, Head Start agencies, faith-based organizations, military facilities, and state colleges and universities.

In all settings, programs follow the Bright from the Start Pre-K Operating Guidelines and must base instruction on Georgia’s Pre-K Content Standards. These pre-K standards are aligned with the Georgia Early Learning standards for birth through age 3 as well as the Georgia Performance Standards for kindergarten. The state uses on-site monitoring to ensure these quality standards are followed. The program will also begin using the Classroom Assessment Scoring System (CLASS) in the 2010-2011 school year to further monitor program quality.

During the 2006-2007 school year, the state implemented the Georgia Pre-K Child Assessment Program, which is based on the Work Sampling System. Teachers were trained to use this assessment to individualize instruction as well as document children’s progress. This assessment program also allows teachers to provide two progress reports to parents during the year. An online version of the Child Assessment program was piloted in the 2008-2009 program year and the Georgia Testing ID was assigned to pre-K students for the second year in 2009-2010. Both of these actions are part of a plan to facilitate coordination between pre-K and the K–16 system.

In 2008-2009, Georgia changed the program to require a minimum of a CDA for assistant teachers, and starting in the 2010-2011 school year all lead teachers will be required to have a bachelor’s degree. There will be a waiver process to help current teachers transition to the new BA requirement. The program is also revising professional development requirements for pre-K teachers in response to a recent evaluation conducted by the FPG Child Development Institute at UNC Chapel Hill.

In the 2009-2010 program year, Georgia celebrated its millionth child participating in the Pre-K Program. In addition, several programs operated in both English and Spanish in the 2009-2010 program year as well as several being operated in English, Mandarin, and/or Spanish in a pilot program. These programs will be expanded for the 2010-2011 year.

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

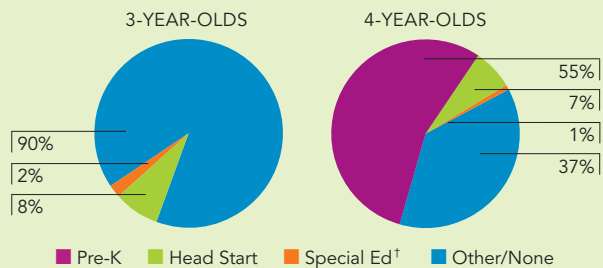
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	23

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment	81,177
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	8,831
Federally funded Head Start enrollment	22,336
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA or Montessori diploma ¹	BA	<input type="checkbox"/>
Teacher specialized training	Degree and certification in ECE or meet Montessori requirements ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental; and support services ²	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
9

RESOURCES

Total state pre-K spending	\$341,470,922
Local match required?	No
State spending per child enrolled	\$4,206
All reported spending per child enrolled*	\$4,212

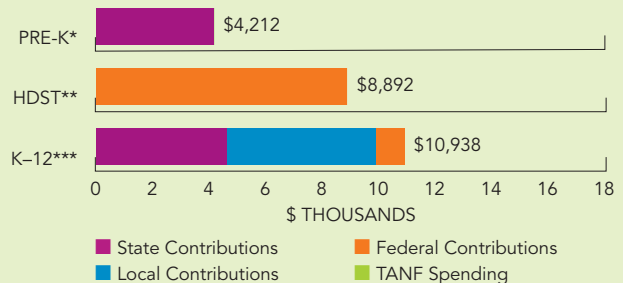
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Beginning in the 2010-2011 school year, lead teachers will be required to have a minimum of a BA in ECE in public and nonpublic settings.

² Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if their child has received his/her developmental health screening and

provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP), are required to have a 4-year-old developmental screening. Support services include two annual parent conferences or home visits, parent involvement activities, nutrition information, transition to kindergarten activities, and other locally determined support services.

Hawaii

NO PROGRAM

Although Hawaii does not have a state-funded preschool initiative which meets the criteria set forth in this report, several initiatives providing early learning services receive funding from the state.

The Preschool Open Doors Project began providing subsidy payments to low-income parents in the early 1980s. These payments allowed them to purchase preschool services for their 4-year-olds and, on a case-by-case basis, to 3-year-olds with special needs. Payments are made directly to a service provider, although parents select their child's provider. Families are eligible if their income is below 85 percent of the state median income. Since children can be deemed ineligible after initially qualifying, as family income is reassessed every 6 months, the Preschool Open Doors Project serves less as a dedicated preschool education program and more as a support for working families.

In 2002, Hawaii began supporting construction of preschool facilities at public school sites through the Pre-Plus Program. While seventeen Pre-Plus facilities have been constructed since the program's inception, there is currently no funding available for further construction. The Pre-Plus Program does not directly fund educational services for children.

Another initiative, Junior Kindergarten, launched in 2006-2007, and is an educational program for children. The program is for children who are age eligible for kindergarten, but turn 5 after July 31, which would make them among the youngest children in kindergarten. Kindergarten age-eligible children may also enroll in Junior Kindergarten if school assessments indicate they are not developmentally ready for kindergarten. Child may attend either kindergarten or first grade after completing one year of Junior Kindergarten, depending on individual program practices and a child's readiness.

Hawaii introduced Keiki First Steps, a statewide early learning system, in July 2008. This program provides a variety of early learning opportunities for children from birth until kindergarten entry. An Early Learning Council was also established to develop and administer the early learning system. The council would also establish the Keiki First Steps Grant Program as well as promote the creation of additional early learning facilities.

Preschool education is also available to four-year-olds with a disability through Special Education Preschool. This half-day program is meant to improve the school readiness of 4-year-olds who have been diagnosed with disabilities which could negatively impact learning in kindergarten.

Additionally, the state Department of Education is currently piloting preschool programs at two elementary schools. These programs do not have an income requirement and eligibility is determined through a lottery. Four-year-olds students would attend a preschool classroom in the same school where they will enroll in kindergarten.

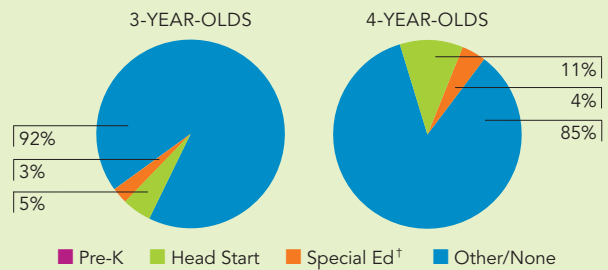
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule.....	NA
Special education enrollment	1,508
Federally funded Head Start enrollment	2,674
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

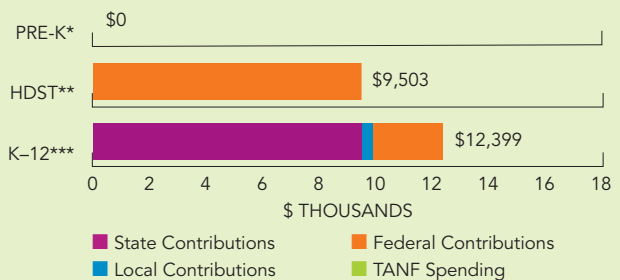
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

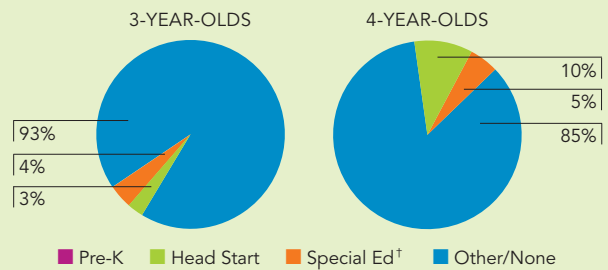
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	2,278
Federally funded Head Start enrollment	3,131
State-funded Head Start enrollment	195 ¹

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$1,500,000 ²
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

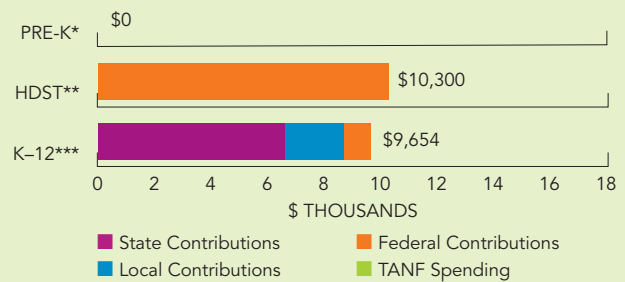
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

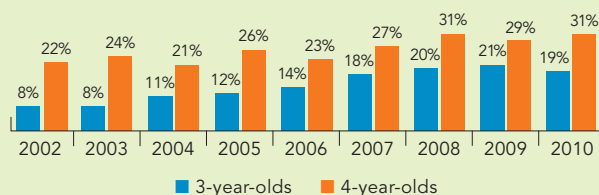


¹ Funded enrollment was not available by single year of age. This figure is based on the percentage of 3- and 4-year-olds as reported in the 2009-2010 Head Start PIR.

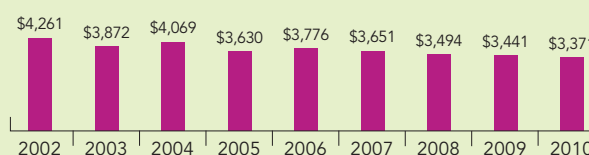
² This sum represents TANF funds dedicated to Head Start and Early Head Start.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In 1985, Illinois responded to calls for statewide education reform with the creation of the Prekindergarten Program for At-Risk Children. Funding for the program has been provided through the state's Early Childhood Block Grant (ECBG) since 1998. This grant coordinates services for at-risk infants and toddlers, provides parenting training, and supports preschool education programs. The ECBG must use at least 11 percent of its funding to serve children age 3 or younger.

The Preschool for All initiative was established in 2006 with the goal of offering access to preschool education for every 3- and 4-year-old in the state. Children from all counties participate in the program, although current funding levels do not provide services for all children whose parents want them to attend. Public schools, Head Start programs, private child care and faith-based centers, and family child care homes are all encouraged to apply for grants to serve children through Preschool for All.

At-risk children are the first funding priority during the expansion phase of Preschool for All. Programs locally determine criteria for at-risk status based on needs identified by agencies and districts in their grant proposals. Common risk factors include exposure to drug or alcohol abuse in the family, low parent education levels, poverty, developmental delays, and a history of abuse, neglect, or family violence. Programs that serve families earning up to four times the federal poverty level are the second funding priority.

The state hopes to fully fund Preschool for All by the year 2012, which will allow programs to use state dollars to serve children who do not meet at-risk criteria. Once fully implemented, Preschool for All is expected to serve about 190,000 children annually. However, while the state increased enrollment of 4-year-olds in the 2009-2010 school year, enrollment at other ages decreased, resulting in fewer children served overall. In a three year evaluation that ended in the 2009-2010 year, the program was evaluated for both process quality and program impact/child outcomes.

Beginning in the 2009-2010 program year, Preschool for All programs are required to meet bilingual education requirements. School districts are required to identify preschool English Language Learners (ELL) by administering a home language survey and must follow-up with each student identified as having a language background other than English. For a center with 20 or more preschool ELL students who speak the same language, instruction will be provided in the home language and English as well as English as a Second language (ESL). For a center with 19 or fewer preschool ELL students who speak the same language, a locally determined transitional program of instruction may include ESL and home language support as needed. By July 1, 2014, pre-K teachers must meet applicable requirements for bilingual/ESL.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	1

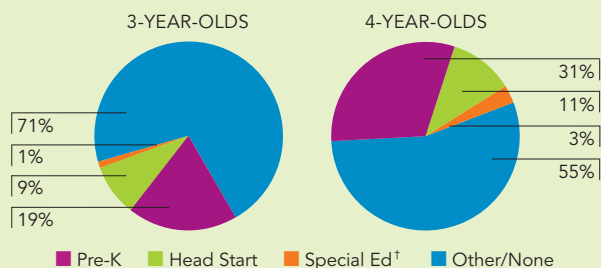
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	33

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	87,580
School districts that offer state program	100% (counties)
Income requirement	None ¹
Hours of operation	At least 2.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	21,542
Federally funded Head Start enrollment	34,721
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certificate, Birth–grade 3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	120 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$295,267,954 ⁵
Local match required?	No
State spending per child enrolled	\$3,371
All reported spending per child enrolled*	\$3,371

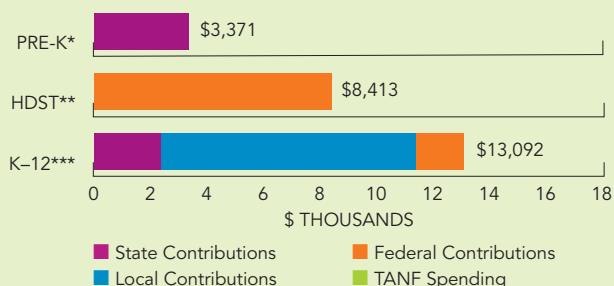
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ While at risk children from low-income households are the first priority, children from lower middle-income families may be served if state funding allows.

² Full-day classes are permissible. Most programs operate 2.5 hour sessions, but 13 percent of programs operate 21 to 26 hours per week and are funded fully by the state pre-K grant.

³ Support services include education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is locally determined.

⁴ Full-day programs must provide lunch and snacks, half-day programs must provide snacks.

⁵ Additional state funds include \$40,894,07 for 0-3 programs and \$6,073,276 for infrastructure.

Indiana

NO PROGRAM

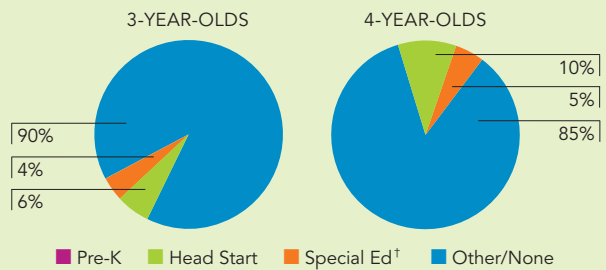
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule.....	NA
Special education enrollment	10,766
Federally funded Head Start enrollment	13,053
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

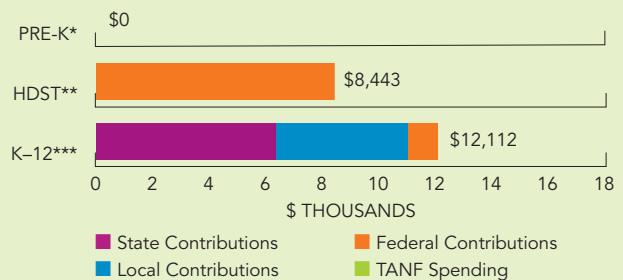
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

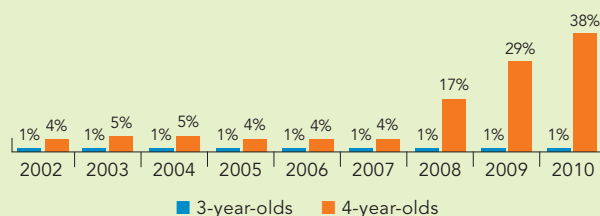
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

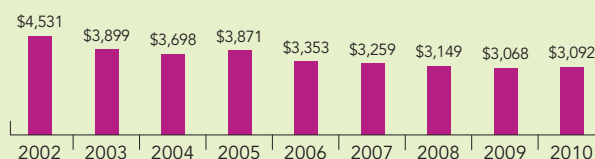


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Iowa currently supports two state-funded pre-K programs, *Shared Visions* and the Statewide Voluntary Preschool Program (SVPP). *Shared Visions* was established in 1989 and serves 3-, 4-, and 5-year-olds in part- or full-day programs. Funding is available to faith-based centers, Head Start programs, private agencies, and public schools that apply through a competitive grant process. These programs may also subcontract with other programs in the same types of settings. At least 80 percent of children in the program must be eligible to receive free lunch. Eligibility for up to 20 percent of students in each classroom can be based on other risk factors, including developmental delay, homelessness, low birth weight, having a teen parent, or having a parent who has a substance abuse problem. A sliding payment scale may be applied for children from over-income families depending on the local needs of the grantee. Each grantee in the *Shared Visions* program may also determine operating schedule.

The *Shared Visions* initiative was flat-funded from 1995 until 2007, which resulted in shortened program days or service cuts for some grantees. To compensate, some grantees increased their use of local funds. Iowa increased funding levels for the program by 2 percent in fiscal year 2008, but the program experienced a 10 percent across-the-board cut in the 2009-2010 program year.

This program was evaluated for both process quality and program impact/child outcomes in a multiyear study ending in 2008. The state is working to implement a unique identification number for each child in the *Shared Visions* program, regardless of program auspice. In the spring of 2011, GOLD assessment training will be provided, and programs will eventually be expected to report assessment information to the Department of Education.

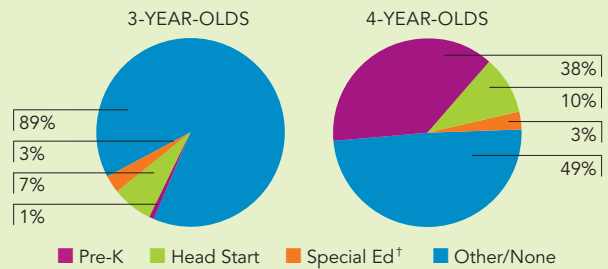
SVPP was launched in the 2007-2008 program year to provide prekindergarten access to all 4-year-olds in the state. All 4-year-olds who live in Iowa are eligible for SVPP, and they do not have to be a resident of the district in which they attend preschool. Only 4-year-old children are funded through the Preschool Funding Formula, although 3- and 5-year-olds may enroll in the program through a combination of local dollars, tuition, and/or funding from other sources. Public schools receive funding directly through SVPP, though they may subcontract with faith-based centers, Head Start agencies, and private child care centers to provide services. Children in the program must be served for a minimum of 10 hours per week. The program was expanded in the 2009-2010 program year to 48 percent of districts in the state, serving more than 13,600 children.

The first two pages of this state profile document Iowa's overall contributions and commitment to state prekindergarten, including state spending and enrollment for both *Shared Visions* and the Statewide Voluntary Preschool Program. The third page focuses exclusively on the *Shared Visions* program and the final page presents specific details about the Statewide Voluntary Preschool Program.

STATE OVERVIEW

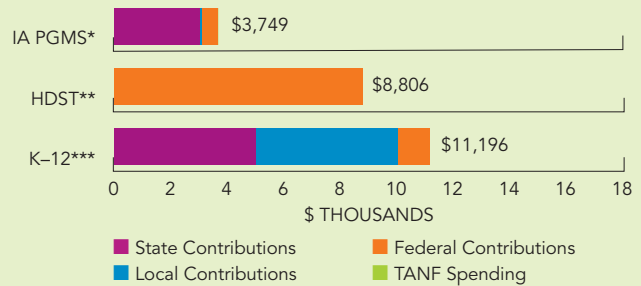
Total state program enrollment	15,729
Total state spending	\$48,634,416
State spending per child enrolled	\$3,092
All reported spending per child enrolled*	\$3,749

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

10

18

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

31

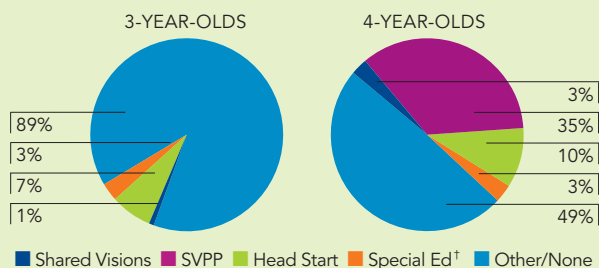
29

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	2,063
School districts that offer state program	9% ¹
Income requirement	80% of children must be below 130% FPL
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	3,625
Federally funded Head Start enrollment	6,604
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ³	BA	<input type="checkbox"/>
Teacher specialized training	Birth–grade 3 SpEd, Birth–grade 3, Pre-K–K (public); Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit hours/5 years (public); None (nonpublic) ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$7,024,552
Local match required?	Yes, 20% of total grant amount
State spending per child enrolled	\$3,405
All reported spending per child enrolled*	\$8,412

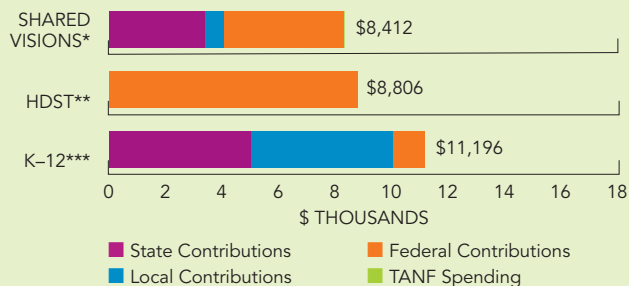
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In addition, 13 *Shared Visions* programs are offered by Head Start grantees and 12 are offered in child care centers.

² Programs operate an average of 6 hours per day, 4 days per week, and generally operate during the academic year.

³ Teachers in nonpublic settings follow NAEYC standards, which require a minimum of a CDA.

⁴ Certified teachers employed in school district programs must renew their licenses every five years, including 6 credit hours of training. Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates all lead teachers have 30 hours of staff development.

⁵ Additional support services include two annual parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, and referral to social services.

⁶ Applicants for *Shared Visions* funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation, but are required by NAEYC criteria.

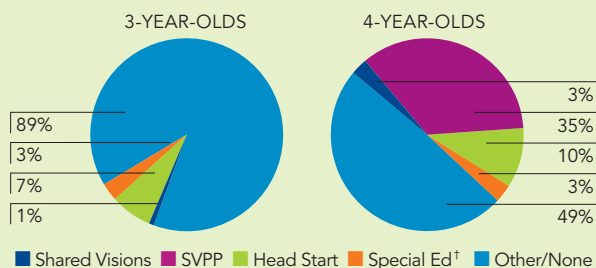
⁷ All *Shared Visions* programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	13,666
School districts that offer state program	48%
Income requirement	None
Hours of operation	Part-day, 10 hours/week ¹
Operating schedule	Academic year
Special education enrollment	3,625
Federally funded Head Start enrollment	6,604
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Birth–grade 3 SpEd, Birth–grade 3, Pre-K–K	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or Iowa Paraeducator Certificate ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA ³		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA ³		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁶	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$41,609,864
Local match required?	No
State spending per child enrolled	\$3,045
All reported spending per child enrolled*.....	\$3,045

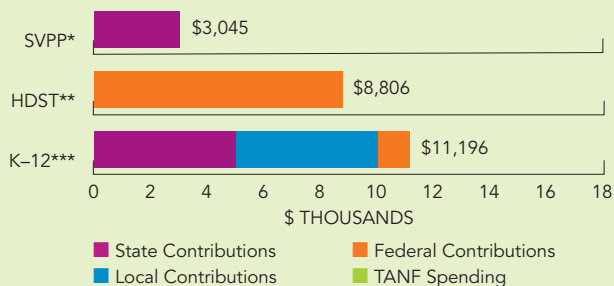
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs operate 10 hours per week, at least 3 days per week, with most operating 4 days per week. Some districts blend funding sources and work with collaborative partners to provide at least 12 hours per week.

² Assistant teachers should have either a CDA or an Iowa Paraeducator certificate. The certificate requires 90 hours of generalized education courses plus 45 hours of ECE specific training. Assistants may be hired with only a high school diploma and must immediately enroll in a CDA program, but there is no timeline to obtain the CDA.

³ Three-year-olds do not receive state funding for the SVPP program but can be served in the program. The maximum class size for 3-year-olds is 18 and the required staff-to-child ratio is 1:9.

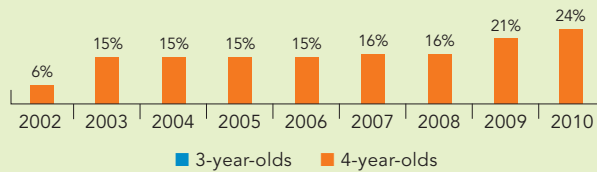
⁴ Support services include three parent conferences or home visits, as well as parenting support or training, parent involvement activities, health services for children, and referral to social services.

⁵ Additional meals must be provided if the program is longer than 10 hours per week.

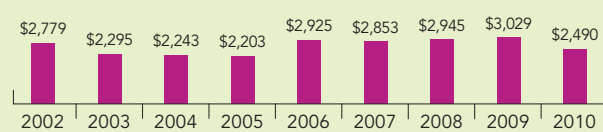
⁶ Beginning in the 2008-2009 school year, site visits are required once every five years. Programs are visited during their second year of operation and then again every five years.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Kansas At-Risk Four-Year-Old Children Preschool Program was established in 1998. The program is located in public schools, though local school districts can subcontract with community-based organizations. Districts receive per-child funding allocations based on the state enrollment counts as of September 20. The program's funding comes from at-risk dollars from the state general fund.

Eligibility is determined by meeting at least one of eight risk factors: eligibility for free lunch, having a single parent, academic or developmental delay based upon validated assessment, having a parent lacking a high school diploma or GED, English Language Learner status, having a teen parent, migrant status, or referral from the Social and Rehabilitative Services agency.

Significant changes were made to the program in the 2007-2008 program year. Class size is now limited to 20 children with a staff-to-child ratio of 1:10. Teachers and assistant teachers are also now required to attend at least 15 hours of in-service training each year. Teacher credential requirements were also changed, and a lead teacher must now have an early childhood education-specific licensure while para/assistant teachers are required to have a CDA. Programs were also asked to align their curricula with the Kansas Early Learning Standards. In a study which concludes in the fall of 2010, the program was evaluated for both process quality and program impact/child outcomes.

A second program, the Kansas Pre-K Pilot Program, was first offered in the 2006-2007 school year and is funded solely by tobacco dollars. The program was again flat-funded for the 2009-2010 school year, preventing expansion of the program. In the third year of operation, the state transferred its administration to the Kansas State Department of Education, and the program is now offered in 14 out of 105 counties. Half of the students attend classrooms set in community sites while the other 50 percent attend classrooms in public schools. Moreover, half of the children must meet one of the risk factors used for the At-Risk Four-Year-Old program or an additional factor, including having a parent on active military duty, qualifying for reduced-price lunch, or being referred by an early childhood organization. The remaining students must meet eligibility criteria set at the local program's discretion. This program was evaluated for both process quality and program impact/child outcomes in the 2008-2009 year.

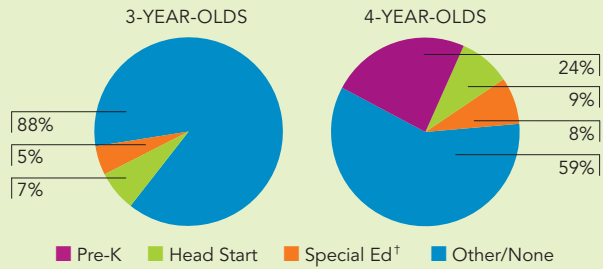
Kansas also funds Parents as Teachers, an initiative for children prenatal to age 3 and their families. This program is run through collaboration between the Kansas State Department of Education and local school districts, which includes coordination with other community and district organizations and resources. The state continues to work on developing the Kansas Preschool Program, which would consolidate current programs into a voluntary, high-quality preschool education program for all 3-, 4-, and 5-year-olds in the state.

The first two pages of this profile address the overall contributions and commitment to prekindergarten by the state of Kansas, including enrollment and spending for both the At-Risk Four-Year-Old Children Preschool Program and the Pre-K Pilot Program. The third page focuses solely on the At-Risk program while the last page discusses the Pre-K Pilot program.

STATE OVERVIEW

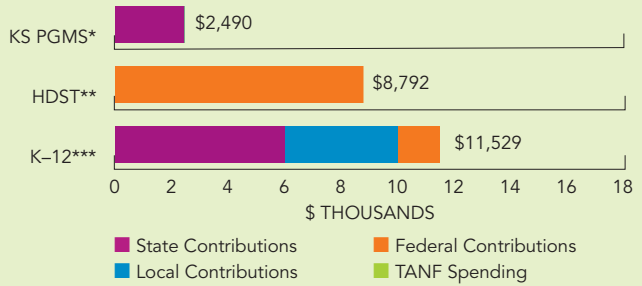
Total state program enrollment	9,463
Total state spending	\$23,564,928
State spending per child enrolled	\$2,490
All reported spending per child enrolled*	\$2,490

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

19

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

35

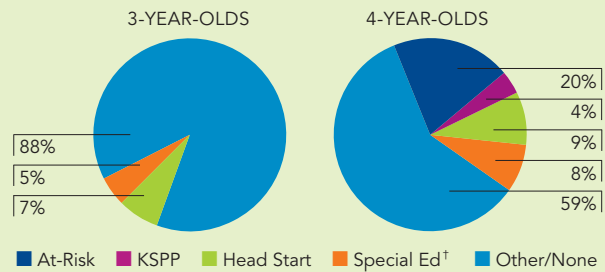
38

KANSAS AT-RISK FOUR-YEAR-OLD CHILDREN PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	7,963
School districts that offer state program	63%
Income requirement	130% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,124
Federally funded Head Start enrollment	6,609
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 7 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification in EE, ECE, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with ECE endorsement ³	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	NA			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	NA			
4-year-olds	1:10			
Screening/referral and support services	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Snack	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$18,564,928
Local match required?	No
State spending per child enrolled	\$2,331
All reported spending per child enrolled*	\$2,331

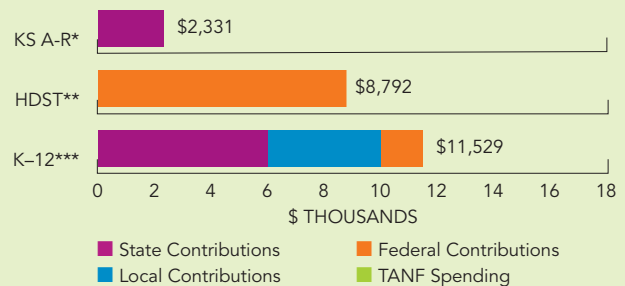
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Eligibility for free lunch is one of eight risk factors used to determine eligibility for this program. Every child must have at least one risk factor.

² Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately 3 hours per day, 5 days a week.

³ Teachers must have a current license. An early childhood license is recommended.

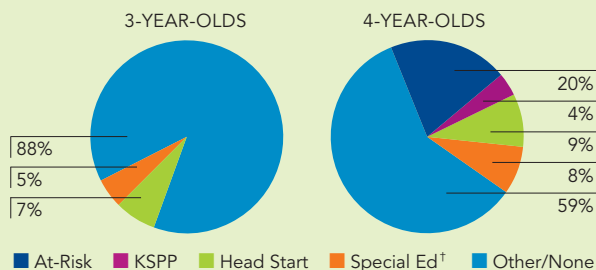
⁴ Support services include two annual parent conferences or home visits, parent involvement activities, referral to social services, and transition to kindergarten activities.

KANSAS PRE-K PILOT PROGRAM

ACCESS

Total state program enrollment	1,500
School districts that offer state program	13% (counties)
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,124
Federally funded Head Start enrollment	6,609
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in EE, ECE, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with ECE endorsement (public); None (nonpublic) ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

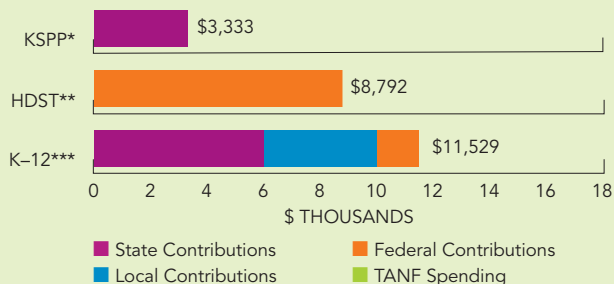
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$5,000,000
Local match required?	No
State spending per child enrolled	\$3,333
All reported spending per child enrolled*	\$3,333

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

¹ Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, Social and Rehabilitation Services referral, or early childhood referral. Eligibility for the other fifty percent of children is based on the local program's discretion.

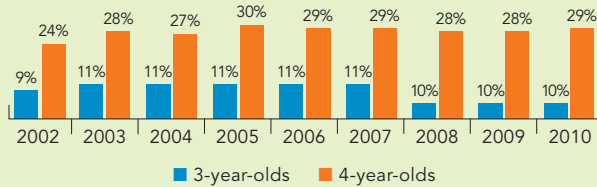
² Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately 3 hours per day, 5 days a week.

³ Lead teachers in nonpublic settings must have an AA in early childhood education or closely related field and have a plan on file to get a BA within five years of becoming a state pre-K site. Lead teachers in public settings must have a BA. Teachers in nonpublic settings are encouraged to have one of the above licensures, but are not required.

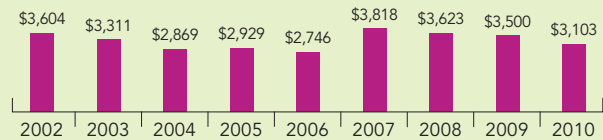
⁴ Support services include parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of parent conferences is determined locally.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Kentucky Preschool Program was launched in 1990 in response to the Kentucky Education Reform Act. The program is available to 4-year-olds from low-income families as well as 3- and 4-year-olds with disabilities. In the 2006-2007 school year, the number of children eligible for the program increased when the income eligibility requirement was raised from 130 percent of the federal poverty line (FPL) to 150 percent of FPL. Children who do not meet these eligibility requirements may participate based on space availability, though they are funded by district money or tuition rather than state dollars. The Kentucky Preschool Program distributes money to local school districts according to a funding formula. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

The Kentucky Department of Education began identifying Classrooms of Excellence, or high-quality state-funded preschool education classrooms, during the 2006-2007 school year. To meet the qualifications as a Classroom of Excellence, preschool teachers must hold certification in early childhood and undergo a rigorous application process, which includes implementation of early childhood standards, intensive self-study, and regional or national accreditation.

Kentucky also participates in the Strong Start initiative, which was established by the Prichard Committee for Academic Excellence in the 2008-2009 school year. Strong Start seeks to establish private/public partnerships in order to increase access to high-quality preschool programs for 3- and 4-year-olds from families whose incomes are up to 200 percent of FPL. In addition, Kentucky is implementing a statewide Kentucky Student Intervention, which includes preschool and is Kentucky's version of Response to Intervention. Under the Kentucky Student Intervention, programs must implement instruction by qualified personnel with research-based interventions.

A 27-member Task Force on Early Childhood Development and Education was established by the governor in February 2009. The task force seeks to increase collaboration among child care providers, define school readiness, and raise quality in early learning settings. Kentucky also implemented the first stage of the Preschool Program Review (P2R) monitoring process through pilots in seven districts in the 2009-2010 school year. The process includes an ECERS-R for every classroom and an online survey, as well as site-visit teams that examine documentation, observe classrooms, and interview teachers, administrators, and parents. The P2R pilot will continue in the 2010-2011 school year with the goal of establishing assessors in each district who can use ECERS-R with valid inter-rater reliability to help districts improve their teaching and learning processes.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	5

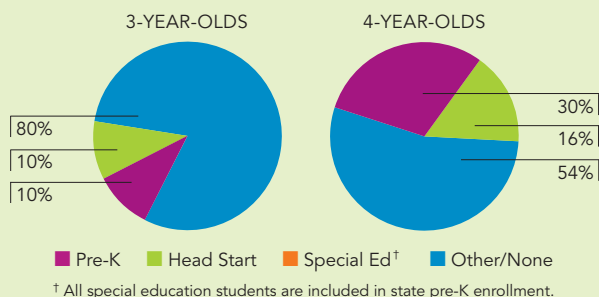
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	14

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	22,299 ¹
School districts that offer state program	100%
Income requirement	150% FPL
Hours of operation	2.5 hours/day, + meal time, 4 or 5 days/week
Operating schedule	Academic year
Special education enrollment	10,794 ²
Federally funded Head Start enrollment	14,933
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 9 </div>
Early learning standards	Comprehensive	Comprehensive	✓	
Teacher degree	BA ³	BA	✓	
Teacher specialized training.....	Interdisciplinary ECE - Birth to K	Specializing in pre-K	✓	
Assistant teacher degree	HSD	CDA or equivalent	☐	
Teacher in-service	28 clock hours	At least 15 hours/year	✓	
Maximum class size	20 or lower	20 or lower	✓	
3-year-olds	20			
4-year-olds	20			
Staff-child ratio	1:10 or better	1:10 or better	✓	
3-year-olds	1:10			
4-year-olds	1:10			
Screening/referral	Vision, hearing, health, and support services ⁴	Vision, hearing, health; and at least 1 support service	✓	
Meals	Breakfast or lunch	At least 1/day	✓	
Monitoring	Site visits and other monitoring ⁵	Site visits	✓	

RESOURCES

Total state pre-K spending	\$69,187,530
Local match required?	No
State spending per child enrolled	\$3,103
All reported spending per child enrolled*.....	\$6,290

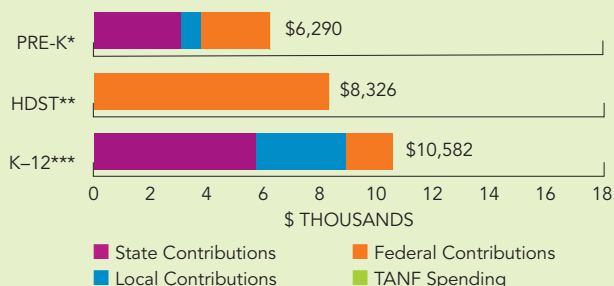
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This total includes a supplemental count of 1,295 3-year-olds who received special education services after reaching their third birthday later than December 1.

² Because the state pre-K program is interrelated with the state special education program, it is not possible to provide a unique special education enrollment count for Kentucky. The estimates for special education enrollment include some children also counted in the totals for state pre-K.

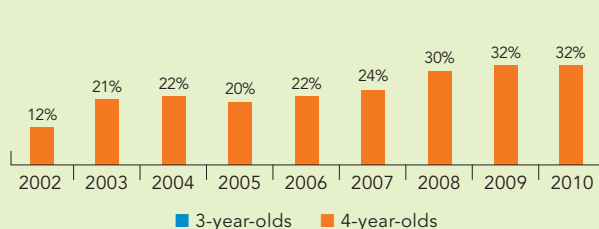
³ Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts.

⁴ Support services include two annual parent conferences or home visits, parenting support or training, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

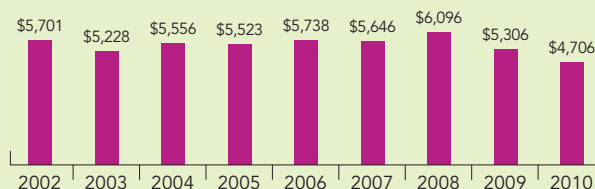
⁵ In the 2009-2010 school year, Kentucky began a mandatory process that will initially provide site visits to seven pilot sites. By 2011-2012, 20 percent of programs statewide will be visited each year.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Louisiana operates three state-funded preschool initiatives. Louisiana began providing preschool education services in 1988 through the Model Early Childhood Program but matching annual appropriations for this program ended in 1993. Some local school districts then began using the 8(g) Student Enhancement Block Grant Program to offer preschool programs to at-risk 4-year-olds. By the 2009-2010 school year, nearly all districts in the state were offering preschool education programs using 8(g) Student Enhancement Block Grants. The program is available to children who are at risk of being “insufficiently ready for the regular school program,” with priority being given to children from low-income families. As part of the LA8(g) Annual Report, this program was evaluated for both process quality and program impact/child outcomes.

The state established the Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) in 2001. This program is available in almost all school districts in Louisiana, as well as in 15 charter schools. In addition to providing 6 hours of regular instruction per day, the program also offers up to 4 hours of before- and after-school care. Eligibility is granted to 4-year-olds who qualify for free or reduced-price lunch, though children from families with higher incomes also may also attend using local funds or tuition. The LA4 program was subject to budget cuts both before and during the 2009-2010 program year, which resulted in a reduced per-pupil allocation from the previous year. Due to recent reorganization at the Department of Education, a greater emphasis will be placed on literacy instruction and kindergarten readiness. During the 2008-2009 school year, the initiative was evaluated for both process quality and program impact/child outcomes.

The Nonpublic Schools Early Childhood Development Program (NSECD) also was established in 2001 with the goal of providing tuition reimbursement to families with incomes below 200 percent of the federal poverty level that send their 4-year-olds to qualifying preschools. Programs must be state-approved, privately run preschools that provide at least 6 hours of regular instruction per day and up to 4 hours of before-and after-school care. This program was evaluated for both process quality and program impact/child outcomes, including as part of the Comprehensive Five-Year Longitudinal Study.

In 2008, the state mandated voluntary preschool access for all 4-year-olds regardless of income by the 2013-2014 program year. The Department of Education began coordinating with the Department of Social Services during the 2008-2009 program year to create a professional development plan which would permit cross-agency technical assistance and training. As of the 2009-2010 program year, school districts are required to allocate at least 10 percent of new funding to providing programs in diverse delivery settings.

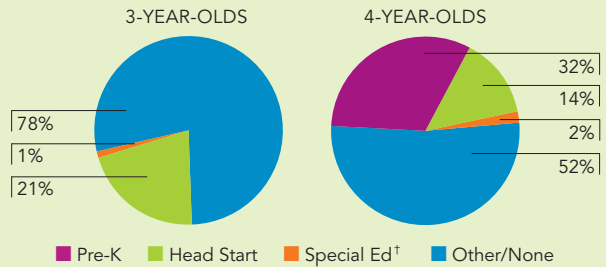
In addition, Louisiana school districts used more than \$30 million in Title I funding to support preschool services for more than 7,300 students in the 2009-2010 program year beyond those served in the LA4, LA(8)g, and NSCED programs. The Department of Education is currently drafting guidelines for an LA3 program.

To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state’s overall commitment through enrollment and state spending for all three programs. We then present specific details about the 8(g) program, the Cecil J. Picard LA4 Early Childhood program, and the NSECD program.

STATE OVERVIEW

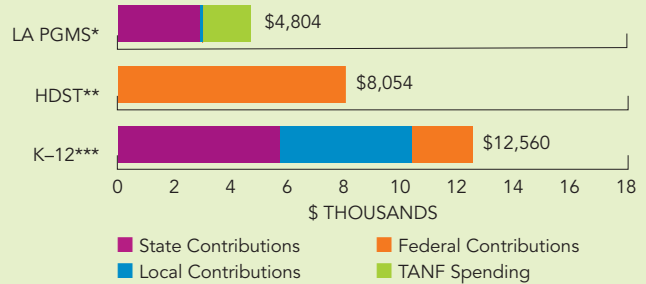
Total state program enrollment	20,348
Total state spending	\$95,757,442
State spending per child enrolled	\$4,706
All reported spending per child enrolled*	\$4,804

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

13

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

14

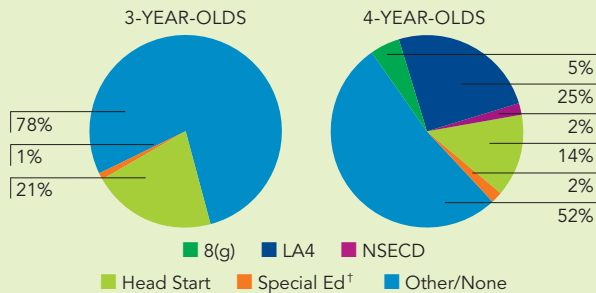
20

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,178
School districts that offer state program	97%
Income requirement	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,209
Federally funded Head Start enrollment	20,528
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Nursery, Pre-K-3, Early Intervention, Noncategorical preschool handicapped	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral	Health, developmental screening; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Breakfast, lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$13,679,635
Local match required?	No
State spending per child enrolled	\$4,304
All reported spending per child enrolled*	\$4,304

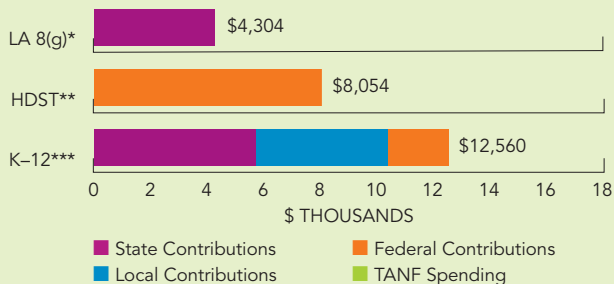
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The state does not set specific income eligibility criteria but stipulates that priority be given to children from low-income families.

² Programs must offer at least 63,720 minutes of instructional time per year. Most districts operate 5 days/week.

³ Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5, possess oral and written communication skills, and meet other district requirements for employment.

⁴ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screenings are determined at the local level. The 8(g) program follows the referral process and policies established by the state Board of Elementary and Secondary Education.

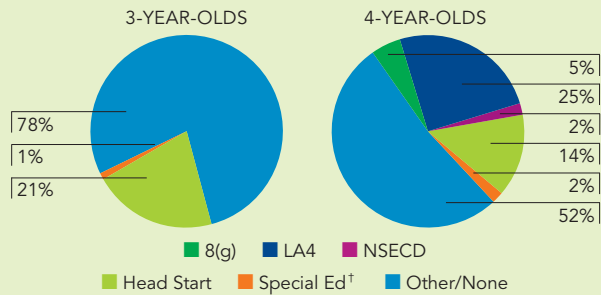
⁵ Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment	15,856 ¹
School districts that offer state program	92%
Income requirement	185% FPL
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,209
Federally funded Head Start enrollment	20,528
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Nursery, Pre-K-3, Early Intervention, or Noncategorical Preschool Handicapped ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$74,577,807 ⁵
Local match required?	No
State spending per child enrolled	\$4,703 ⁵
All reported spending per child enrolled*	\$4,830

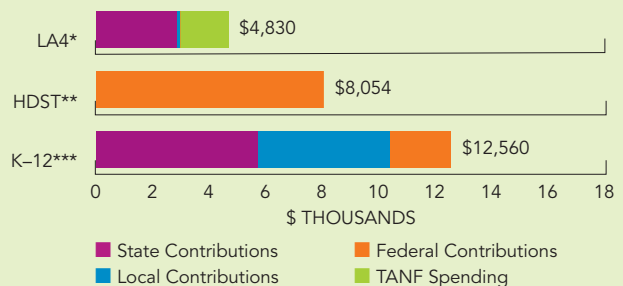
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The state-funded enrollment total does not include 513 tuition-paying students from families with incomes above the income requirement, or 1,927 children funded through other sources who attend LA4 classes.

² Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 1,241 children attended these full-day programs in the 2009-2010 program year.

³ Teachers may also qualify with an Elementary certification while working toward an approved early childhood certification for a maximum of 3 years.

⁴ Dental and mental health screening and referral are determined locally. Support services include two parent conferences, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, GED and literacy training for parents, and housing/utility referrals.

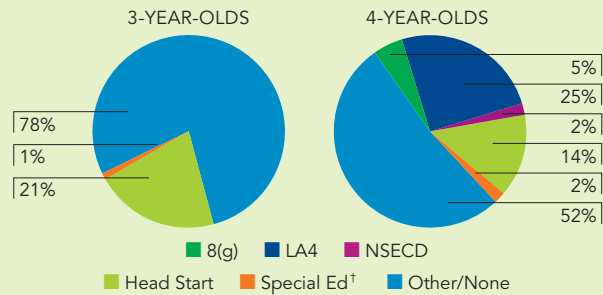
⁵ This spending allocation also includes funds for the before- and after-school enrichment program. This amount includes \$28,050,000 in TANF funds.

LOUISIANA NON-PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state program enrollment	1,314
School districts that offer state program	100% (parishes)
Income requirement	200% FPL
Hours of operation	10 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,209
Federally funded Head Start enrollment	20,528
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Pre-K-3, Pre-K, Early Intervention, N, Noncategorical Preschool Handicapped ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA ²	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$7,500,000 ⁴
Local match required?	No
State spending per child enrolled	\$5,708 ⁵
All reported spending per child enrolled*	\$5,708

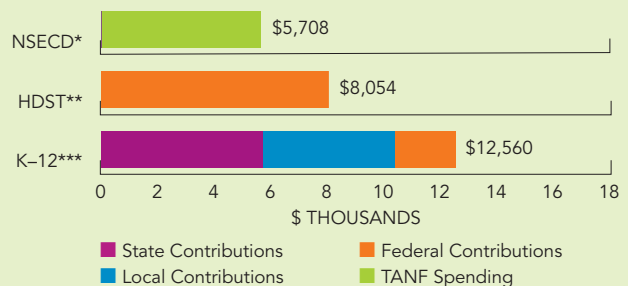
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Incumbent or new NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date in order to continue as an NSECD teacher. Teachers who begin with an Elementary Education certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within three years of their hire date.

² Incumbent assistant teachers must be enrolled in a CDA program and maintain enrollment until completion of the program.

³ Support services include two parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and developmental and social/emotional support services. Other support services are determined locally, as are developmental and dental screening and referrals.

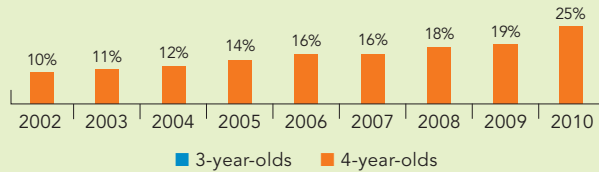
⁴ This funding total consists of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

⁵ This figure is based on the state's use of federal TANF funds.

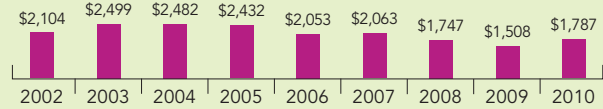


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Maine established its Two-Year Kindergarten initiative in 1983 with the goal of supporting public preschool education 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 initiative.

School districts are not required to participate in the Public Preschool Program, but districts that choose to offer preschool education must receive approval from the state Department of Education. This approval process includes incorporating local providers in the program. To be eligible for the full per-pupil subsidy, districts must provide a minimum of 10 hours per week of programming. An additional “weighted” subsidy is also available through the state to supplement the regular per-pupil allocation for pre-K through second grade.

During the 2009-2010 school year, 40 percent of Maine’s schools that enroll children in the early primary grades also chose to provide preschool education programs. The majority of public preschool programs are set in public schools, though districts may collaborate with Head Start and/or contract with family child care homes or private child care centers to provide services. As space has become available, and in an effort to minimize transitions for children and families, many programs that were originally housed in community settings have moved to public school settings.

Access to the Public Preschool Program increased in the 2009-2010 program year due to increased use of Title I funds and the use of ARRA funds to help with start-up costs. Additionally, the program continues to use the Public Pre-K Collaboration Coach model to facilitate community partnerships between public schools, Head Start, and child care programs in order to form a diverse delivery system.

In addition to providing funds for the Public Preschool Program, Maine also supplements the federal Head Start program, serving more than 200 additional children in the 2009-2010 school year.

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

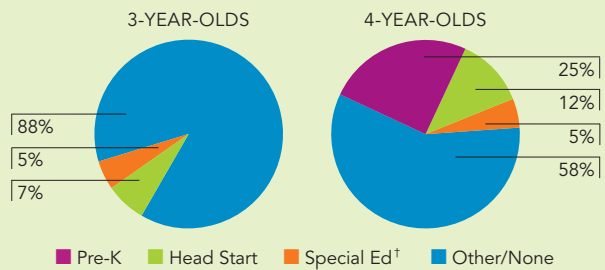
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	27

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	3,605
School districts that offer	40% (public elementary schools)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,376
Federally funded Head Start enrollment	2,701
State-funded Head Start enrollment	218 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC birth-5 endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Ed Tech II (60 credit hours)	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:15		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	None ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$6,443,614 ⁵
Local match required?	Yes, tied to school funding formula
State Head Start spending	Not reported ⁶
State spending per child enrolled	\$1,787
All reported spending per child enrolled*.....	\$3,835

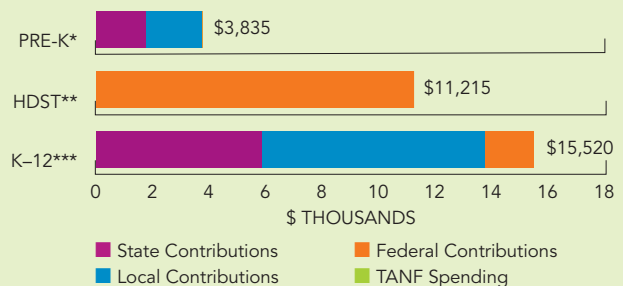
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Some districts provide a full school day, 5-day program; some provide a part-day program and operate four half days with the fifth day used for home visits and teacher planning and some offer the program within a longer child care day.

² This figure is an estimate based on the number of children reported as a state match by ACF and the proportion of 3- and 4-year-olds as reported by the PIR.

³ Maine requires immunizations for all students. Due to an expanded definition of health screenings, this now meets the quality standard. A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

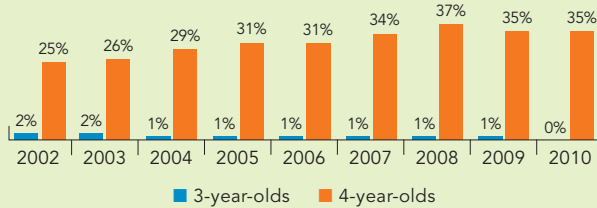
⁴ While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow Head Start requirements for meals.

⁵ In addition to Public Preschool Program funding, a total of \$24,369,798 in weighted funds were available for pre-K through grade 2, including a state share of \$12,657,193. It is not possible to estimate the amount used to serve 4-year-olds. Maine also reported the use of ARRA funds, though they were unable to report the amount as use was determined locally.

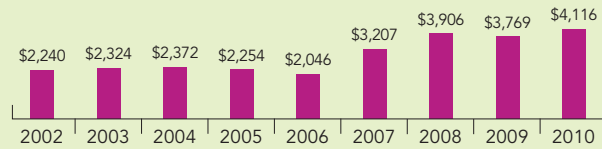
⁶ The most recent funding data obtained from Maine Head Start State Collaboration Office are \$3,937,668 for the 2007-2008 school year.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Maryland's Extended Elementary Education Program (EEEP) began as a pilot preschool program in 1980, and originally served at-risk 4-year-olds in Baltimore City and Prince George's County. The program eventually expanded throughout the state and by 2002 was serving 25 percent of all 4-year-olds. A 2002 school finance reform law mandated that local boards of education expand preschool access to all economically disadvantaged 4-year-olds by the 2007-2008 program year. To this end, the state significantly increased funding to school districts and revised preschool regulations to help meet the kindergarten readiness needs of low-income, special education, and English language learner students. Recent efforts to improve monitoring of prekindergarten programs have increased the enrollment of income-eligible students in the program.

Maryland's school finance reform law also restructured preschool funding. School districts had previously received dedicated EEEP funds from the state to supplement the general education funds of local school systems. However, as of the 2007-2008 program year, preschool education programs were funded with state aid and local education dollars under the terms of the Bridge to Excellence in Public Schools Act. The cost estimates of K-12 education state aid now include costs for a prekindergarten mandate, which requires local school systems to provide access to pre-K for "disadvantaged four year-olds." Increased state aid for K-12 provides funds for these prekindergarten services.

A report from the Maryland Task Force on Universal Preschool Education in 2007 recommended expanding access to preschool to all 4-year-olds and some 3-year-olds in the state regardless of family income. While some of the recommendations from the report are being implemented, the state's budgetary constraints have stalled the major funding needed for a voluntary, universal preschool program. A completed business plan for providing universal preschool for 4-year-olds was submitted to the governor in December 2009.

Maryland also has created 24 early learning centers of excellence in addition to funding EEEP. The Judy Center Partnerships are located in high-risk school districts and collaborate with selected schools that have early care and education centers for children birth to age 5. The program seeks to provide continuous and enhanced learning opportunities to young children, and nearly 12,000 children are served in Judy Center Partnerships.

Additionally, Maryland provides supplemental funds to the federal Head Start program in order to expand enrollment and support extended-day services and quality improvements. However, due to a significant decrease in funding, programs were limited in the 2009-2010 school year to providing extended-day/year services only and no new slots or quality improvements were funded by the state. In the 2009-2010 program year, the state dedicated \$1.8 million in supplemental funds, thereby allowing for 2,232 children ages 3 to 5 to receive extended-day or extended-year services through Head Start.

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

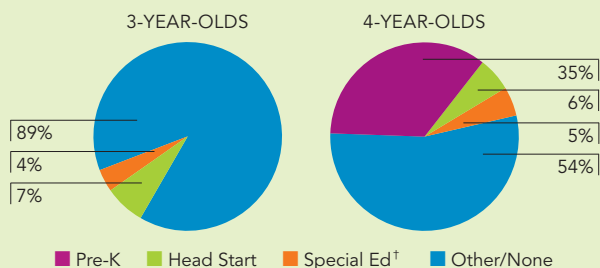
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	3

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	26,147 ¹
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 hours/day (part-day) or 6.5 hours/day (full-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	7,527
Federally funded Head Start enrollment	9,539
State-funded Head Start enrollment	0 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	N-3 certification	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$107,619,200 ⁷
Local match required?	No
State Head Start spending	\$1,800,000
State spending per child enrolled	\$4,116
All reported spending per child enrolled*	\$9,645

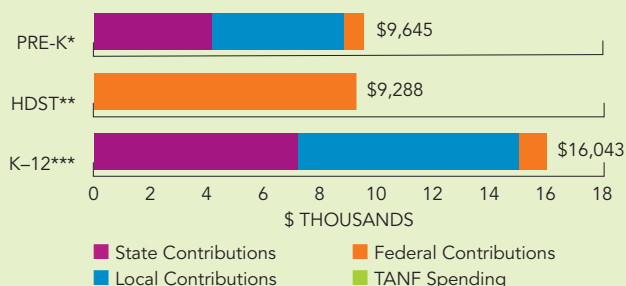
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment total includes 4-year-olds participating in the Judy Center Partnerships.

² Due to decreased funding, programs were limited in the 2009-2010 school year to providing extended-day and year, and no new slots or quality improvements were funded by the state. The state provided extended-day/year services for 2,232 children ages 3 to 5.

³ Paraprofessionals in Title I schools must also meet one of three requirements: two years of college, AA degree, or qualifying score on the Para Pro assessment.

⁴ By policy, 3-year-olds are not eligible for state pre-K, but state child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds.

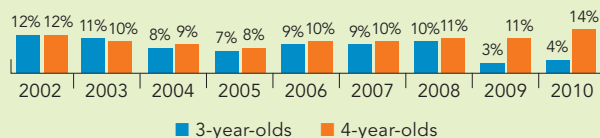
⁵ Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children enrolled. In pre-K, a certificate is required proving that a blood test for lead has been done. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and other locally determined services.

⁶ Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.

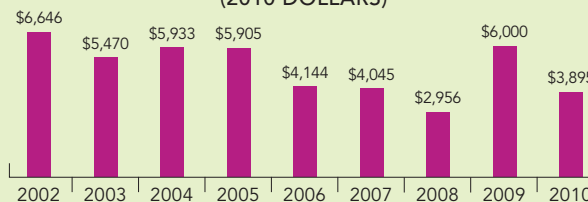
⁷ The mandate to provide services also requires local spending as necessary to serve enrolled children.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2010 DOLLARS)



Massachusetts established its Department of Early Education and Care (EEC) in 2005 to improve affordability, access, and quality of preschool education services. Concurrently, the state launched the Universal Pre-kindergarten (UPK) initiative. UPK accepts children ages 2 years, 9 months until they reach the locally determined kindergarten eligibility age.

The UPK initiative awards grants to Head Start programs, public schools, family child care, private child care, and faith-based centers that promote school readiness and positive outcomes for students. UPK is available in 97 towns, and programs must operate or provide access to full-day, full-year services, as well as follow specific standards for child assessments. Programs must also use the Guidelines for Preschool Learning Experiences and the Early Childhood Program Standards. All children may enroll in participating UPK programs regardless of income, though programs must serve or be willing to serve children from families with income levels at or below 85 percent of the state median income (SMI).

The UPK initiative receives funding from two streams. The majority is child subsidy money, with a UPK add-on amount from the state to improve program quality. In its first year, the state distributed an additional \$1 million in planning grants to help programs meet eligibility to receive UPK funding. In FY 2008, the state increased UPK spending from \$4.7 million to \$7.1 million to expand services to additional children. Funding was increased again in FY 2009, to \$10.8 million, in order to target at-risk communities. In addition to this state funding, UPK received roughly \$44.8 million in CCDF subsidy funds in the 2008-2009 program year. However, in the 2009-2010 program year there was a \$2.9 million cut, reducing UPK grants by 37 percent.

This program was evaluated for process quality during the 2008-2009 and 2009-2010 school years. Starting in the 2010-2011 program year, UPK will require grantees to participate in its Quality Rating and Improvement System (QRIS) and grantees will be asked to submit child-level information to build a longitudinal data system within the Massachusetts state education agencies.

Another initiative, Grant 391, was established in 1985 to fund typically developing preschool children to match the number of students with disabilities served in inclusion classrooms. Program grantees are located in public schools in 96 districts, and any child without disabilities is eligible.

The Massachusetts School Improvement Act of 1985 established the Community Partnerships for Children (CPC, also called Preschool Direct and Preschool Scholarships), which coordinates planning and delivery of services offered by all early education and care programs within a funded community. The initiative has served 3- and 4-year-olds with working parents since 1996, and continues to coordinate and expand services based on community resources and needs. Beginning in November 2008, the CPC program dissolved, although their programs still provide care to private paying families and families under the subsidy system. As a result of this change in program structure, CPC no longer fits NIEER's definition for a state-funded prekindergarten initiative.

In addition to the above programs, Massachusetts provides supplemental funding for the federal Head Start program. In the 2009-2010 program year, the state provided \$7.5 million to enhance teacher salaries as well as other quality improvements, and to serve an additional 304 Head Start children. This profile focuses on UPK and Grant 391, which are reported together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	14

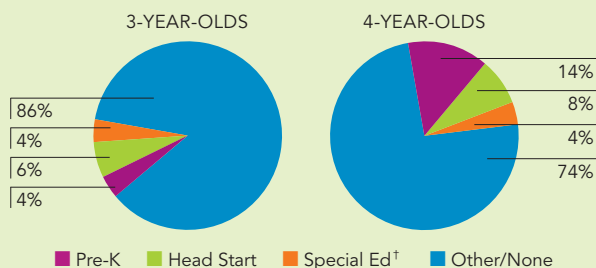
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	26

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) AND GRANT 391 PROGRAM

ACCESS

Total state program enrollment	13,468
School districts that offer	28% (towns, UPK)
state program	32% (Grant 391)
Income requirement	85% SMI (UPK); None (Grant 391) ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	9,876
Federally funded Head Start enrollment	10,167
State-funded Head Start enrollment	264 ³

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); None (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	EC teachers of students with and without disabilities, Pre-K-2 (public); 3 credits (nonpublic) ⁴	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic) ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours (UPK); 150 clock hours/5 yrs (Grant 391)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 (UPK); 15 (Grant 391)		
4-year-olds	20 (UPK); 15 (Grant 391)		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 (UPK); 1:7 (Grant 391)		
4-year-olds	1:10 (UPK); 1:7 (Grant 391)		
Screening/referral and support services	Vision, hearing, health; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁸	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$52,462,817 ⁹
Local match required?	No
State Head Start spending	\$7,500,000
State spending per child enrolled	\$3,895
All reported spending per child enrolled*	\$3,895

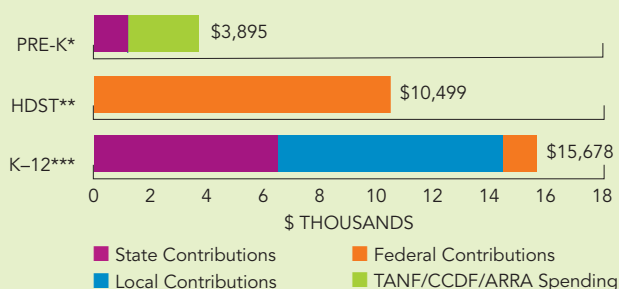
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In the UPK program, any child may enroll, yet programs are selected to receive UPK funding based on program and child characteristics. The income requirement is for children receiving subsidy money.

² Hours vary by type of program and setting and are determined locally. UPK grantees are required to offer or provide access to full-day and full-year services. For Grant 391, grantees follow the public school calendar which is determined locally.

³ Massachusetts was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Massachusetts who were 3 or 4 years old.

⁴ All teachers must have an Early Childhood Certification. Public school teachers must have a pre-K to grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development.

⁵ Assistant teachers in nonpublic settings must complete a 3-credit child development course and be at least 18 years old. A CDA may be substituted for these requirements.

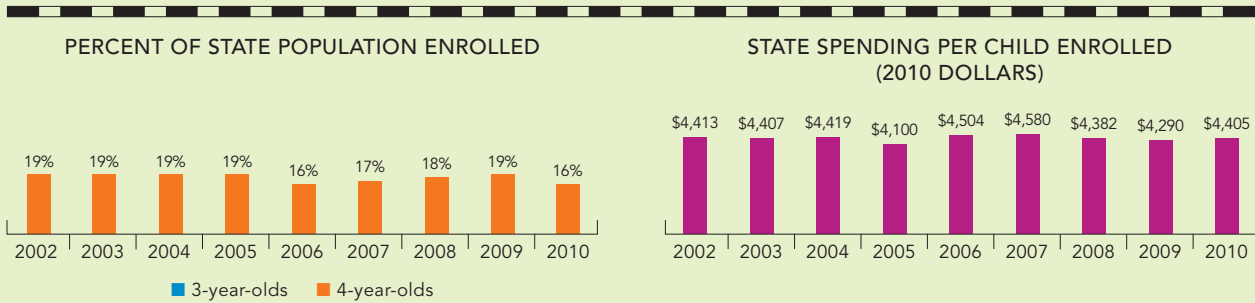
⁶ Programs are not required to provide these services directly. However, all LEAs are required to provide screenings and referrals under "child find" and screenings and referrals are available to all children in non LEAs through services in the public schools. Required support services include two annual parent conferences or home visits. Additional support services are determined locally.

⁷ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

⁸ UPK conducts site visits approximately once a year and all sites are visited. Grant 391 programs are all visited within a six-year cycle.

⁹ This figure includes \$31,564,596 in TANF/CCDF funds as well as \$3,997,690 in ARRA funds. Total spending, including federal and local funding, for UPK was \$39,564,596 and \$12,898,221 for Grant 391.

Michigan



The Michigan School Readiness Program (MSRP), established in 1985, offers preschool education to at-risk 4-year-olds. Since the 2008-2009 program year, MSRP is known as the Great Start Readiness Program (GSRP), and is directly aligned with the state's early childhood initiative, Project Great Start. At least 75 percent of the children enrolled in the program must come from families with an income below 300 percent of the federal poverty line (FPL), which was increased in the 2008-2009 program year from 250 percent FPL. Eligibility is also based on meeting other risk factors for educational disadvantage. In the 2009-2010 year, the Michigan State Board of Education adopted revised risk factors that updated and collapsed many of the previous risk factors into eight categories, with the goal of streamlining the enrollment process and targeting the most at-risk children and families. A prioritization process was adopted along with the revised risk factors, allowing extremely low family income to automatically qualify a child/family. Priority is then given to children from families with low income plus two risk factors, followed by children from families with low income plus one risk factor. In addition, children from families with incomes above 300 percent FPL must have at least two risk factors to be eligible for GSRP.

GSRP funding for each district is determined based on the level of need in each district and using a school funding formula. Funding is given directly to public school districts for preschool education programming, though the funds may also be used in part for parent education and involvement programs. Public school districts may also subcontract with other local providers to offer GSRP. Competitive preschool education grants are also available to other preschool providers, including Head Start agencies, private child care centers, and social service and mental health agencies.

In recent years, there has been an increase in the number of children served in full-day GSRP programs and GSRP/Head Start blended programs instead of half-day programs. This increase has led to a decrease in the total number of children that could have been served had they been enrolled in half-day programs given the level of funding. However, access is an issue when programs are half-day and many at-risk children would not be able to attend at all if programs were only half-day.

For the 2009-2010 program year, the state cut 50 percent of the GSRP competitive funding stream and allowed districts to repurpose the GSRP funding formula to offset reductions in their K-12 per-pupil funding. These changes resulted in about 2,647 slots being repurposed in whole or in part.

Since 2004, a number of studies have measured both process quality and program impact/child outcomes in this program. As part of the state's efforts to integrate Michigan's system of early childhood education and related family services, the Early Childhood Investment Corporation (ECIC) was established in 2005. ECIC aims to promote a statewide, high-quality early education system by establishing guidelines and standards for early childhood development activities. Recent proposals throughout the state have sought to increase funding for state preschool programs in order to provide funds to programs that serve children prenatally through age 3. Increasing funding would allow the state to link the pre-K reimbursement rate to that of K-12, so that pre-K funding would increase along with K-12 funding.

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

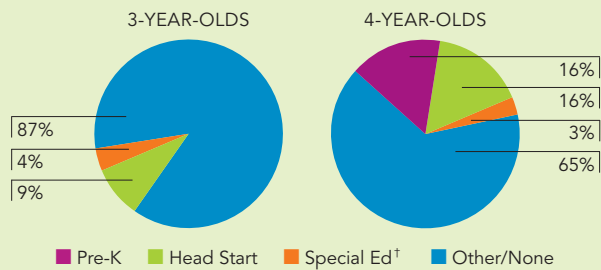
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	22

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	19,781 ¹
School districts that offer state program	82%
Income requirement	50% of children must be below 300% FPL
Hours of operation	2.5 hours/day (half-day), 6-7 hours/day (full-day), 4 days/week
Operating schedule	30 weeks/year
Special education enrollment	13,639
Federally funded Head Start enrollment	31,796
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="background-color: #800080; color: white; padding: 5px; text-align: center;">TOTAL BENCHMARKS MET</div> <div style="font-size: 2em; font-weight: bold; margin-top: 10px;">7</div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ²	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EE certification + ECE endorsement (public); EE certification + ECE endorsement or CDA, or BA in CD (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	CDA or equivalent ³	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	6 semester credit hours/5 years (certified staff); 12 clock hours/year (other staff) ⁴	At least 15 hours/year	<input type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	NA			
4-year-olds	18			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	NA			
4-year-olds	1:8 ⁵			
Screening/referral and support services	Vision, hearing, health, developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Snack ⁷	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$87,128,000
Local match required?	Yes ⁹
State spending per child enrolled	\$4,405
All reported spending per child enrolled*	\$4,405

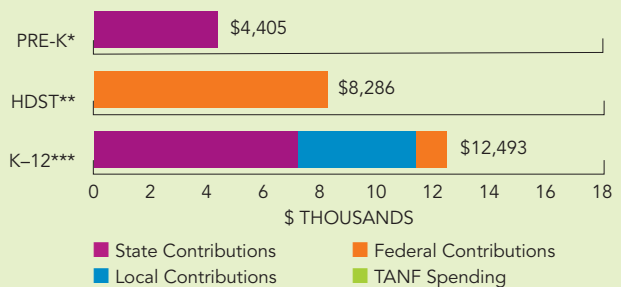
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This is the number of children planned to be served rather than the number of slots. Some children were served in full-day programs that use two half-day slots, but they are only counted once in the enrollment.

² Teachers whose training is incomplete may be considered "out of compliance" but must be enrolled in a training program and reach compliance within four years, completing at least two courses per year.

³ An associate degree in early childhood education/child development or equivalent training approved by the State Board of Education is also permissible. If a suitable candidate cannot be hired, an assistant teacher may start "out of compliance" but must have completed one course in child development and have a plan to complete the requirements within two years.

⁴ All classroom staff must have 12 clock hours of professional development per year, not including CPR, first aid, and blood pathogen training. Certified teachers need at least 6 semester credit hours of professional development (or an equivalent number of State Board Continuing Education Units) per 5 years to renew their certificates.

⁵ A qualified teacher and associate teacher must be present in classes of 9-16 children. If more than 16 children are in a class, a third adult must be present.

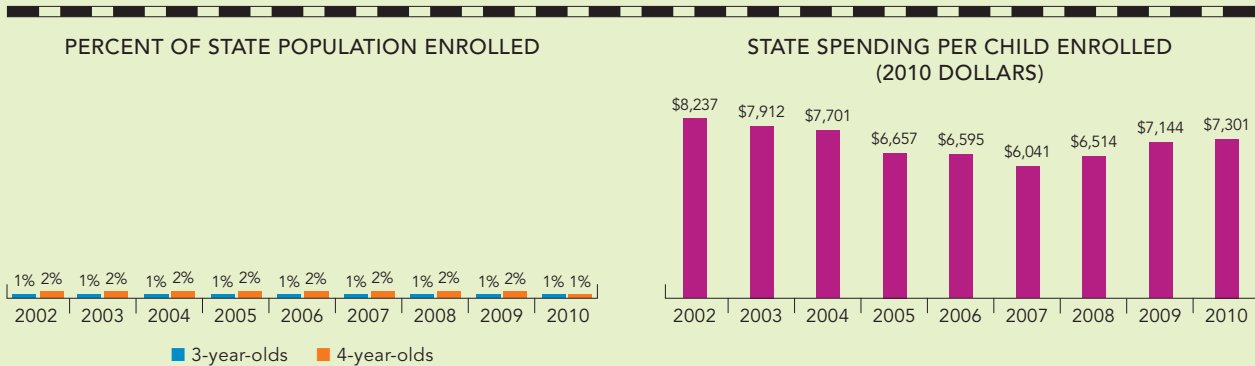
⁶ Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. Programs are required to make referrals; dental screenings and referrals are determined locally. Support services include four parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁷ Part-day programs must provide at least a snack. They are encouraged to offer a meal and to extend the day to at least 3 hours if they do so. Full-day programs must provide one meal and two snacks or two meals and one snack.

⁸ The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. Site visits for competitive grantee agencies occur once during each 3-year funding cycle. Site visits for school district programs are more limited, though the plan includes monitoring every three years for them as well.

⁹ There is not a monetary local match, but occupancy costs must be part of the match because GSRP does not allow funding to cover facilities costs.

Minnesota



Minnesota provides state funding to both Early Head Start and Head Start in order to increase access to these programs for children from birth to age 5. Any agency which receives federal Head Start funding is eligible for the state's additional funding. Agencies may collaborate with private child care centers, public schools, and family child care homes, but all providers who receive state funds must follow the federal Head Start Performance Standards. Additionally, all program staff members receive technical assistance and training on the state's early learning standards, Early Childhood Indicators of Progress.

Minnesota allows their Head Start programs the flexibility to allocate funds to either Early Head Start or Head Start. In recent years, programs have allocated more funds to Early Head Start programs as a means for reaching families while their children are younger. As a consequence, total enrollment in Minnesota Head Start has decreased over time. For the first time, the state was able to provide spending for Head Start programs only and not include funds allocated to Early Head Start for the 2009-2010 school year as well as for previous years.

The School Readiness Program, a second initiative supported by the state, provides services through school districts, community-based organizations, and subcontracted charter schools. This program aims to promote kindergarten readiness through several approaches, including preschool education programs, home visits, and services for children with disabilities, though individual school districts determine which services to offer. Programs must provide research-based program content, encourage parent involvement, coordinate with other local programs, and ensure that children receive appropriate screenings and referrals. However, since program enrollment and funding data for center-based preschool education services are not tracked at the state level, the School Readiness Program is not the focus of data in this profile.

Statutory changes in the 2008-2009 school year affected the operation of state-funded pre-K in Minnesota. The first change allowed programs that propose to provide Early Head Start (EHS) services to use a per-child rate up to the federal EHS average within the state, even if the program does not receive federal funding for EHS. Another change exempts some programs from strict enrollment requirements if they have been approved to serve a high-risk population, such as the homeless.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	22

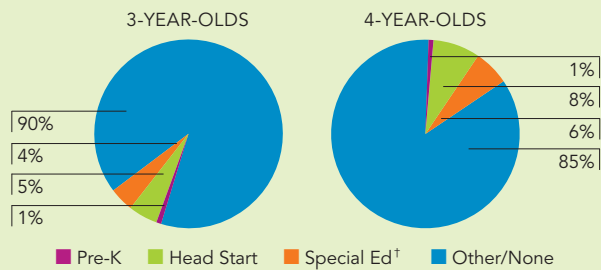
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	11

MINNESOTA HEAD START

ACCESS

Total state program enrollment	1,874
School districts that offer state program	100% (counties)
Income requirement	90% of children must be at or below 100% FPL or receiving TANF ¹
Hours of operation	At least 3.5 hours/day, 4 days/week ²
Operating schedule	At least 32 weeks/year ²
Special education enrollment	8,520
Federally funded Head Start enrollment	9,867
State-funded Head Start enrollment	1,732

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ³	BA	<input type="checkbox"/>
Teacher specialized training	License or certification in EC (public); Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meet child care regs. ⁴	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$13,682,074 ⁷
Local match required?	No
State Head Start spending	\$13,682,074 ⁷
State spending per child enrolled	\$7,301
All reported spending per child enrolled*	\$7,301

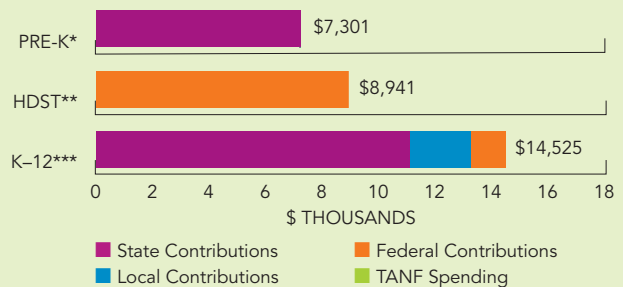
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

² Schedules are determined locally but must be in compliance with federal Head Start regulations. Programs must operate at least 3.5 hours per day, 4 days per week, and 32 weeks per year.

³ The Head Start reauthorization that went into effect in December 2007 requires that by 2011 all lead teachers must have at least an AA degree and by 2013 at least 50 percent must have at least a BA related to teaching preschool children. Currently, about 80 percent in Minnesota Head Start programs have at least an AA and 60 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a bachelor's degree.

⁴ Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine

combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

⁵ Programs are also required to provide screenings and referrals for nutrition issues. Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Federal Head Start Performance Standards require half-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide two meals or two-thirds of their daily nutritional needs.

⁷ All spending through this initiative is directed toward Head Start programs.

Mississippi

NO PROGRAM

Mississippi does not have a state-funded pre-K program, but in late 2008 it launched Mississippi Building Blocks (MBB), a four-year program designed to provide effective support to existing child care centers. The aim is to improve school readiness skills for children in licensed child care centers throughout the state, including centers who currently serve families with children that qualify for CCDF or TANF funding.

Mississippi Building Blocks also aims to increase the number of child care centers in the Mississippi Child Care Quality Step Systems program (MCCQSS). The state allocated \$3 million in fiscal year 2009 to expand the voluntary pilot MCCQSS program statewide and to increase Resource and Referral (R&R) funding. In addition, in an effort to help existing licensed child care centers, families, and children, MBB provides business advice to center directors, materials for classrooms, parenting classes for participating families, and teacher mentoring.

In 2010, Mississippi established a special commission made up of business leaders and education experts to study the Mississippi Building Blocks program as a basis for establishing a statewide model. Results of the first year of the study have been released and several policy recommendations have emerged from the findings. A second year of the study using the same research design is currently underway.

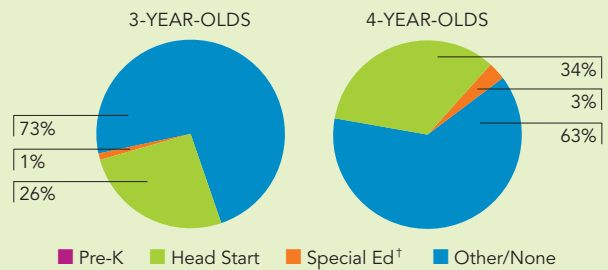
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	4,736
Federally funded Head Start enrollment	25,548
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

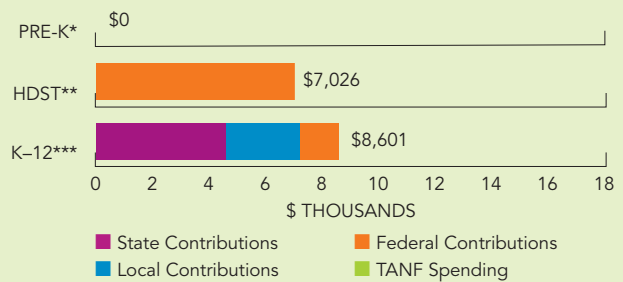
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

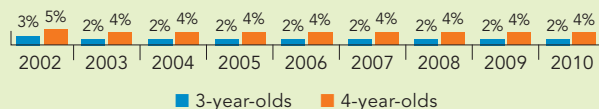
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

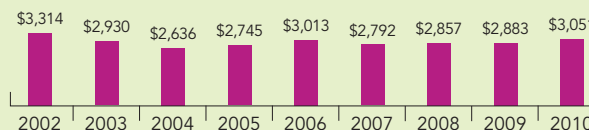


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Missouri Preschool Project (MPP) has served 3- and 4-year-olds in the state since 1998, with programs situated in public schools, nonprofits agencies, and private child care centers. MPP is supported by state gaming revenues and funding is distributed through the Early Childhood Development Education and Care Fund. While priority is given to programs serving children from low-income families and those with special needs, all MPP funds are awarded through a competitive grant process. Programs use sliding payment scales, which use criteria including free or reduced-priced lunch eligibility. However, the goal is to eventually provide access to all families regardless of income.

Teachers hired after July 1, 2005, are required to have a bachelor's degree as well as a specialization in early childhood. New grantees also must meet this teacher education requirement in order to receive state funding. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings are required to have a Child Development Associate credential, as well as experience working in a program with young children and their families. Before this, assistant teachers were required to have a high school vocational certificate in early childhood care and education, as well as a high school diploma or GED.

The 2009-2010 school year was the first year in which MPP programs were required to collaborate with Parents as Teachers programs, which provide parent education and periodic developmental screening and are available in all school districts in the state. Other new requirements for the 2009-2010 school year include providing annual nutrition, health, and developmental screenings to all MPP enrollees. In addition, a minimum of two parent-teacher conferences per year are now required.

This program was evaluated for both process quality and program impact/child outcomes in 2000 and 2001.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	17

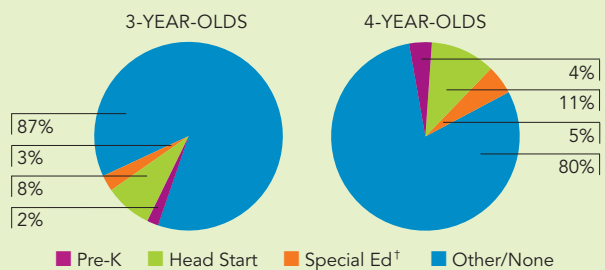
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	35

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,331
School districts that offer state program	31%
Income requirement	None ¹
Hours of operation	3 hours/day (half-day), 6.5 hours/day (full-day); 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	8,886
Federally funded Head Start enrollment	15,046
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized	EC or ECSE Birth–3 certification, or 4-year CD degree	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	22 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$13,215,441
Local match required?	No
State spending per child enrolled	\$3,051
All reported spending per child enrolled*	\$3,051

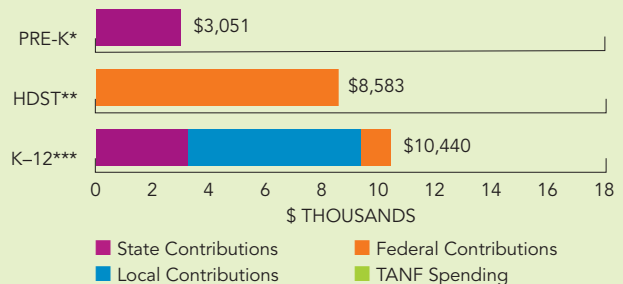
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

² Programs are required to operate full-day for 12 months per year, with the exception of government entities and public school districts, who can choose to provide a half-day program and operate for fewer than 12 months but no less than an academic year.

³ These screenings were required for the first time in the 2009-2010 academic year. Support services include two parent conferences or home-visits as well as parent involvement and transition to kindergarten activities.

⁴ Programs operating for 3 hours are required to provide a snack. School- or full-day programs are required to provide one meal and two snacks or two meals and one snack.

Montana

NO PROGRAM

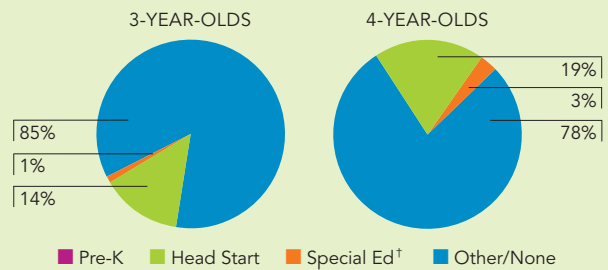
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule.....	NA
Special education enrollment.....	919
Federally funded Head Start enrollment	3,947
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

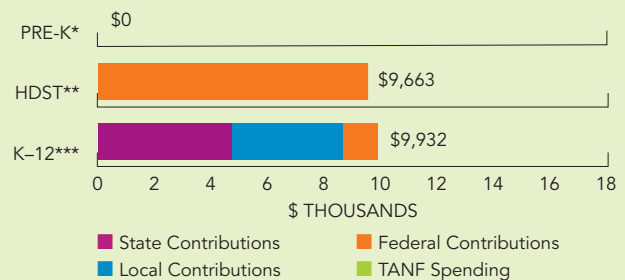
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

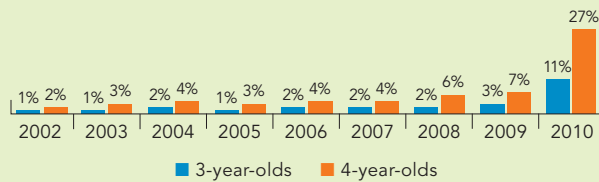
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

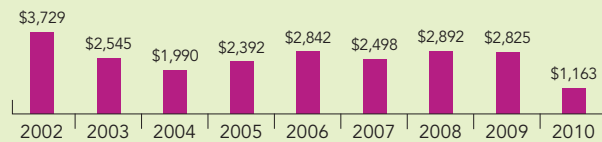


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Nebraska Early Childhood Education Grant Program began as a pilot program in 1992, and expanded in 2001. The program provides educational services primarily to at-risk 3- and 4-year-olds. At least 70 percent of grant funding received by each participating preschool program must be used to serve children with one of the following four risk factors: eligibility for free or reduced-price lunch, having teen parents or parents who have not completed high school, living in a home in which English is not the primary language, or being born prematurely or with a low birth weight. A goal of the program is to integrate children of diverse economic and social characteristics.

Public schools and educational service units receive state funding directly and partner with human service agencies, child care centers, or Head Start agencies to provide services. In their first year, grantees may use up to half of their grant amount for start-up costs. Each year, grantees receive funding for up to half the cost of a classroom and are required to match 100 percent of the continuing operating cost of the classroom using local and/or federal sources. Through an annual process, this initiative is evaluated on both process quality and program impact/child outcomes.

In 2005, Nebraska moved to include 4-year-olds in the school district state-aid formula. School districts must be approved for three consecutive years before being eligible to include the 4-year-olds they serve in the state aid formula. This has resulted in a large increase in the number of children being served in state-funded prekindergarten programs. The 2009-2010 school year was the first time students in programs receiving state aid were included in the enrollment count; many programs began receiving state aid in the 2009-2010 year. Requirements included in state statute ensure that programs receiving state aid use the same types and levels of matching funding from federal and local sources as are used by the Nebraska Early Childhood Education Grant programs. However, the state does not track federal or local spending for programs that receive state aid.

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

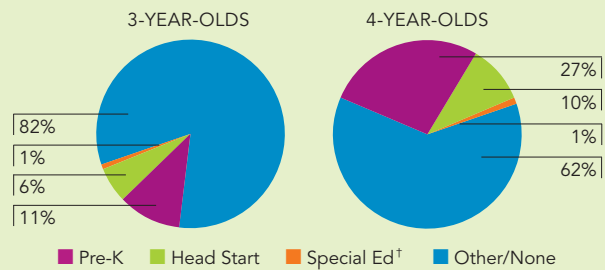
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	39

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM – AGES 3 TO 5

ACCESS

Total state program enrollment	10,248
School districts that offer state program	65%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	2,949
Federally funded Head Start enrollment	4,416
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification and EC endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	12 semester hours in CD or ECE or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	12 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; support services only ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁵	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$11,922,004
Local match required?	Yes, 100% ⁶
State spending per child enrolled	\$1,163
All reported spending per child enrolled*	\$2,070

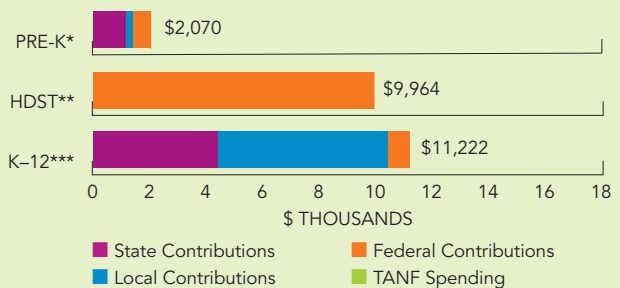
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Seventy percent of each program's funding must be used to serve children having at least one of four risk factors, only one of which is family income. The other risk factors are non-English speaking family members, teen parent, parents who have not completed high school, or low birth weight or premature birth.

² Most programs operate part-day, 3.5 to 4 hours per day, 4 or 5 days per week.

³ Certification types include ECE Birth-grade 3, EC Special Education Birth-grade 3, Preschool Disabilities Birth-K, ECE Unified Birth-grade 3.

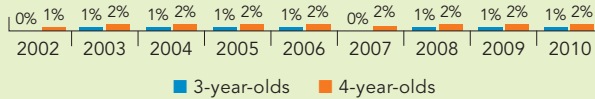
⁴ Support services include two home visits, parent conferences, parent involvement activities, transition to kindergarten activities, and other locally determined services.

⁵ Starting in 2009, sites were no longer guaranteed site visits. Based on further clarification, this does not meet NIEER's requirement for monitoring.

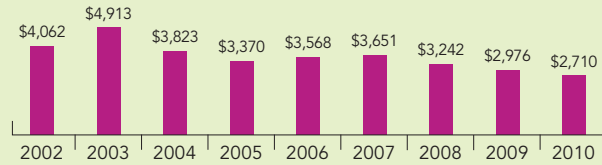
⁶ There is a required 100 percent match of grant funds, although it is not required to come from a local source. The state does not track matching funds from local and federal sources for programs that receive state aid so these funds are not reflected in all reported spending.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Nevada started its state-funded pre-K program in 2001. Originally called the Early Childhood Education Comprehensive Plan, but since renamed the Nevada State PreKindergarten Education Program, this program provides funds to establish new preschool programs and expand existing ones. Both school districts and community organizations are eligible to be grantees. The program offers preschool access to 3-, 4-, and 5-year-olds using eligibility criteria based on each program's assessment of local community needs. Four- and 5-year-olds who will be eligible for kindergarten the following year receive first priority, though children also may be eligible if they are English Language Learners, are from low-income families, or if they have an IEP.

Funding levels for grantees are determined based on needs expressed in individual grant applications. Program funding stayed the same from the 2008-2009 to 2009-2010 school years. However, through increased collaboration and blended funding streams, programs were able to serve 109 additional children.

Rather than relying on explicit program policies, the state establishes program quality through the requirements of the competitive grant application process. Through two types of evaluation, annual and longitudinal, this program has been evaluated for both process quality and program impact/child outcomes.

The program has implemented a statewide pilot project to assess the learning gains of children identified as Limited English Proficient (who represent 48.5 percent of enrollment). The project uses the Pre-LAS, a measure of oral language proficiency and pre-literacy skills. Additionally, the state conducts a longitudinal evaluation each year, with the first cohort of students now in Grade 6.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	21

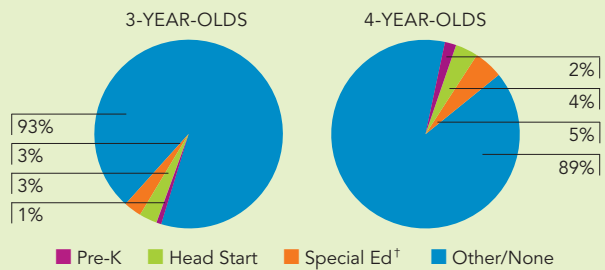
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	36

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,232
School districts that offer state program	59% (counties)
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,045
Federally funded Head Start enrollment	2,909
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 7 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	ECE license - Birth-K, Birth-Grade 2, or ECSE ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	16			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	1:8			
4-year-olds	1:10			
Screening/referral and support services	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	None ⁵	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$3,338,875
Local match required?	No
State spending per child enrolled	\$2,710
All reported spending per child enrolled*	\$2,710

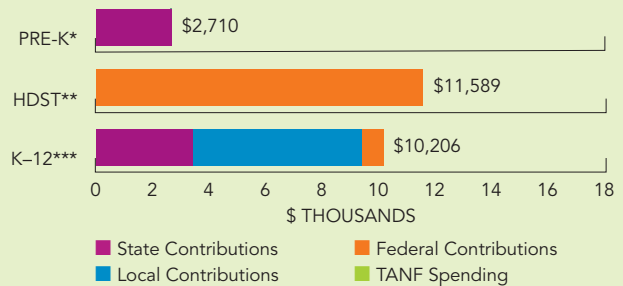
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Although there is no income requirement, programs prioritize children who are English Language Learners or who are from low-income families, among other locally determined enrollment priorities.

² Programs are required to operate a minimum of 10 hours per week. Specific operating schedules are determined locally, but programs generally operate 2-4 hours per day, 4 days per week.

³ If teachers began with the program prior to 2002, they were grandfathered in. Positions deemed "difficult to fill" with the appropriate certification may develop a professional development plan that the hired teacher would follow if they do not currently have an approved certification. All new hires must be credentialed teachers, and most Classroom on Wheels classrooms now have a credentialed teacher.

⁴ Screening and referral requirements are decided at the local level. Some districts use developmental screenings. Support services include parenting support or training, parent involvement activities, referral to social services, and other locally determined support services.

⁵ Meals are not required, but all programs provide snack and some provide lunch based on the school's ability to support meals.

New Hampshire

NO PROGRAM

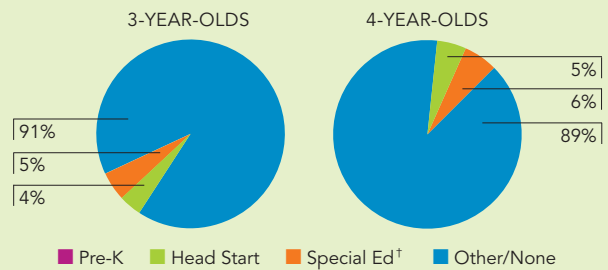
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	1,985
Federally funded Head Start enrollment	1,414
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$312,730 ¹
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

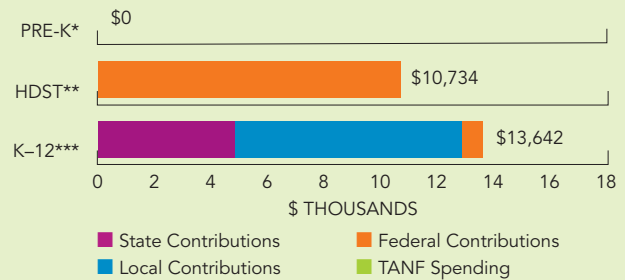
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

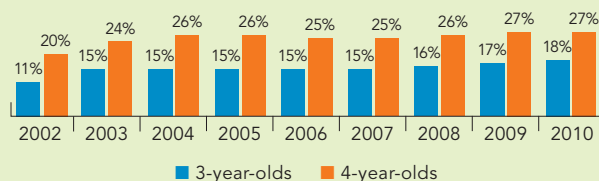
SPENDING PER CHILD ENROLLED



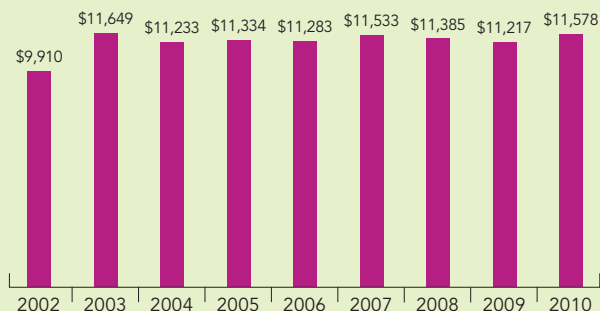
¹ New Hampshire's state Head Start funds are used for teacher salary enhancement.

New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



As the result of a 1998 New Jersey Supreme Court decision, the largest and most intensive of New Jersey's three state-funded preschool programs (formerly known as the Abbott Preschool Program) serves 35 school districts. The state Department of Education (DOE) funds the districts to provide the program to all 3- and 4-year-olds who wish to enroll. They may contract with private child care centers or Head Start programs that meet state standards to provide services. Additionally, the Department of Human Services (DHS) funds Abbott districts to offer extended-day and extended-year services. Since the 2007-2008 school year, these child care subsidy funds have been available to only families with incomes up to 300 percent of the federal poverty level. This program was evaluated on an annual basis from 2005 until the present for program impact/child outcomes. In addition, the program was evaluated in the 2008-2009 school year for process quality.

A second state-funded preschool initiative serves 96 other districts in which 20 to 40 percent of children qualify for free or reduced-price lunch. These were formerly known as the Non-Abbott Early Childhood Program Aid (ECPA) districts, and they also may contract with Head Start or private providers to offer services.

A third program (formerly known as The Early Launch to Learning Initiative) was established in 2004. All non-Abbott districts could apply for funds to increase enrollment, extend program hours, or improve program quality. Funding levels were determined by the length of program day and number of low-income 4-year-olds.

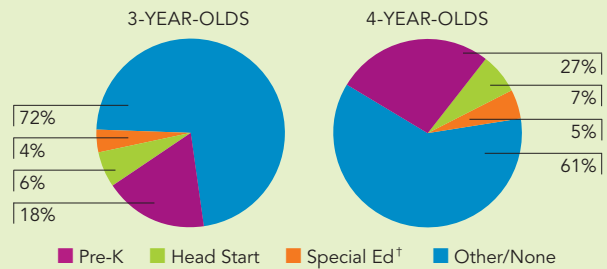
Beginning in 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act of 2008. The Act's funding formula generated a total budget amount for each district, within which districts built their respective 2009-2010 budgets. As outlined in the School Funding Reform Act, New Jersey plans to expand full-day preschool for at-risk 3- and 4-year-olds in all school districts, with the goal of providing preschool for an additional 30,000 children by fall of 2013. However, flat-funding prevented most districts from expanding their programs in the 2009-2010 school year.

In order to present the contributions New Jersey makes to preschool education throughout its three separate initiatives, we first present summary information reflecting the state's overall commitment to preschool. Enrollment and state spending for the former Abbott, ECPA, and ELLI initiatives are taken into account. Next, we present specific details about each initiative. The third page of this profile focuses exclusively on the former Abbott program; the fourth page focuses exclusively on the former ECPA program; and the final page focuses exclusively on the former ELLI program.

STATE OVERVIEW

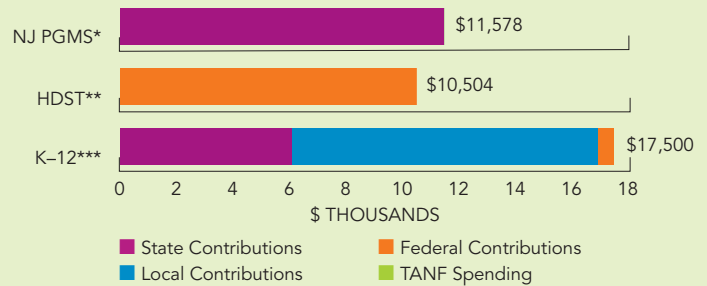
Total state program enrollment.....	49,835
Total state spending	\$576,996,173
State spending per child enrolled	\$11,578
All reported spending per child enrolled*	\$11,578

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

17

2

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

1

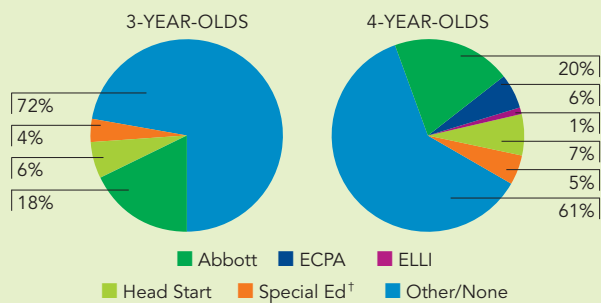
1

NEW JERSEY FORMER ABBOTT AND EXPANSION DISTRICTS

ACCESS

Total state program enrollment	41,786
School districts that offer state program	6%
Income requirement	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	10,221
Federally funded Head Start enrollment	13,827
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	15		
4-year-olds	15		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:15		
4-year-olds	2:15		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$537,315,873
Local match required?	No
State spending per child enrolled	\$12,859
All reported spending per child enrolled*	\$12,859

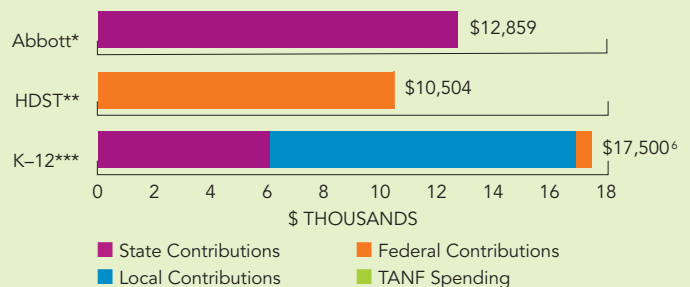
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Only districts where at least 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.

² Providers are only required by the Department of Education to provide a 6-hour educational program for the 180 -day academic year. Providers can choose to operate a before- and after-care program and/or a full-year (245-day) program. If they chose to do so, all children meeting income requirements are paid for through the Department for Children and Families. In the 2009-2010 program year, about 74 percent of Abbott children were enrolled in wrap-around care that extended program hours.

³ Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements.

⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁵ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

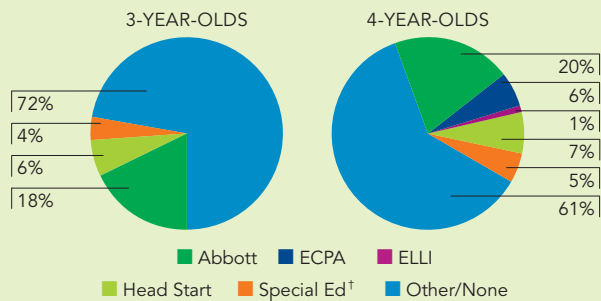
⁶ State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

NEW JERSEY FORMER EARLY CHILDHOOD PROGRAM AID DISTRICTS

ACCESS

Total state program enrollment	7,487
School districts that offer state program	16%
Income requirement	None ¹
Hours of operation.....	At least 2.75 hours/day (part-day), or at least 6 hours/day (full-day), 5 days/week ²
Operating schedule	Academic year
Special education enrollment	10,221
Federally funded Head Start enrollment	13,827
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD ⁴	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size	20 or lower		<input checked="" type="checkbox"/>	
3-year-olds	18			
4-year-olds	18			
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>	
3-year-olds	2:18			
4-year-olds	2:18			
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$37,400,000 ⁷
Local match required?	No
State spending per child enrolled	\$4,995
All reported spending per child enrolled*	\$4,995

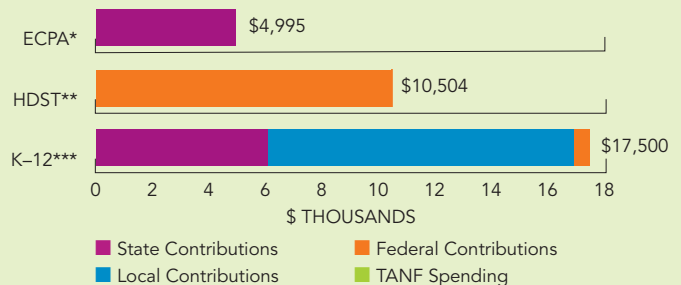
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Only districts where 20 to 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children, and either half- or full-day preschool to all 4-year-olds.

² Half-day programs must be at least 2.75 hours per day; full-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both half- and full-day programs are offered. Half-day programs are most common.

³ Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements.

⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁵ Support services include education services or job training for parents, parent involvement activities, and transition to kindergarten activities.

⁶ Meals are required in full-day programs.

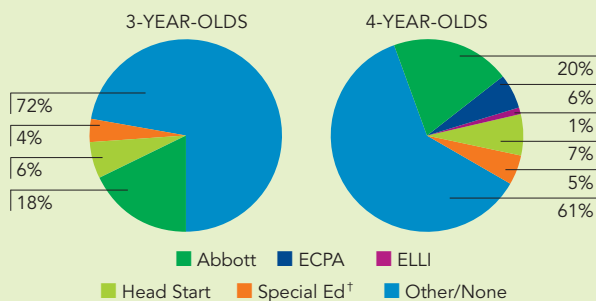
⁷ This figure is an estimate of state funds directed to services for preschool-age children.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE DISTRICTS

ACCESS

Total state program enrollment	562
School districts that offer state program	4%
Income requirement	185% FPL ¹
Hours of operation	2.75 hours/day (part-day), or at least 6 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	10,221
Federally funded Head Start enrollment	13,827
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$2,280,300
Local match required?	Yes ⁶
State spending per child enrolled	\$4,057
All reported spending per child enrolled*	\$4,057

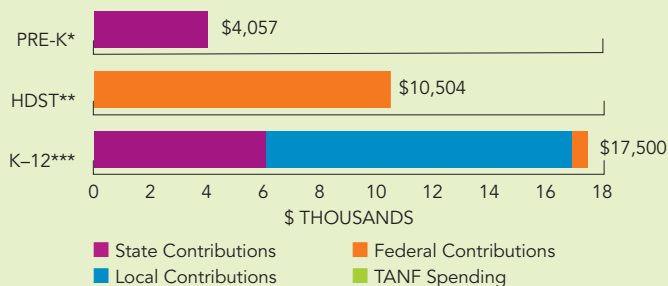
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Districts may enroll other students in unusual circumstances.

² Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements.

³ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁴ Support services include parent involvement activities and transition to kindergarten activities.

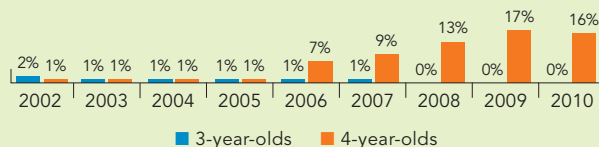
⁵ Full-day programs are required to offer breakfast, lunch, and snack.

⁶ Classrooms must include general and special education students funded through other sources.

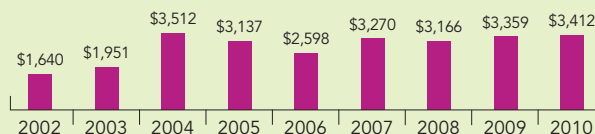


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In the 2005-2006 school year, the state launched its preschool education initiative, New Mexico PreK, which offers center-based early childhood services for 4-year-olds. Although there is no specific income requirement to be eligible for the program, two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school. Approximately half of the enrolled children are served in public schools with the other half served in nonpublic settings, such as community and municipal child care centers, faith-based centers, family child care homes, Head Start programs, and universities. Over the last five years, on an annual basis, this initiative has been evaluated for both process quality and program impact/child outcomes using child outcome data as well as classroom observation data.

Funding for the New Mexico PreK program is allocated on a competitive basis with priority given to programs in areas where schools have the highest percentages of children failing to meet No Child Left Behind's adequate yearly progress in math and reading. Half-day preschool slots are funded based on half of the funding level for kindergarten slots. However, New Mexico PreK will unlikely be able to offer new additional programs in the 2010-2011 school year as no additional funds were provided.

A second preschool initiative, the Child Development Program, is funded by the state to provide family support services, home visits, and early childhood education to at-risk children from birth to age 3 who do not qualify for other eligibility-based programs. However, individual programs may limit eligibility to risk factors based on locally determined needs, such as having a teen parent, homelessness, or poverty. Funding for the Child Development Program has been cut over the past few years, resulting in a decreasing number of preschool-age children being served through the initiative. Beginning with the 2007-2008 school year, the Child Development Program no longer serves any of the state's 4-year-olds and serves fewer than 1 percent of 3-year-olds. Therefore, NIEER no longer considers the program's primary focus to be providing center-based preschool education for 3- and 4-year-olds, and thus it is not profiled in this report.

In addition to the two state-funded initiatives described above, New Mexico also allocated \$800,000 in state funds during the 2009-2010 program year to provide additional slots in federal Head Start programs and extend the day to allow families that were TANF-eligible to work and/or go to school. However, in January 2010, a reduction in state spending immediately resulted in a termination of funding for the Head Start state supplement.

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

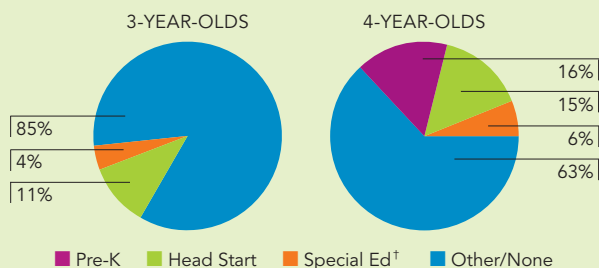
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	32

NEW MEXICO PREK

ACCESS

Total state program enrollment	4,848
School districts that offer state program	49%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,049
Federally funded Head Start enrollment	7,685
State-funded Head Start enrollment	36

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	HSD ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	45 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least one meal	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
8

RESOURCES

Total state pre-K spending	\$16,542,407 ⁵
Local match required?	No
State Head Start spending	\$800,000 ⁶
State spending per child enrolled	\$3,412
All reported spending per child enrolled*	\$3,412

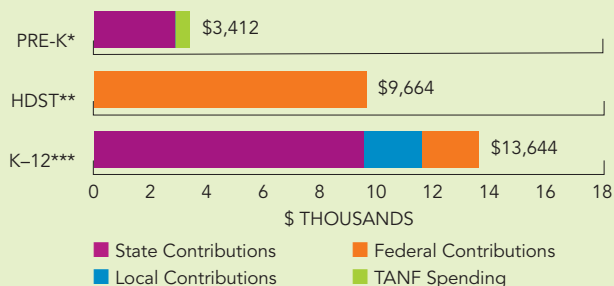
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Priority is given to children who will attend Title I schools with the highest percentages of children failing to meet NCLB AYP in reading and math.

² Schedules are determined locally but the majority of programs operate 2.5-3 hours daily for 5 days per week. Programs must provide 450 hours of classroom instruction plus 90 hours of parent/family activities each year.

³ Lead teachers are required to have a BA degree and licensure in Early Childhood Education birth-grade 3 within five years of being hired. Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education within five years of being hired. All teachers, regardless of degree type, begin receiving specialized training immediately.

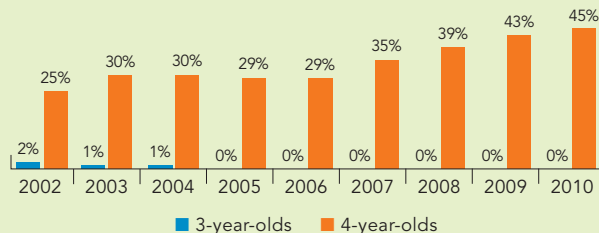
⁴ Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁵ Additional funds not counted in these figures are \$2,456,819 for training, technical assistance, and professional development and \$488,687 for program evaluation.

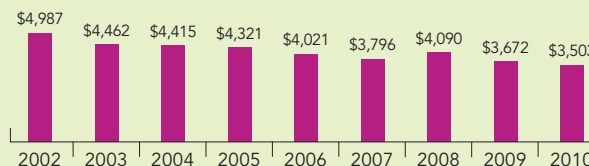
⁶ This sum represents TANF funds dedicated to Head Start. Funding represents the allocated amount for the program. However, the program was only funded for September 2009-December 2009, after which the supplement was eliminated by a legislative action designed to curb state spending.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Universal Prekindergarten (UPK) program, which started in 1998, aims to offer preschool education to all 4-year-olds in the state of New York. New York’s Experimental Prekindergarten (EPK) Program, which later became the Targeted Prekindergarten Program (TPK), started in 1966. During the 2007-2008 school year, TPK was incorporated into UPK; funding increased by 50 percent and every district in the state became eligible for UPK funding.

While UPK is meant to be universal, funding has not been sufficient to achieve this goal. In 2009-2010, about 45 percent of the state’s 4-year-olds were enrolled in the program. UPK slots are filled through district-operated lotteries.

The UPK Program was flat-funded for the 2009-2010 program year, and only districts that had previously offered the program were eligible for funding. Districts must subcontract at least 10 percent of their funding to community-based organizations (CBOs), including Head Start programs, child care centers, nonpublic nursery schools, and preschool special education providers.

Since 2004, programs in nonpublic settings have been required to meet the same teacher certification requirements as those in public settings, which is a BA if hired prior to 1978 and a MA if hired after 1978. However, certain CBOs can be exempt as long as uncertified teachers receive on-site supervision by certified staff and have a plan in place to be certified within five years or by 2013.

Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor’s degree in early childhood education or a related field. New hires must also have a written plan to earn a New York state (NYS) teaching license or certificate valid for services in the childhood grades within five years. Until all UPK teachers in nonpublic settings possess a NYS teaching license or certificate, the agencies operating such programs must employ an on-site education director who has a NYS teaching license or certificate valid for services in the early childhood or childhood grades.

The New York state Board of Regents adopted the Prekindergarten Learning Standards in January 2011. The goal of these standards is to support high-quality early childhood education for children before entry to kindergarten. Administrators and educators seek to align the Prekindergarten Learning Standards with the K–12 education system.

In 2009-2010, the UPK program collected data on screenings, progress monitoring, and outcome assessment, which will become an annual data collection effort.

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

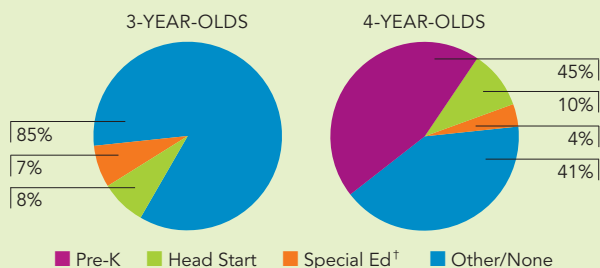
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	31

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	107,927
School districts that offer state program	67% ¹
Income requirement	None
Hours of operation	2.5 hours/day (part-day), 5 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	44,725
Federally funded Head Start enrollment	43,863
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



■ Pre-K ■ Head Start ■ Special Ed† ■ Other/None

† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA prior to 1978, MA after (public); AA or CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Birth–Grade 2, Students with Disabilities Birth–Grade 2, N–6, or Pre-K–6 (public); AA in ECE or meets CDA requirements (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 9 credits in EC + Level I certification (public); HSD (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$378,107,213
Local match required?	No
State spending per child enrolled	\$3,503
All reported spending per child enrolled*	\$3,503

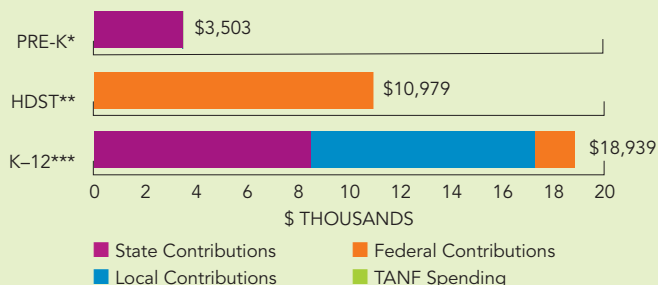
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The UPK program is not required of any district. It had been made available to all 677 districts in the past, but for the 2009-2010 school year, the UPK Program was flat funded, meaning only districts who had previously had a program would be offered an allocation. All 452 districts that had previously done so operated a program in 2009-2010.

² Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, an amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers receive on-site supervision by certified teachers. These teachers must have a plan to become certified within five years or by 2013. Effective July 1, 2010, newly hired teachers in nonpublic settings must have a BA in ECE or a related field.

³ Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.

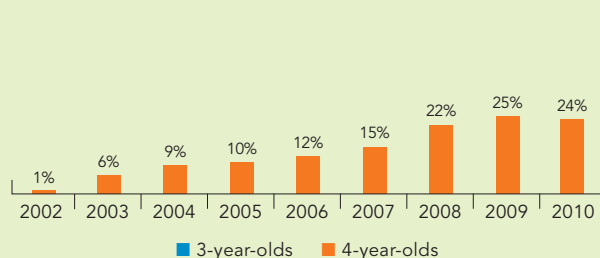
⁴ The Level I Teaching Assistant Certificate is the entry level certificate for teacher assistants. It permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher. Assistant teachers employed by nonpublic schools must meet the standards of the licensing or registering agency.

⁵ A social and emotional assessment and referral are also required. Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities. State regulations require that support services be provided to the maximum extent practicable. The number of required annual parent conferences or home visits is determined locally.

⁶ Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



North Carolina created the More at Four Pre-Kindergarten Program in 2001 to provide an educational experience during the year prior to kindergarten entry, targeting at-risk 4-year-old children from low-income families who have not been served in any other formal program. Children are defined as “at risk” if they come from families with incomes at or below 75 percent of the state median income or have another risk factor, such as educational or developmental delay, an identified disability, a chronic health condition, or limited English proficiency. Children whose parents are active duty military personnel are automatically eligible for the program.

More at Four prekindergarten classrooms are available statewide in public schools, Head Start programs, and private licensed child care centers, though nonpublic settings are eligible for state funding only if they earn high-quality ratings under the state child care licensing system. Nonpublic settings must meet the same program standards, set by the North Carolina State Board of Education, as public schools. This includes requiring lead teachers to have a bachelor’s degree and a birth–kindergarten license. Nonpublic settings receiving state funding have a four-year timeframe to meet the teacher licensure standard, allowing these teachers the opportunity to work towards licensure.

Funding for More at Four is provided through state general funds and revenue from the state lottery, which allowed for rapid program expansion for several years until 2009-2010. For the 2009-2010 school year, funding appropriations were reduced by approximately \$5 million.

More at Four classrooms have been required to follow early learning standards adopted by the State Board of Education since the 2005-2006 school year. In the 2008-2009 school year, an online orientation to the state standards was piloted and was available in the 2009-2010 school year. In addition, the State Board of Education approved a list of prekindergarten curricula that were aligned with these early learning standards for the 2009-2010 school year.

Beginning in the 2009-2010 school year, the North Carolina Department of Public Instruction established the Office of Early Learning to focus on the pre-K through grade 3 continuum of learning and development and its impact on high school graduation. The More at Four program has been evaluated for both process quality and program impact/child outcomes through an ongoing annual process.

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

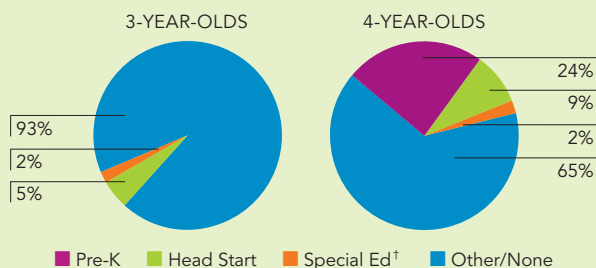
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	10

NORTH CAROLINA MORE AT FOUR PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	31,197
School districts that offer state program	100% (counties)
Income requirement	80% of children must be at or below 75% SMI
Hours of operation	6-6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,323
Federally funded Head Start enrollment	17,787
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ¹	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Birth-K license ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or meets NCLB requirements (public), CDA (nonpublic) ²	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 CEUs/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$163,451,644
Local match required?	Yes, amount not specified
State spending per child enrolled	\$5,239
All reported spending per child enrolled*	\$7,824

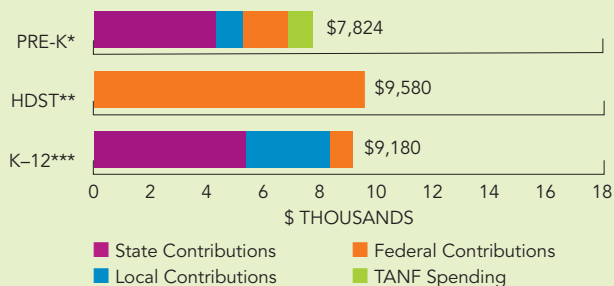
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ All lead teachers in a More at Four classroom are required to hold a bachelor's degree in early childhood education or a related field and a North Carolina Birth-Kindergarten Licensure. Teachers in non-public settings must have a minimum of an associate degree and work to obtain a bachelor's degree and Birth-Kindergarten license within four years of the program being recognized as a More at Four program. In some circumstances, exceptions to this timeline may be granted if the provider appears to be working in good faith to reach this level of credential.

² NCLB generally requires assistant teachers to have a 2-year degree. More at Four requires that assistant teachers who meet NCLB requirements but do not hold a CDA have 6 semester hours of EC coursework or two years experience in an early childhood classroom. An associate degree is highly encouraged for assistant teachers in nonpublic settings.

³ Support services include parent involvement activities and transition to pre-K and kindergarten activities. Programs must also provide information on medical homes and health insurance. Parent conferences and home visits are strongly recommended but are not required.

North Dakota

NO PROGRAM

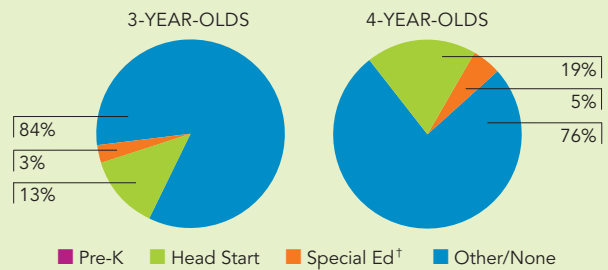
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule.....	NA
Special education enrollment.....	.987
Federally funded Head Start enrollment	2,637
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

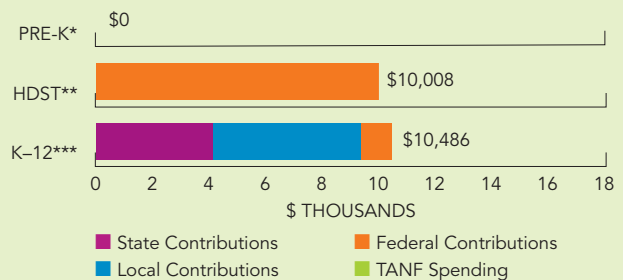
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

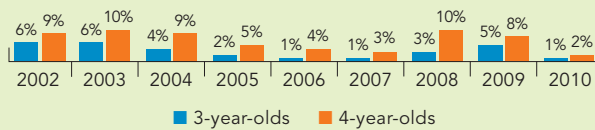
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

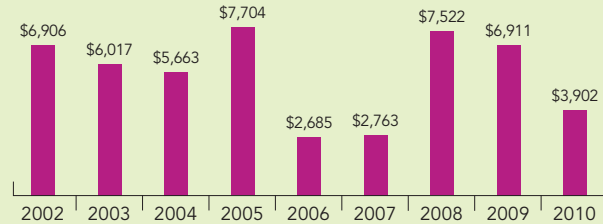


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Ohio Public School Preschool Program (PSP) was established in 1990 after four years as a successful pilot program. Now known as the Early Childhood Education (ECE) program, the program serves 3- and 4-year-old children from families with incomes up to 200 percent of the federal poverty level (FPL). A sliding fee scale is applied for families above 100 percent of FPL, and families above 200 percent of FPL may enroll their children with support from district funds or through parent tuition.

While ECE funds are distributed directly to public schools, these schools may subcontract with Head Start programs, faith-based centers, and private child care centers. Funding for the ECE program increased in the 2008-2009 fiscal biennium, in turn increasing the number of districts receiving funding from 112 to 205 and supporting 7,173 children. Budget cuts for the 2009-2010 school year resulted in a reduction of ECE funding. To help account for this cut, the Ohio Department of Education elected to reduce the per-child amount so as not to eliminate as many children from preschool services. Nevertheless, the overall number of children funded by the state still decreased to 5,700 in the 2009-2010 program year. However, in the 2009-2010 school year, programs enrolled an additional 3,667 children from families with incomes up to 200 percent of FPL by charging tuition or using local or Title I funds.

Due to budget cuts for the 2009-2010 school year, site visits are no longer required for monitoring and program quality. Annual visits are conducted for basic health and safety compliance indicators, and these visits also include the monitoring of quality in many cases, although it is not required. In addition, programs must engage in a continuous improvement process by developing a program plan and rating themselves on a set of compliance and performance indicators of program quality. Programs annually report the results of this process through a program monitoring tool, IMPACT (Integrated Monitoring Process and Continuous Improvement Tool). The Ohio Department of Education reviews the results and provides feedback to individual programs annually.

This program was evaluated for process quality during fiscal years 2008 and 2009. This evaluation method using ELLCO will continue through the 2010-2011 school year, with the information used to identify the best use of state resources for teacher support.

In prior years, this report also profiled the Early Learning Initiative (ELI) program, which used funding from Temporary Assistance for Needy Families (TANF) to mirror the educational and comprehensive services of the ECE program while providing full-day, full-year programs to working families. This program served children from families with incomes up to 200 percent of FPL. However, funding for the ELI program was eliminated entirely from the state budget for the 2009-2010 and 2010-2011 program years and therefore ELI is not profiled in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	19

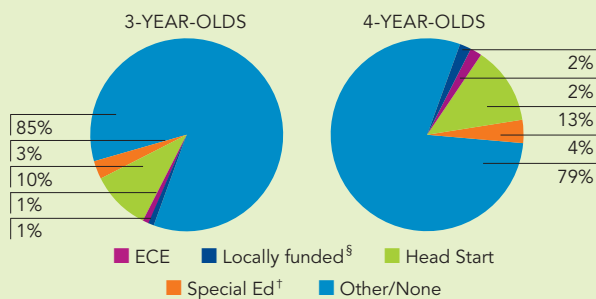
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	25

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	5,700 ¹
School districts that offer state program	33%
Income requirement	200% FPL
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	14,000
Federally funded Head Start enrollment	33,906
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[§]These are children served in ECE programs through local and federal funds.

[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	AA in ECE ³	BA	<input type="checkbox"/>
Teacher specialized.....	See footnotes (public); ⁴ AA in ECE (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours/2 years	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	24		
4-year-olds	28		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:12		
4-year-olds	1:14		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

2

RESOURCES

Total state pre-K spending	\$22,243,792
Local match required?	No
State spending per child enrolled	\$3,902
All reported spending per child enrolled*.....	\$3,902

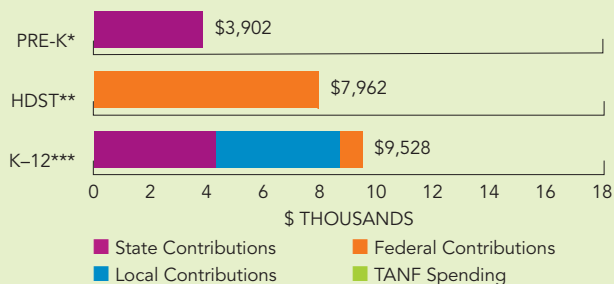
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,367. Enrollment breakdowns are estimated figures based on the funded enrollment of 5,700 children only and not the total enrollment.

² ECE funds 3 to 3.5 hours of services daily, and most programs operate 4 days per week. However, many districts use local or other funding sources to offer a full-day program. The fifth day is used to provide home visits and parent conferences.

³ The current minimum requirement in public school settings is a Prekindergarten Associate License, which requires at least an associate degree. However, many school districts already require that lead teachers have a bachelor's degree in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 were required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.

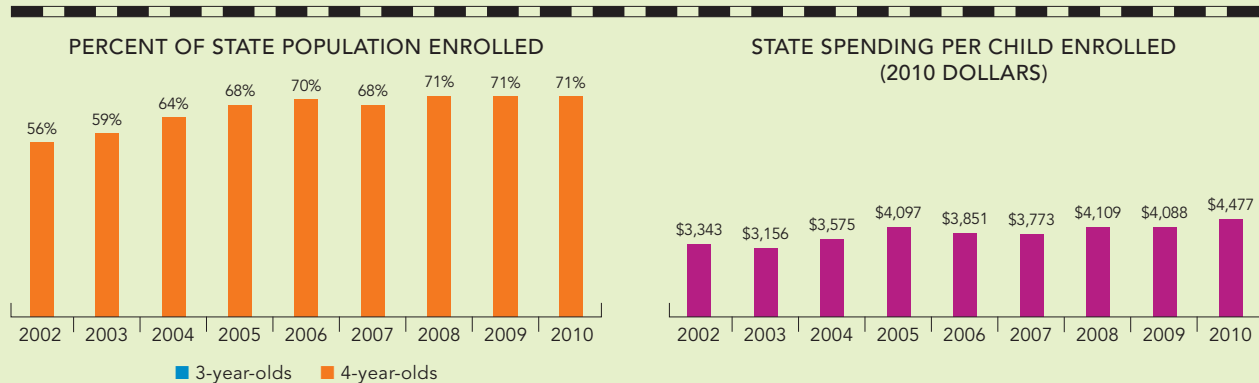
⁴ For teachers in public school settings with bachelor's degrees, acceptable licenses include the following: Pre-K-3, Pre-K Teacher, Intervention Specialist, Early Childhood Intervention Specialist (P-3), or K-3 or K-8 certificate/license plus 4 courses in ECE or child development from an accredited college or university. The minimum requirement in a public school setting is the Prekindergarten Associate License which requires an AA in ECE. Teachers in nonpublic settings are required to have at least an AA in ECE.

⁵ Screening and referrals for hemoglobin and lead are also required. Support services include two annual parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

⁷ Due to budget cuts for the 2009-2010 school year, site visits are no longer required for monitoring and program quality. Annual visits are conducted for basic health and safety compliance indicators, and these visits also include the monitoring of quality in many cases, although it is not required. In addition, programs must engage in a continuous improvement process by developing a program plan and rating themselves on a set of compliance and performance indicators of program quality.

Oklahoma



Oklahoma established the Early Childhood Four-Year-Old Program as a pilot preschool education program in 1980 with the goal of eventually serving all 4-year-olds in the state. The program received statewide funding in 1990, though it was limited to 4-year-olds eligible for the federal Head Start program. Districts could, however, choose to provide the program to additional 4-year-olds through local funds or tuition. In 1998, Oklahoma began offering free, voluntary access to preschool programs for all 4-year-olds, becoming the second state in the nation to do so.

Enrollment in the Early Childhood Four-Year-Old Program has steadily increased over the years, and the program is currently offered in 98 percent of school districts. Since the 2003-2004 program year, Oklahoma has ranked first in the nation for serving the highest percentage of 4-year-olds in its state-funded preschool program.

The state does not provide specific funds for 3-year-olds, though some Oklahoma school districts have taken the initiative to offer classroom programs for these younger students. Using funding sources such as Title I, special education, Head Start, and general funds, 2,325 3-year-olds were served in pre-K classrooms during the 2009-2010 school year.

Funding for the Early Childhood Four-Year-Old Program is provided directly to public school districts through the state's school finance formula. Districts are reimbursed at the per-pupil rate with specific funding amounts or weights determined by the length of the program day and the age of the child. Districts may subcontract with other classroom providers by placing public school teachers into child care centers, community-based programs, and Head Start programs. Children served in these collaboration programs are still considered public school enrollees and receive the same services as children in public school settings. During the 2009-2010 program year, more than 5,500 students were served through collaboration programs. The Early Childhood Four-Year-Old Program has been evaluated for program impact/child outcomes through multi-year studies since 2004.

In addition, Oklahoma launched the Pilot Early Childhood Program in the 2006-2007 school year. The rules and regulations for this program were established by the Oklahoma State Board of Education, though funding comes from both public and private dollars. The program is available year-round to at-risk children from birth through age 3. Enrollment is expanded each year, and the program served 611 3-year-olds in the 2009-2010 school year. The Early Childhood Expansion Project also serves children from birth through age 3 and, beginning in the 2011-2012 school year, public and private funds will be used to create 22 new classrooms with slots for approximately 300 children.

Oklahoma also supplements the federal Head Start program with funds for extended-day and additional services. The state provided \$2,452,533 in state funds to the program in fiscal year 2010.

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

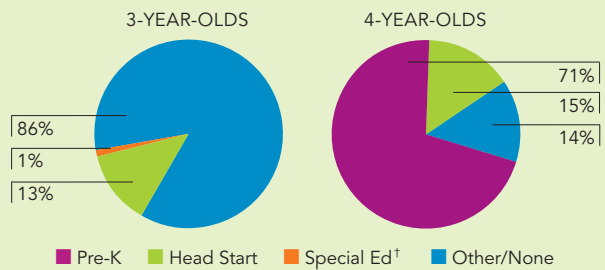
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	37,356
School districts that offer state program	98%
Income requirement	None
Hours of operation	2.5 hours/day (half-day) and/or 6 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	3,921
Federally funded Head Start enrollment	15,179
State-funded Head Start enrollment	0 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 9 </div>
Early learning standards	Comprehensive	Comprehensive	✓	
Teacher degree	BA/BS	BA	✓	
Teacher specialized training	EC certification for birth-3	Specializing in pre-K	✓	
Assistant teacher degree	Must meet NCLB requirements ³	CDA or equivalent	□	
Teacher in-service	75 clock hours/5 years	At least 15 hours/year	✓	
Maximum class size		20 or lower	✓	
3-year-olds	NA			
4-year-olds	20			
Staff-child ratio		1:10 or better	✓	
3-year-olds	NA			
4-year-olds	1:10			
Screening/referral	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 support service	✓	
Meals	At least 1 meal ⁵	At least 1/day	✓	
Monitoring	Site visits and other monitoring	Site visits	✓	

RESOURCES

Total state pre-K spending	\$167,245,396 ⁶
Local match required?	No
State Head Start spending	\$2,452,533 ²
State spending per child enrolled	\$4,477
All reported spending per child enrolled*	\$7,855

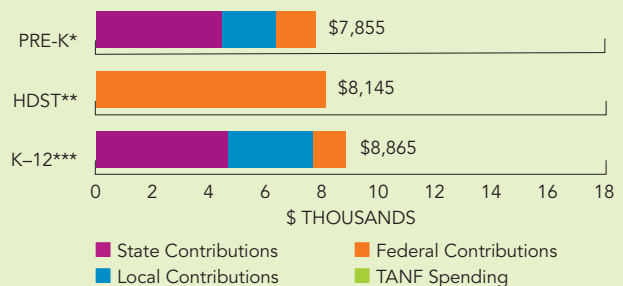
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Providers may choose from three program options: a half-day program with 2.5 instructional hours daily, a full-day program with 6 instructional hours daily, or a combination of both options. Districts can choose to offer a longer day, but will not receive additional state funds through the state aid formula. All programs operate 5 days per week.

² State Head Start funds are used to provide extended-day and additional services.

³ Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma General Education Test (an exam required for pre-K-12 public school teachers) and the other is a national test for para-professional status.

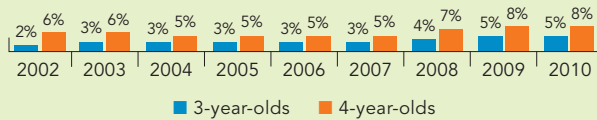
⁴ Support services include two parent conferences or home visits annually, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer or make referrals for other services including mental health services (counselors), health services (school nurse), and all other typical public school program services (such as early intervention, transition programs, or literacy coaches).

⁵ At least one meal is provided through the Federal Child Nutrition Program. This federal program does not provide snacks for students, so snacks are determined locally.

⁶ This is an estimate of total state spending as the state did not report actual spending.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



In 1987, the Oregon Head Start Prekindergarten program was established to provide comprehensive education and child development services to 3- and 4-year-olds from low-income families. A formal Memorandum of Understanding between the Oregon Department of Education and the Region X Office of Head Start established a state/federal partnership to support a collaborative federal Head Start and state prekindergarten system. In the 2009-2010 school year, the program served more than 6,000 students.

Funding for the Oregon Head Start Prekindergarten program is available to a number of organizations. All Head Start grantees in Oregon receive joint funding from state and federal sources to expand enrollment. Non-sectarian organizations can also receive program funding in the form of competitive grants. Funding is also available to programs in public schools, private agencies, faith-based organizations, government agencies, and colleges and universities that do not receive federal Head Start funding. However, all programs are held to the federal Head Start Performance Standards and must meet monitoring requirements.

While significant enrollment expansion has occurred in recent years, the program has suffered from recent budget reductions. In 2008-2009, the last half of the budget biennium, a budget reduction of 1.1 percent was taken. During the 2009-2011 biennium, all state agencies were required to take a 9 percent reduction, which affected both state pre-K and Early Head Start programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	12

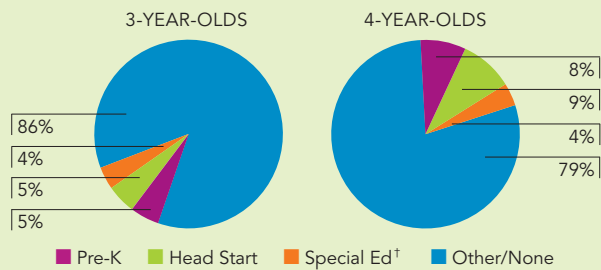
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	7

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	6,508
School districts that offer state program	100% (counties)
Income requirement	80% or 90% must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	5,687
Federally funded Head Start enrollment	6,877
State-funded Head Start enrollment	6,406 ³

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public), CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	License + 15 ECE credits (public); Meets CDA requirement (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or GED ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$54,897,578 ⁷
Local match required?	No
State Head Start spending	\$54,897,578 ⁷
State spending per child enrolled	\$8,435
All reported spending per child enrolled*	\$8,435

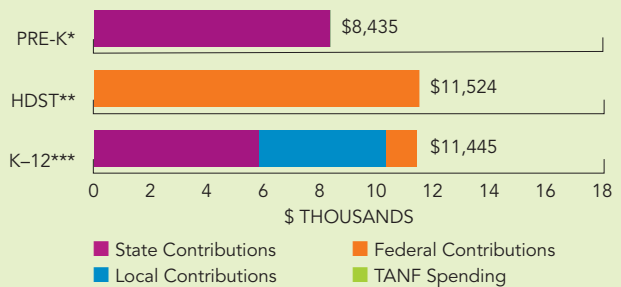
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ If a grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet the income requirement. If a grantee only has state pre-K funding, 80 percent of children must meet the income requirement. In addition, effective December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

² Programs must be offered for at least 3.5 hours per day. Most programs operate 3 or 4 days per week plus required home visits. All programs must operate a minimum of 32 weeks per year.

³ This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.

⁴ In public settings teachers must also have an ECE endorsement in pre-K-grades 3-9. In nonpublic school settings, half of grantee teachers must have at least an AA or higher degree in ECE or a related degree with a minimum of 15 ECE college credits. The Head Start Reauthorization Act of 2007 requires that by

2011 all lead teachers have at least an AA; by 2013, 50 percent must have at least a BA. By 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.

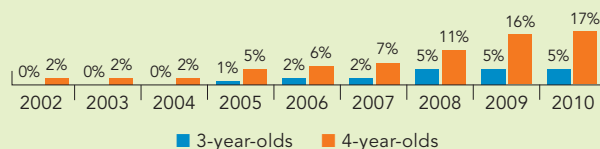
⁵ Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, mental health services, and community partnerships.

⁶ Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. In addition to lunches for all children, morning programs offer breakfast to all children, and afternoon programs offer snacks to all children.

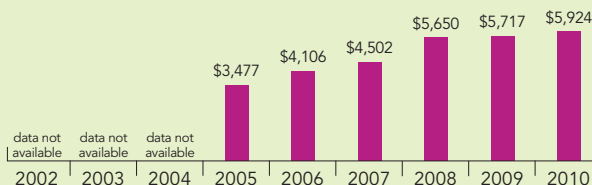
⁷ This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



While Pennsylvania did not have a state-funded prekindergarten program considered such under state law until 2004, districts could choose to provide preschool education services through Pennsylvania’s Kindergarten for Four-Year-Olds (K4) program as well as provide preschool to 4-year-olds through the School Based Pre-K program (SBPK). Districts that choose to offer the K4 program are required to follow Pennsylvania’s kindergarten regulations, while districts offering SBPK are required to follow the state’s preschool regulations. Four-year-old children enrolled in K4 are included in the districts’ daily membership counts for public school attendance and are partially funded through the state’s basic instructional subsidy formula. For the 2009-2010 school year, the School Based Pre-K program is profiled along with the K4 program.

In the 2004-2005 school year, the state began a prekindergarten option through the Education Accountability Block Grant (EABG) in an effort to offer high-quality preschool education programs to provide strong foundations of learning to support children’s academic success. Children are eligible for this program two years before meeting the locally determined kindergarten eligibility age, although districts can choose additional requirements such as low-income status or a lack of academic readiness. Districts determine how to allocate funds, which can be used for a number of early childhood options, including providing full-day kindergarten, reducing class size in kindergarten through third grade, prekindergarten, or other options that promote academic success.

Pennsylvania established the Head Start Supplemental Assistance Program (HSSAP), its third state-funded preschool initiative, in the 2004-2005 program year with an initial investment of \$15 million. Since the program’s inception, state funding and enrollment in the program have increased. State funds are used to provide extended-day services for federally funded Head Start children or create additional Head Start slots. Federal Head Start grantees may participate in this state-funded program as well as child care partners who receive a minimum of STAR 3 level in the Keystone STARS quality initiative program. Programs in all settings are required to follow the federal Head Start Performance Standards. Starting in the 2009-2010 school year, programs began to enter program, staff, and child data into a web-based reporting system known as the Early Learning Network (ELN) as a step toward comprehensive reporting and to guide future program enhancements.

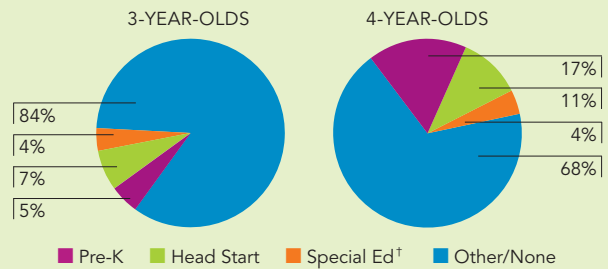
A fourth state-funded prekindergarten initiative, the Pennsylvania Pre-K Counts Program, was established in the 2007-2008 school year. Children are eligible for this program two years before their locally determined kindergarten eligibility cutoff, although districts can establish additional risk factors based on local need. Pre-K Counts funding is allocated to grantees through a competitive award system. Head Start programs and public school districts are eligible to apply, as are licensed nursery schools or child care centers that hold a STAR 3 or 4 credential in Keystone STARS.

The first two pages of this state profile present information on Pennsylvania’s overall commitment and contribution to state-funded preschool education, including state spending and enrollment for the four Pennsylvania’s preschool programs. The third page focuses exclusively on EABG, the fourth page describes K4, the fifth page provides specific details about HSSAP, and the last page highlights the Pre-K Counts program.

STATE OVERVIEW

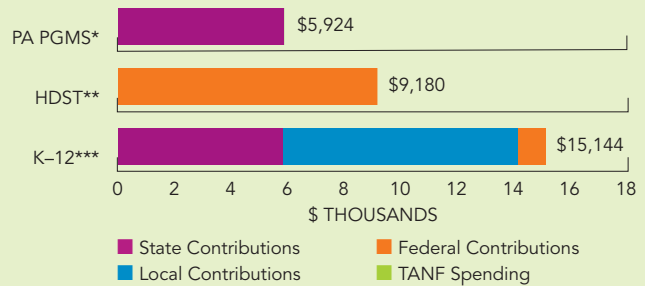
Total state program enrollment	32,043 ¹
Total state spending	\$189,808,021
State Head Start spending	\$38,645,052
State spending per child enrolled	\$5,924
All reported spending per child enrolled*	\$5,924

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	13

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	16

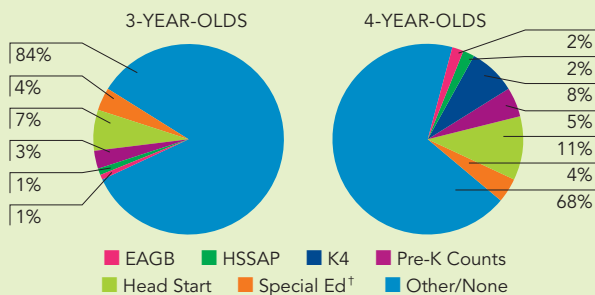
¹ The state did not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2009-2010.

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	3,309 ¹
School districts that offer state program	6%
Income requirement	None ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	19,867
Federally funded Head Start enrollment	27,364
State-funded Head Start enrollment	5,108 ⁴

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA and ECE certification (public); AA in ECE (community partners) ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Certification in ECE: PK-4, N-3 (public); AA in ECE (community partners) ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$15,041,345
Local match required?	No
State Head Start spending	\$38,645,052
State spending per child enrolled	\$4,546
All reported spending per child enrolled*	\$4,546

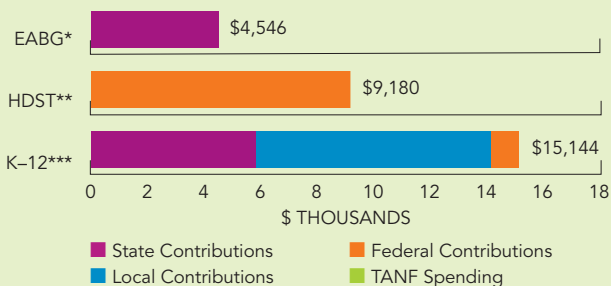
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The state could not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2009-2010.

² Eligibility requirements are locally determined.

³ Most programs operate 2.5 hours or 5 hours per day, 5 days per week, 180 days per year.

⁴ All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

⁵ Teachers working in programs in community settings that operated before December 2006 have until December 2012 to obtain a BA and ECE certification. Teachers working in programs in community settings that were contracted after December 2006 must obtain a BA and ECE certification within five years of the program beginning to serve students. PK-4 is the new certification requirement being phased in for teachers in public settings and will take full effect in January 2012. Prior to then, N-3 certifications also apply.

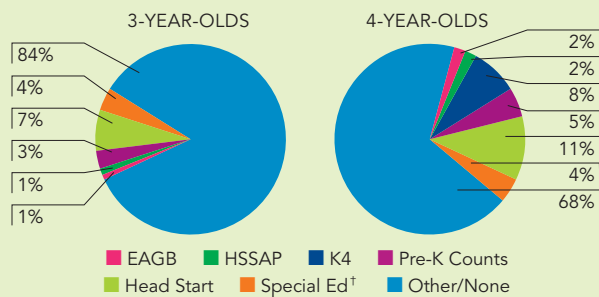
⁶ Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary study, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL BASED PRE-K

ACCESS

Total state program enrollment	11,516
School districts that offer state program	19%
Income requirement	None (K4); Determined locally (SBPK)
Hours of operation	2.5 hours/day (part-day) or 5 hours/day (full-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	19,867
Federally funded Head Start enrollment	27,364
State-funded Head Start enrollment	5,108 ¹

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EE or ECE certification (K4); ECE certification (SBPK)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Meet NCLB requirements (SBPK); None (K4) ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit (K4); 20 (SBPK) ³		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit (K4); 1:10 (SBPK) ³		
Screening/referral and support services	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$51,463,177 ⁴
Local match required?	No
State Head Start spending	\$38,645,052
State spending per child enrolled	\$4,469 ⁴
All reported spending per child enrolled*	\$4,469 ⁴

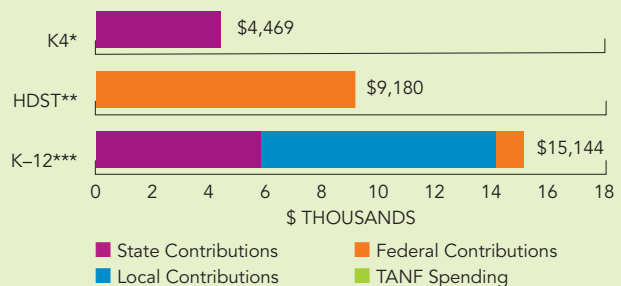
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

² Beginning in the 2009-2010 school year, all assistant teachers in School Based Pre-K are required to meet the highly qualified requirements of NCLB.

³ The K4 program follows kindergarten requirements, which do not limit class size or staff-to-child ratio. Based on this clarification it does not meet NIEER's requirement. However, most programs have 20 children and a 1:10 staff-child-ratio. School Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio of 1:10.

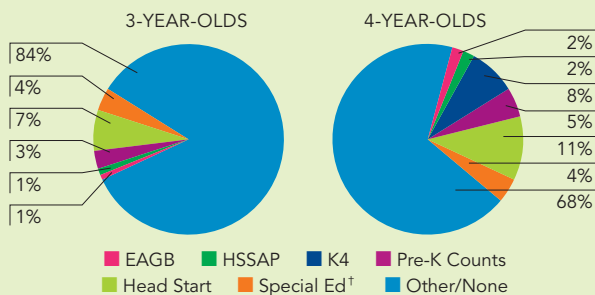
⁴ The state funding and per-child spending amounts are estimations based on calculations using the state's average K-12 per-child expenditure.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	5,355
School districts that offer state program.....	75% (Head Start grantees)
Income requirement	90% of children must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	19,867
Federally funded Head Start enrollment	27,364
State-funded Head Start enrollment	5,108 ³

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	2:17		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$38,645,052 ⁶
Local match required?	No
State Head Start spending	\$38,645,052 ⁶
State spending per child enrolled	\$7,217
All reported spending per child enrolled*.....	\$7,217

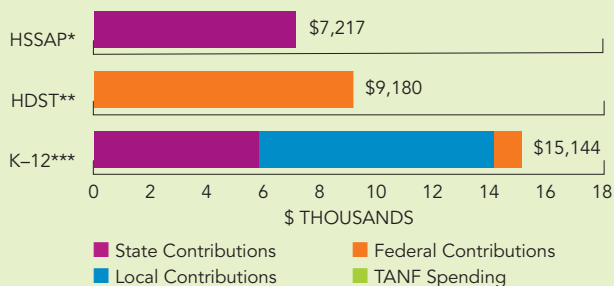
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

² The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 128 days per year.

³ All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

⁴ The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. If teachers are employed by a school district, ECE certification is required. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

⁵ Support services include two annual parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards including parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

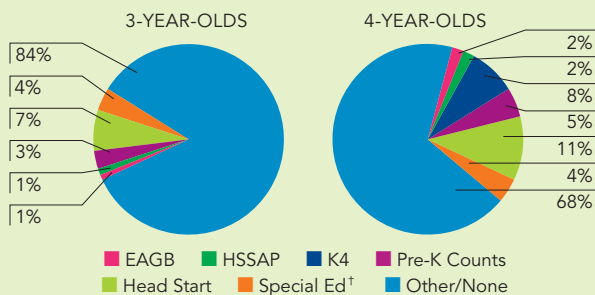
⁶ All spending through this initiative is directed toward Head Start programs.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment	11,863
School districts that offer state program	81% (counties)
Income requirement	300% FPL ¹
Hours of operation	2.5 instructional hours/day (part-day), 5 instructional hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	19,867
Federally funded Head Start enrollment	27,364
State-funded Head Start enrollment	5,108 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA in ECE (public); AA in ECE or ECE cert. and/or 18 credits (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	ECE cert. (public); AA in ECE or ECE cert. and/or 18 credits in ECE (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$84,658,447
Local match required?	No
State Head Start spending	\$38,645,052
State spending per child enrolled	\$7,136
All reported spending per child enrolled*	\$7,136

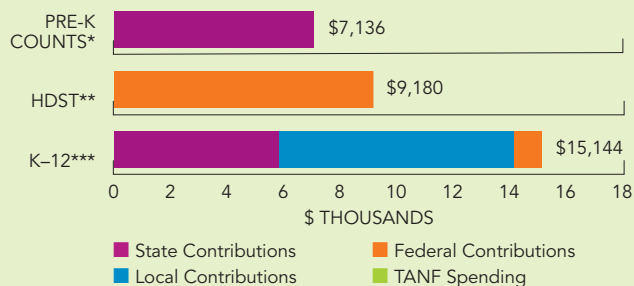
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Income is only one of the possible risk factors used to determine eligibility. Other risk factors are determined locally and could include low parental education level or other economic, language, and/or cultural disadvantages that put children at risk for school failure.

² All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

³ Teachers in child care and Head Start are required to have at least an AA in early childhood education. Teachers in nursery schools are required to have ECE certification or 18 credits in ECE. Beginning in December 2011, all lead teachers will be required to have a BA and ECE certification.

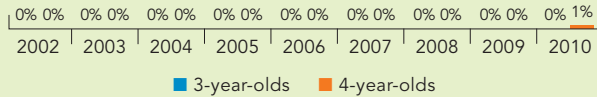
⁴ Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁵ Vision, hearing, health, dental, and developmental screenings and referrals are determined locally. Support services required of all programs include parent involvement activities and transition to kindergarten activities.

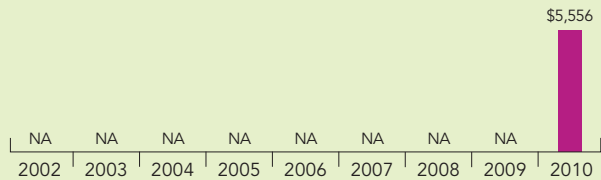
⁶ Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Rhode Island launched a prekindergarten pilot initiative, Rhode Island Prekindergarten Demonstration Project, in the fall of 2009. The program is available to 4-year-old children in four of the state's most urban communities and was in seven sites as of September 2009. The state allocated \$700,000 to support four of seven demonstration classrooms, with local school districts funding the other three classrooms through federal Title I dollars appropriated under the American Recovery and Reinvestment Act. Across these seven classrooms, a total of 126 preschool education slots were available to 4-year-olds during the 2009-2010 school year.

For the Rhode Island Prekindergarten Demonstration Project, preschool teachers are required to hold a bachelor's degree with early childhood specialization, and the Rhode Island Department of Education provides them with training and technical assistance on an ongoing basis at all seven locations. All children in districts offering the program who are 4 years old by September 1 are eligible and enrollment is determined by a lottery system. Public schools, Head Start, and private child care programs are eligible to receive funding directly and are permitted to subcontract with one another. The Prekindergarten Demonstration Project is included in the funding formula and is expected to grow into a statewide prekindergarten initiative. Through an ongoing process, starting in the 2009-2010 school year, this program is evaluated for both process quality and program impact/child outcomes.

The state also has offered several initiatives over the years with goals of expanding access to early childhood education. One of these early childhood initiatives, The Comprehensive Child Care Services Program (CCCSP), was launched in 2001 to provide comprehensive services to 3- and 4-year-olds in child care settings. However, CCCSP was eliminated in an effort to close the state budget deficit for fiscal year 2009.

Through another initiative, Rhode Island provides supplemental state funding to the federal Head Start program. During the 2007-2008 school year, \$2.97 million in state funds were used to fund an additional 400 slots in Head Start. However, the initiative experienced significant cutbacks in fiscal year 2009. As a result, only a total of 156 children were served during the 2009-2010 school year, using \$800,000 in state funds and an additional \$200,000 in TANF funds directed toward the state Head Start supplement.

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

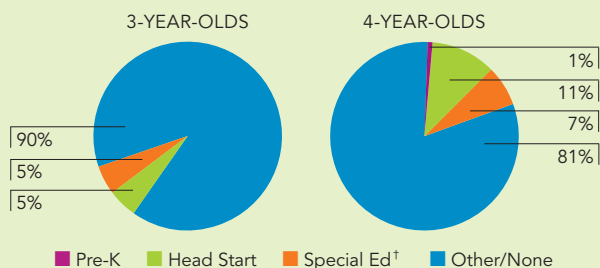
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	5

RHODE ISLAND PREKINDERGARTEN DEMONSTRATION PROJECT

ACCESS

Total state program enrollment	126 ¹
School districts that offer state program	10% (communities)
Income requirement	None
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	1,682
Federally funded Head Start enrollment	1,776
State-funded Head Start enrollment	156 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification (pre-K–grade 2)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 college credits of ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	20 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, developmental, speech/language; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$700,000
Local match required?	No
State Head Start spending	\$1,000,000 ⁴
State spending per child enrolled	\$5,556
All reported spending per child enrolled*	\$9,127 ¹

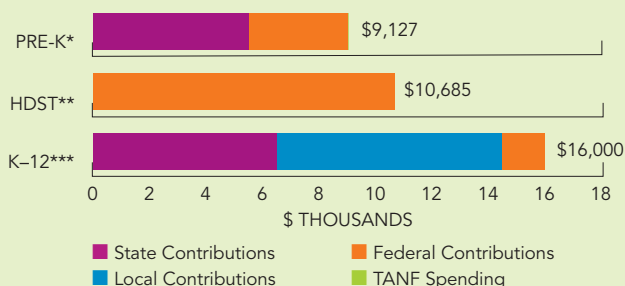
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This is the total enrollment which is made up of 76 children being served with state funds only and 50 children being served with Title I funds only.

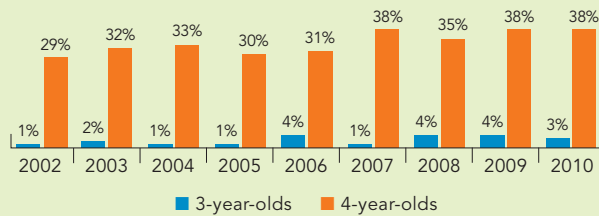
² Rhode Island was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Rhode Island who were 3 or 4 years old.

³ Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Other support services include two parent conferences, parent involvement activities, and transition to kindergarten activities.

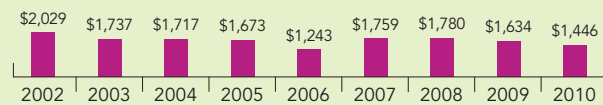
⁴ This sum also represents \$200,000 in TANF funds dedicated to Head Start.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Half-Day Child Development Program was established by the South Carolina Education Improvement Act in 1984. The program, known as 4K, seeks to improve school readiness through half-day preschool education programs for at-risk 4-year-olds. While each district in the state is required to have at least one 4K classroom, each district can determine its own eligibility requirements according to local need and based on a list of state-specified risk factors, including child history of foster care, homelessness, low family income, low parent education level, or teen parent.

School districts receive 4K funding based on the number of kindergarteners eligible for free or reduced-price lunch in their districts. Most children are served in public school settings, though districts are permitted to partner with Head Start programs to offer preschool education. Approximately 15 percent of programs use funds from other sources to provide full-day preschool services.

The state's second early education initiative, the Child Development Education Pilot Program (CDEPP), was created in 2006. As a result of the court decision in *Abbeville County School District v. South Carolina*, full-day preschool was required to be provided in the counties named in the lawsuit if those counties decided to offer 4K program. Availability for the full-day program is extended to children who are eligible for free or reduced-price lunch or Medicaid. Public school programs participating in CDEPP must be approved by the state Department of Education, while private child care centers must be approved by the Office of First Steps. Starting in the 2009-2010 program year, students with a documented developmental delay are also eligible for CDEPP. This program has been evaluated for both process quality and program impact/child outcomes in the 2009-2010 school year.

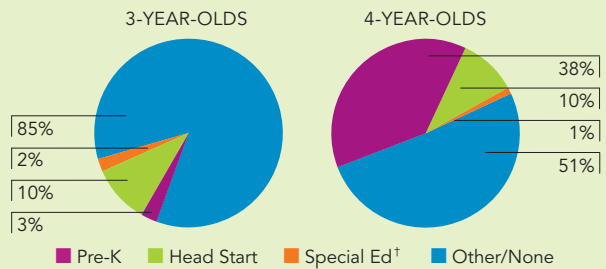
First Steps to School Readiness, a third initiative, helps provide additional services for preschool-age children. The First Steps County Partnerships distribute funds at the local level to provide a number of services for children and their families, including parenting courses, nurse-family partnership programs, and home visiting. In some communities, these funds can be used in collaboration with 4K or CDEPP funding to extend preschool services to a full-day or provide additional slots.

The first two pages of this state profile document South Carolina's overall contributions and commitment to state-funded preschool education, including state spending and enrollment for both the Half-Day Child Development Program and the Child Development Education Pilot Program. The third page focuses exclusively on the 4K initiative and the final page presents specific details about the CDEPP initiative.

STATE OVERVIEW

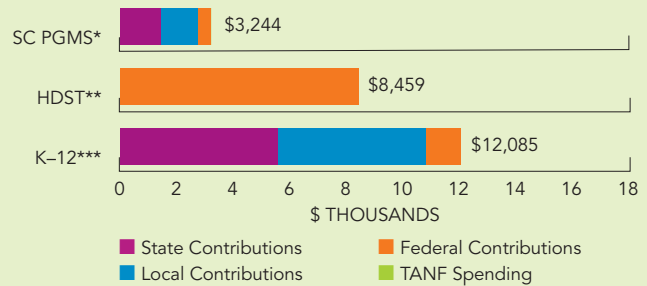
Total state program enrollment	24,563
Total state spending	\$35,513,846
State spending per child enrolled	\$1,446
All reported spending per child enrolled*	\$3,244

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

11

15

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

38

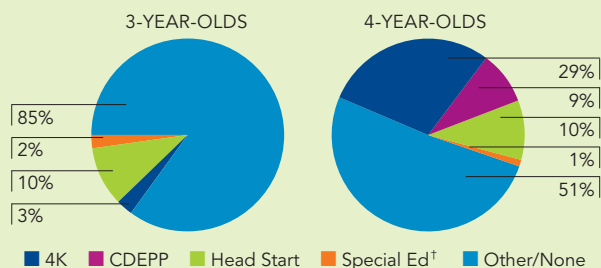
34

SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM (4K)

ACCESS

Total state program enrollment	19,383
School districts that offer state program	58%
Income requirement	185% FPL ¹
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,644
Federally funded Head Start enrollment	11,979
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification for pre-K-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services ²	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ³	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
6

RESOURCES

Total state pre-K spending	\$15,813,846 ⁴
Local match required?	No
State spending per child enrolled	\$816
All reported spending per child enrolled*	\$3,095 ⁴

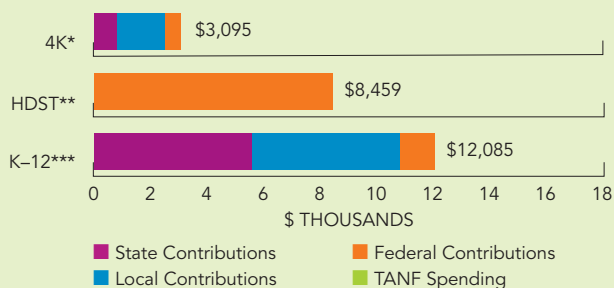
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Effective with the 2009-2010 school year, this income requirement applies to all children in 4K.

² Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in State Board of Education regulations, and has not been required in the past. Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities.

³ During the 2009-2010 school year, site visits were not required due to budget reductions.

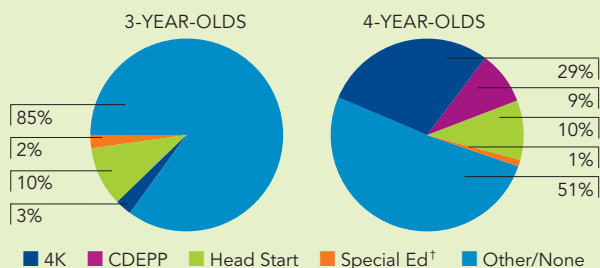
⁴ Total state spending is the appropriated amount rather than actual spending. Federal and local spending reflects the 2008-2009 levels as the state was unable to provide federal or local spending for the 2009-2010 school year.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment	5,180
School districts that offer state program	42%
Income requirement	185% FPL ¹
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,644
Federally funded Head Start enrollment	11,979
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 7 </div>
Teacher degree	BA (public), AA (nonpublic)	BA	<input type="checkbox"/>	
Teacher specialized training	EC certification for pre-K-3 (public); AA in ECE (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD ²	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	NA			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	NA			
4-year-olds	1:10			
Screening/referral and support services	Vision, hearing; and support services ³	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$19,700,000 ⁴
Local match required?	No
State spending per child enrolled	\$3,803 ⁴
All reported spending per child enrolled*	\$3,803 ⁴

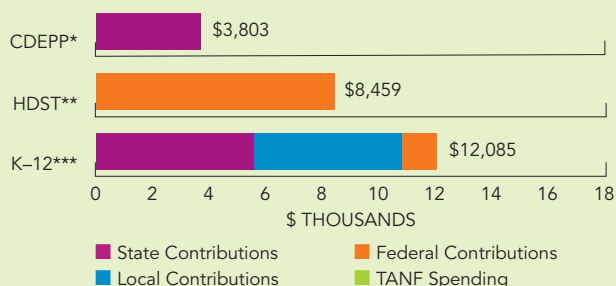
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Children are also eligible if they receive Medicaid services. If classes are not full, developmental delays can be considered as eligibility criteria.

² Assistant teachers are required to complete the Early Childhood Development Credential within 12 months of hire. Districts may request waivers in certain instances.

³ Support services include two annual parent conferences, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities. Other support services are determined locally.

⁴ These figures include general funds (\$17,300,000) and South Carolina First Steps funds (\$2,400,000) used to serve children in CDEPP classrooms. State spending includes \$550,000 in carryover funds from the state general fund from the prior year.

South Dakota

NO PROGRAM

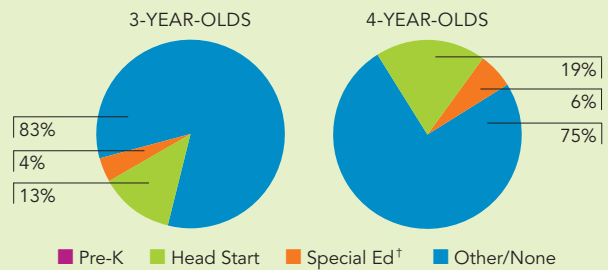
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule.....	NA
Special education enrollment	1,533
Federally funded Head Start enrollment	3,575
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

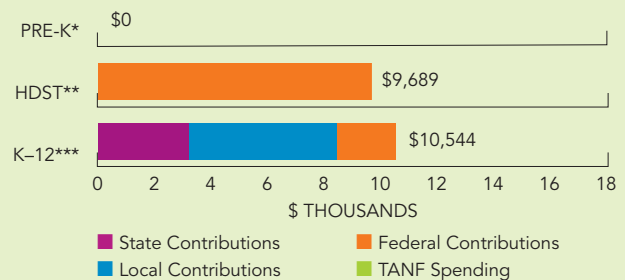
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

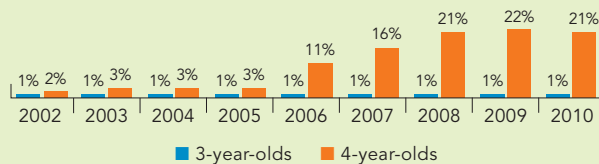
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

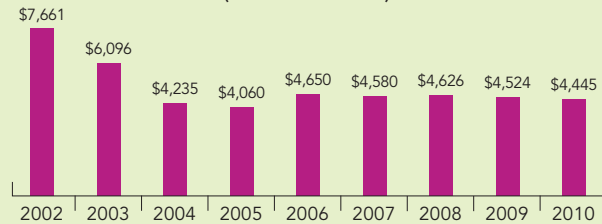


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Tennessee's Early Childhood Education (ECE) Pilot Project, which began in 1998 with 30 classrooms, was a competitive grant program for public schools, institutions of higher education, Head Start agencies, private child care agencies, and public housing authorities to provide preschool education programs. In the 2005-2006 program year, Tennessee launched the Tennessee Voluntary Pre-K (VPK) program adding 300 new classrooms to the existing ECE Pilot Project. While only public schools can compete for state-funded VPK grants, these schools may subcontract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any three-star rated private or community-based child-serving agency. There were 934 VPK classrooms in operation as of the 2009-10 school year.

The VPK program was funded through general education revenue and lottery revenue, which enabled the program to expand in the past. However, in the 2009-2010 school year the program received only inflationary adjustments and no additional expansion funds. Starting in the 2009-2010 program year, all pre-K funding was required to be allocated to the local education authority. Whereas previously the Office of Early Learning (OEL) had contracted directly with various community-based organizations and Head Start, these programs now subcontract with the LEA in which the program resides.

There are three tiers of priority for enrollment. Top priority is given to 4-year-olds who are eligible for free and reduced-price lunch. Pending availability of space, additional children who have an IEP, are in state custody, have a history of abuse or neglect, or are English Language Learners may enroll. Children who meet locally determined risk factors such as single-parent families, low parent education level, teen parents, or a parent on active military duty, may enroll only if spots are still available after children meeting the state-specified risk factors have enrolled. While the VPK program only serves 4-year-olds, pilot programs may enroll at-risk 3-year-olds as well. This program has been evaluated for program impact/child outcomes in the 2007-2008 school year using K-5th grade data on children who did and did not attend pre-K.

The Voluntary Pre-K for Tennessee Act of 2005 also established the Office of Early Learning to be responsible for program administration, technical assistance, monitoring, oversight, data collection, and training for VPK. This office coordinates and collaborates with local school systems, intra-state agencies, and community providers to gather information on best practices in support of early childhood education. OEL includes the Head Start State Collaboration Office, Even Start State Coordinator Office, Family Resource Centers, and School Administered Child Care Program Evaluation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	23

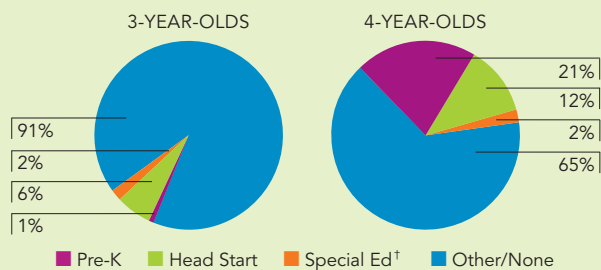
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	17

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	18,370
School districts that offer state program	99%
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,661
Federally funded Head Start enrollment	15,178
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Teaching license and EC endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA (ECE pilot); HSD + pre-K experience (VPK) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours ⁵	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$81,657,785
Local match required?	Yes ⁷
State spending per child enrolled	\$.4,445
All reported spending per child enrolled*	\$.5,688

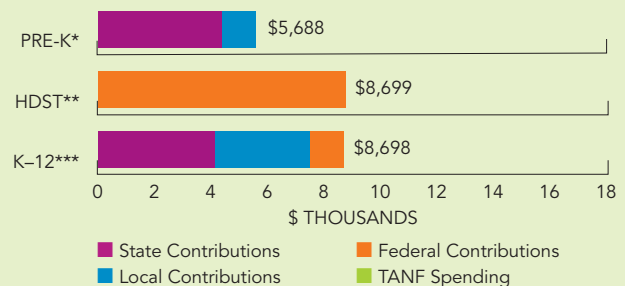
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Once all available students eligible for free and reduced-price lunch are enrolled, LEAs are permitted to enroll children whose families do not meet this income criterion.

² Naptime cannot be counted in the 5.5 hour minimum.

³ Permissible types of endorsements include those in: Pre-K-3, Pre-K-4, Pre-K-K Regular and Special Education, Pre-K-1 Special Education, and Pre-K-3 Special Education. The pre-K-4 certification is no longer issued, but it is still accepted for pre-K teachers in public and nonpublic settings.

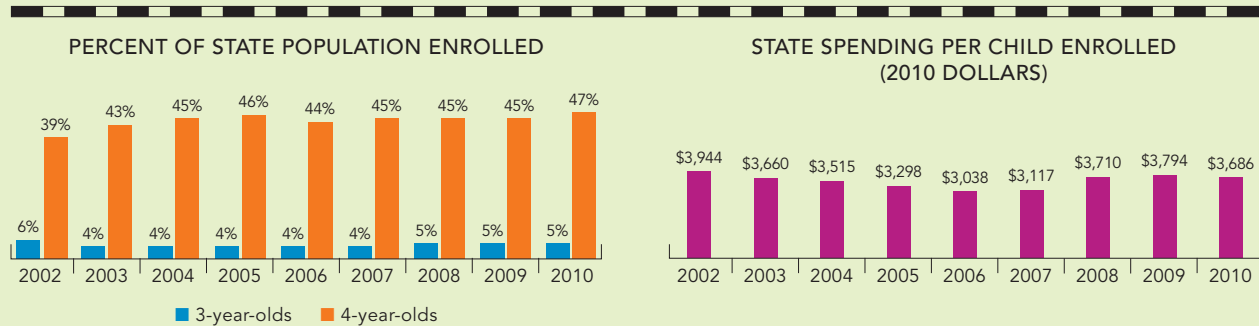
⁴ The LEA is required to hire an assistant teacher with a CDA if one is available. If not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs and the assistant must demonstrate progress toward a CDA.

⁵ Teachers working in public schools must meet the state requirement of 30 hours of in-service per year. The 18 hours required in early childhood for preschool teachers may count toward this total.

⁶ Dental and developmental screening and referrals are locally determined. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

⁷ The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match, based on each county's tax base.

Texas



In 1985, the Texas Public School Prekindergarten initiative was launched to provide half-day preschool education services to at-risk 4-year-olds. School districts are required to offer the initiative if they serve 15 or more eligible 4-year-olds. Children are eligible if they meet one of a number of risk factors: free or reduced-price lunch eligibility, homelessness or unstable housing, limited English proficiency, participation in foster care, or parent on active military duty or who has been injured or killed on duty. If parents pay tuition, non-eligible children may enroll at a district's discretion. Additional state and district funds may be used to offer the program to 3-year-olds.

Texas Public School Prekindergarten is supported by state and local funds and is part of the K-12 system through the Foundation School Program. While funding is distributed directly to school districts, districts are encouraged to partner with Head Start and licensed child care centers to provide preschool services. The Foundation School Program offers funding to support half-day services through programs that can apply for full-day funding through the competitive Prekindergarten Expansion Grant Program. These grants usually prioritize school districts with low third grade reading scores.

In the 2007-2008 school year, the Texas Education Code amended its reporting requirements to work with the Texas School Readiness Certification System (SRCS). This quality rating system is meant to improve the school readiness of pre-K students across settings, including Head Start agencies, public preschool programs, and licensed child care centers, both for-profit and nonprofit. In the 2009-2010 school year, the SRCS was used in 1,642 preschool classrooms across the state, reaching 29,335 students. Additionally, online training on the Texas Prekindergarten Curriculum Guidelines is now available.

The Texas Education Agency (TEA) used ARRA funding to provide a comprehensive needs assessment in spring/summer 2010, which helped in the development of a toolkit for districts to assist families in enrolling their eligible children in prekindergarten programs. A resource was also developed to help districts notify eligible families about free local prekindergarten programs. Expanded outreach efforts will continue through collaboration with the Texas Department of Family and Protective Services, Medicaid, Children's Health Insurance Program (CHIP), and Women, Infants, and Children (WIC).

As of September 2009, the restructured Prekindergarten Expansion Grant Program became the Prekindergarten Early Start (PKES) Grant. This grant provides funds to eligible school districts and charter schools to prepare preschoolers to enter kindergarten at or above grade level. Grantees must implement high-quality, developmentally appropriate curricula as well as engage in continuous monitoring of student programs in the classroom and professional development. Programs must also participate in the School Readiness Certification System and develop a School Readiness Integration Plan. The Integration Plan is a collaboration among multiple parties, including prekindergarten and early education providers as well as local workforce development boards, to integrate cooperative strategies to share resources across delivery settings.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	11

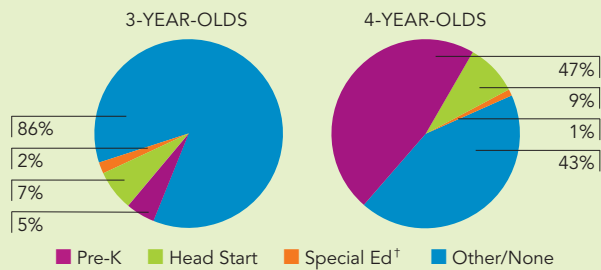
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	30

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	214,694
School districts that offer state program	82%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	23,082
Federally funded Head Start enrollment	67,632
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	Generalist (EC-Grade 6) Teaching Certificate ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit ⁴		
4-year-olds	No limit ⁴		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit		
4-year-olds	No limit		
Screening/referral.....	Health ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
and support services			
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$791,378,304 ⁷
Local match required?	No
State spending per child enrolled	\$3,686
All reported spending per child enrolled*.....	\$3,686

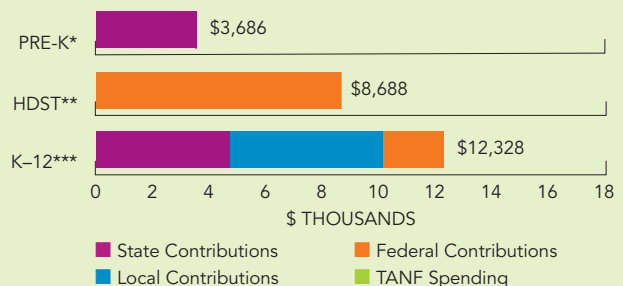
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ During the 2009-2010 program year, 74 percent of children enrolled qualified based on income. Children may also qualify if they are homeless or have unstable housing, have a history of foster care, are eligible for TANF or other public assistance, have a parent on active military duty or who was injured or killed on active duty, or have non-English speaking family members.

² School districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only.

³ The Generalist Teaching Certificate was extended to sixth grade in May 2009. The Generalist EC-4 credential will not be administered after August 2010.

⁴ Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) are preferred but not required.

⁵ Some support services are required, but specific services are determined locally. The number of annual parent conferences or home visits is also determined locally.

⁶ School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering full-day programs provide lunch.

⁷ This figure no longer includes TANF maintenance of effort (MOE) funds.

Utah

NO PROGRAM

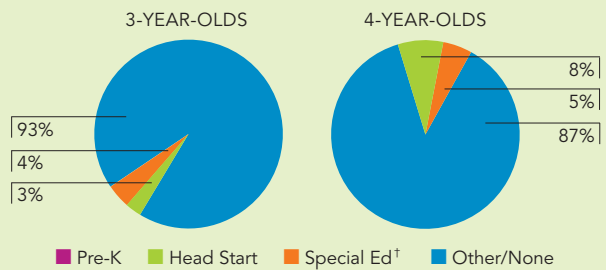
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	5,303
Federally funded Head Start enrollment	5,438
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

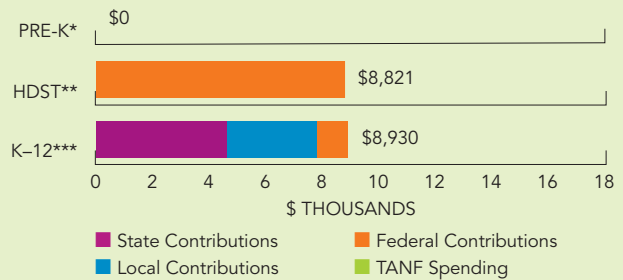
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

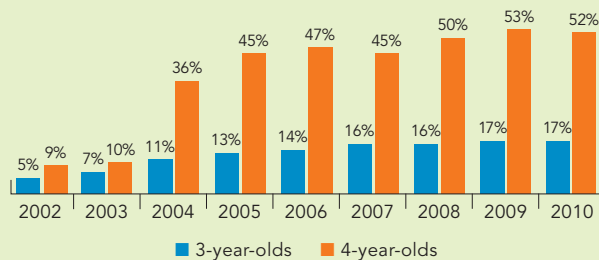
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

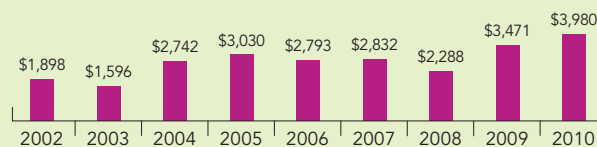


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Vermont Early Education Initiative (EEI) was established in 1987 with the goal of increasing access to preschool programs for at-risk 3- and 4-year-olds. Children are eligible for EEI if their families have incomes below 185 percent of the federal poverty level or if they have other risk factors, including a history of abuse or neglect, developmental delay, limited English proficiency, or social isolation. Grant applicants must be submitted by a partnership that includes at least one school district and one community early care and education program. EEI funding has remained relatively stable over the past few years, though it continues to decrease and be below the level of funding seen in fiscal year 1996. As of the 2009-2010 school year, EEI funding is awarded through a competitive grant process that requires all programs to submit grant proposals, even those that have received EEI funding in the past.

Vermont established a second preschool initiative in 2003 when school districts were allowed to include 3- to 5-year-olds in their school census. The program, formally called Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM), has been known as Vermont Prekindergarten Education-Act 62 since the 2007-2008 program year when Act 62 was enacted. The state's Education Fund supports these prekindergarten programs as it does K-12 education. Pre-K is voluntary in terms of district or child participation. Approximately 80 percent of Vermont's local education agencies (LEAs) provide pre-K either in school-based programs, or through partnerships with private center-based and family-based providers, and/or with Head Start. State education funds are intended to allow participating communities to offer access 6 to 10 hours per week of preschool education services to 3- to 5-year-olds. There is a cap that limits the number of children who may be included in the school census. Act 62 allows public schools to subcontract with other preschool providers such as private child care, faith-based centers, Head Start agencies, and family child care homes for service provision.

As of the 2008-2009 school year, Act 62 programs operating in nonpublic settings are required to have only one teacher with an ECE educator license per center, rather than one teacher with an educator license in each preschool classroom. Act 62 RULES also became effective that same year as well as a published guide for implementing pre-K according to these program standards. These rules included requirements that child assessments be conducted at the beginning and end of each academic year as well as requiring additional financial reporting on the costs of preschool and source of funding by districts and their partners. New rules for Vermont's quality rating system, Step Ahead Recognition Systems (STARS), also went into effect. Pre-K programs must achieve at least 4 out of 5 STARS in the quality rating system, or hold NAEYC accreditation. In the 2009-2010 program year, programs began using one of the required child progress assessment tools, Work Sampling System or Creative Curriculum Developmental Continuum, to assess child progress.

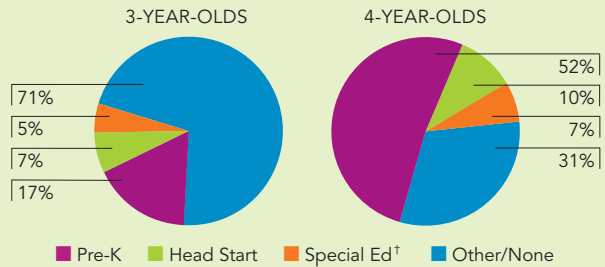
Starting in the 2010-2011 program year, Vermont will waive the cap on the number of pre-K children a district may count if it has a K-12 school that has been identified as failing to make Adequate Yearly Progress in accordance with No Child Left Behind.

The first two pages of Vermont's profile describe the state's overall commitment and contributions to preschool education with enrollment and state spending information for both initiatives. The next two pages provide specific details about each of Vermont's preschool initiatives with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

STATE OVERVIEW

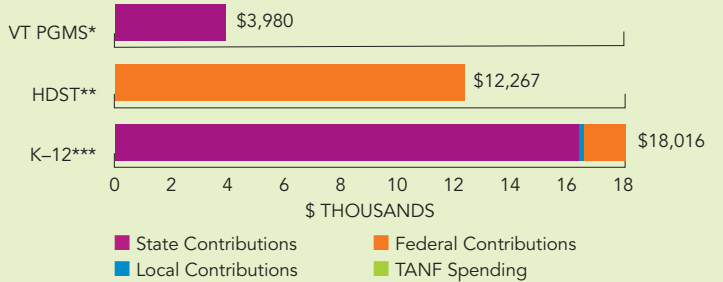
Total state program enrollment	4,470
Total state spending	\$17,790,714
State spending per child enrolled	\$3,980
All reported spending per child enrolled*	\$3,980

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
5	3

RESOURCES RANKINGS

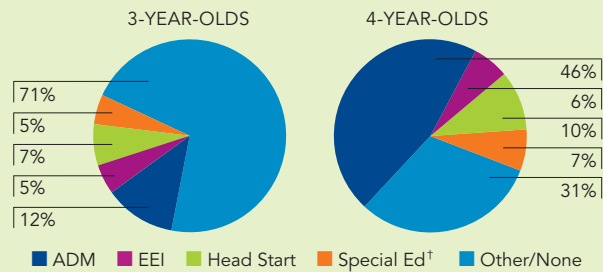
STATE SPENDING	ALL REPORTED SPENDING
22	24

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	3,789
School districts that offer state program.....	78% (communities)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,123
Federally funded Head Start enrollment	1,117
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 4 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); None (nonpublic) ²	BA	<input type="checkbox"/>	
Teacher specialized	ECE or ECSE endorsement (public); None (nonpublic) ²	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree	AA (public); HSD + CD course (nonpublic) ³	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service.....	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds		20		
4-year-olds		20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds		1:10		
4-year-olds		1:10		
Screening/referral	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	None ⁵	At least 1/day	<input type="checkbox"/>	
Monitoring	None	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$16,710,714
Local match required?	No
State spending per child enrolled	\$4,410
All reported spending per child enrolled*.....	\$4,410

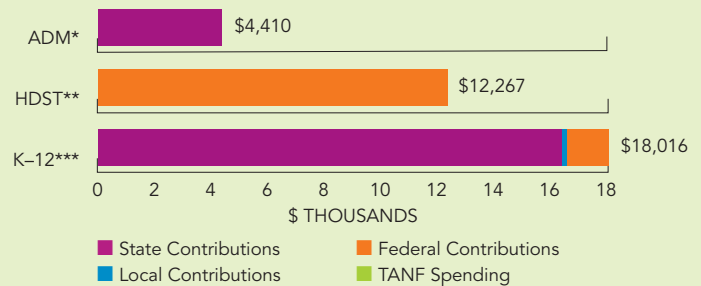
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 3-4 days/week for at least 35 weeks per year.

² Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Effective as of July 2008, nonpublic centers only must have one licensed teacher per center rather than one per classroom, and registered child care homes require only brief supervision by a licensed teacher. All other teachers in nonpublic settings are not required to have a minimum degree.

³ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants.

Teaching assistants need to have a high school diploma and a 30 hour course in child development. Other training is not specified in Act 62 and is determined by the provider.

⁴ Screenings and referrals are determined locally; programs that are Head Start programs require various screenings. Support services include two annual home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

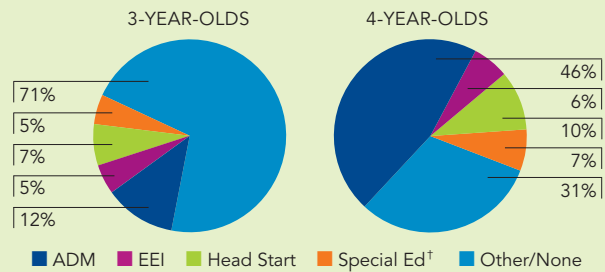
⁵ Most programs offer a snack. Meals are offered if the program is part of Head Start or a child care program.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	.....681
School districts that offer state program	.....51%
Income requirement	.....185% FPL ¹
Hours of operation	.....Determined locally ²
Operating schedule	.....Academic year
Special education enrollment	.....1,123
Federally funded Head Start enrollment	.....1,117
State-funded Head Start enrollment	.....0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	.....Comprehensive	.....Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	.....BA (public); AA (nonpublic) ³	.....BA	<input type="checkbox"/>
Teacher specialized training	.....ECE or ECSE (public); See footnotes (nonpublic) ³	.....Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	.....AA (public); HSD + 30 hr course in CD (nonpublic) ⁴	.....CDA or equivalent	<input type="checkbox"/>
Teacher in-service	.....9 credit hours/7 years (public); 12 clock hours (nonpublic)	.....At least 15 hours/year	<input type="checkbox"/>
Maximum class size		.....20 or lower	<input checked="" type="checkbox"/>
3-year-olds	.....20		
4-year-olds	.....20		
Staff-child ratio		.....1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	.....1:10		
4-year-olds	.....1:10		
Screening/referral and support services	.....Determined locally; and support services ⁵	.....Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	.....None	.....At least 1/day	<input type="checkbox"/>
Monitoring	.....None ⁶	.....Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	.....\$1,080,000
Local match required?	.....No
State spending per child enrolled	.....\$1,586
All reported spending per child enrolled*	.....\$1,586

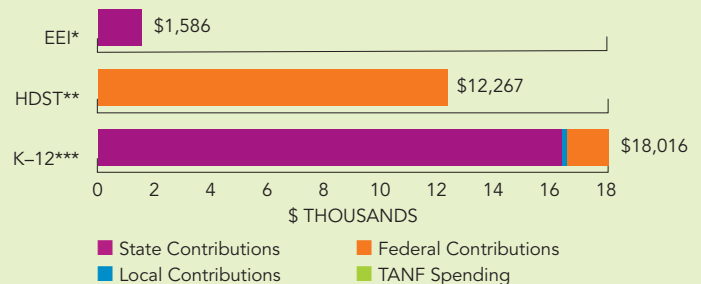
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, or homelessness.

² Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 6-10 hours/week, for 2-3 days/week.

³ Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years experience.

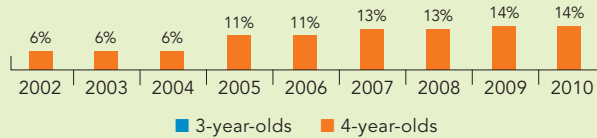
⁴ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching associates need to have an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years experience; teaching assistants only need to have a high school diploma and a 30 hour course in child development. Other training is not specified and depends on the type of pre-K provider they work for.

⁵ Screenings and referrals are determined by the EEI grantee. Support services include two annual parent conferences or home visits, parent involvement activities, and transition to kindergarten activities. Other comprehensive services are determined locally.

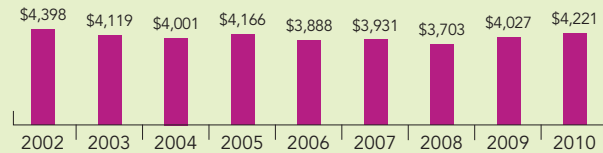
⁶ State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Virginia Preschool Initiative began serving at-risk 4-year-olds who were not enrolled in an existing preschool program starting in 1995. Program eligibility is based on locally determined risk factors which include, but are not limited to, homelessness, limited English proficiency, family unemployment, parents with limited education, poverty, and parent incarceration.

Public school districts and local departments of social services receive funding for the Virginia Preschool Initiative, though these agencies may subcontract with private child care centers or Head Start programs to offer preschool education services. Programs that operate on a half-day schedule receive 50 percent of the full-day funding allocation. A local composite index of district resources is used to determine the matching funds contribution required by communities that receive funding for the initiative. As of the 2009-2010 program year, the local match is capped at one-half the per pupil amount regardless of local composite index.

Funding allocations were increased in the 2004-2005 school year to serve 90 percent of at-risk children who were not already enrolled in other preschool programs. Funding was again increased in the 2006-2007 program year in order to offer access to all at-risk 4-year-olds. In the 2008-2009 school year, an additional \$22 million was allocated over the biennium, allowing for the per-pupil rate to increase even further. Spending in 2009-2010 rose by just \$2.3 million over the previous year.

This program was evaluated for both process quality and program impact/child outcomes in 2008.

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

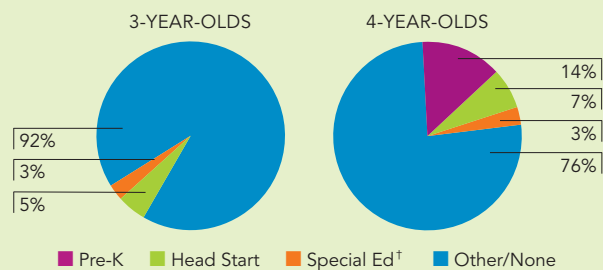
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	15

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	14,944
School districts that offer state program	82%
Income requirement	None
Hours of operation	2.5 hours/day (half-day), 5.5 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	9,695
Federally funded Head Start enrollment	12,352
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Pre-K-3, or Pre-K-6 (public and nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	None ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$63,078,873
Local match required?	Yes, based on composite index of local ability to pay
State spending per child enrolled	\$4,221
All reported spending per child enrolled*	\$6,288

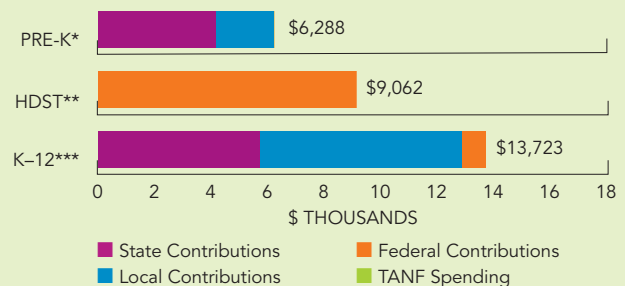
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Localities may choose to offer half-day programs for 3 hours per day or full-day programs for 6 hours per day. Most programs operate on a full-day schedule. All programs operate 5 days per week.

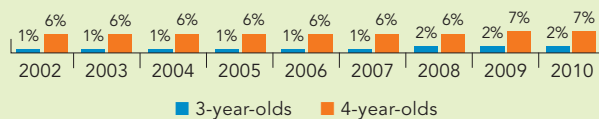
² For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

³ Support services include parent involvement activities, health services for children, and referral to social services. Other comprehensive services, including developmental and dental screenings and referrals and the annual number of required parent conferences or home visits are determined locally.

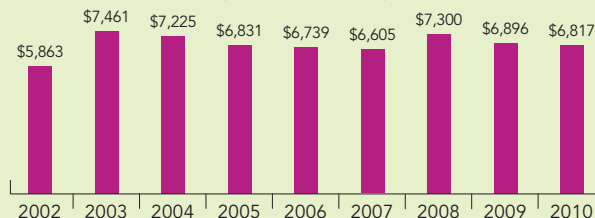
⁴ Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. In 2009-2010, all but six programs provided some form of meals.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Washington Early Childhood Education and Assistance Program (ECEAP) was established in 1985 in response to evidence that early education and family support build a stronger, more competitive workforce. ECEAP is overseen by the state Department of Early Learning (DEL), which works with the nonprofit organization Thrive by Five Washington to coordinate and fund programs to improve school readiness. This program was evaluated for both process quality and program impact/child outcomes in the 2003-2004 year.

ECEAP is offered in both public and private settings, including educational service districts, public school districts, local governments, nonsectarian organizations, community and technical colleges, and nonprofit organizations. The initiative primarily serves 4-year-olds from families at or below 110 percent of the federal poverty level, though up to 10 percent of slots may be filled by children whose families are over the income cutoff if there are developmental and environmental risk factors present.

Enrollment is also available to some 3-year-olds who meet other risk factors. Starting in the 2010-2011 school year, children who qualify for special education due to a disability will be eligible for ECEAP, regardless of the family's income level.

ECEAP provides a number of services to children and families in the program beyond preschool education, including nutrition, health services coordination, family support, social service referrals, and parent involvement as well as medical and dental treatment. Through these services, ECEAP seeks to increase children's social-emotional, physical, and pre-academic skills while building families' capacities to support their children's success.

In the 2009-2010 school year, children and their families in 38 of the state's 39 counties participated in ECEAP. There was a loss of 173 slots from the previous year due to a state budget cut. For 2010-2011, an additional 29 slots will be cut, which is equal to the increase in preschool Head Start slots funded by ARRA during these years. The state plans to expand slots from 2013 to 2018 in order to allow all eligible children to enroll.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	16

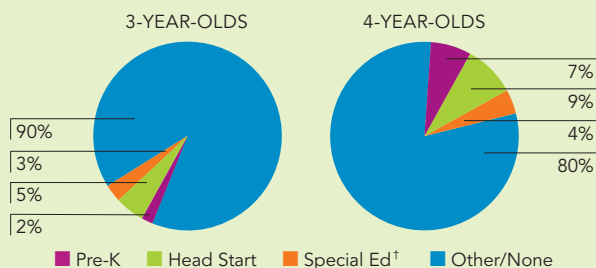
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	12

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment	8,026
School districts that offer state program	97% (counties)
Income requirement	90% of children must be at or below 110% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year ²
Special education enrollment	8,032
Federally funded Head Start enrollment	11,632
State-funded Head Start enrollment	321 ³

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA or BA	BA	<input type="checkbox"/>
Teacher specialized training	30 quarter units in ECE ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 12 quarter credits in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

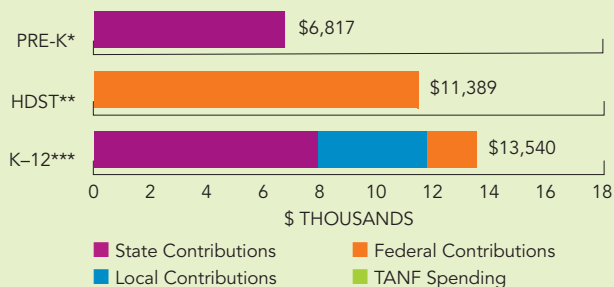
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$54,716,348
Local match required?	No
State Head Start spending	Not reported ³
State spending per child enrolled	\$6,817
All reported spending per child enrolled*	\$6,817

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

¹ In 2009-2010, 94 percent of children enrolled met the income requirement.

² Beginning in 2008-2009, a minimum of 320 classroom hours per year is required. A typical program may meet 3 hours per day, 4 days per week, through the school year. Programs must operate for a minimum of 30 weeks per year.

³ This number represents estimated funding slots in Head Start as reported by ACF. According to the Head Start State Collaboration Office, Washington does not provide any supplemental funds, aside from a state match.

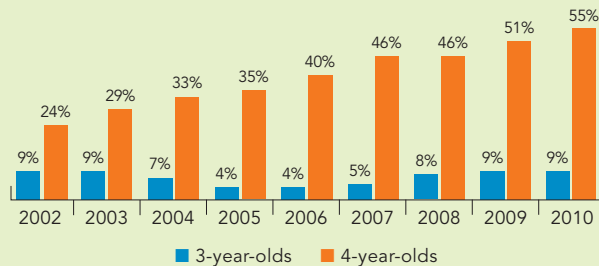
⁴ Teachers with a BA must also must be certified with an endorsement in ECE (Pre-K-3) or EC Special Education.

⁵ Support services include 3 hours of parent conferences, 3 hours of one-on-one family support services, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities, in addition to other support services.

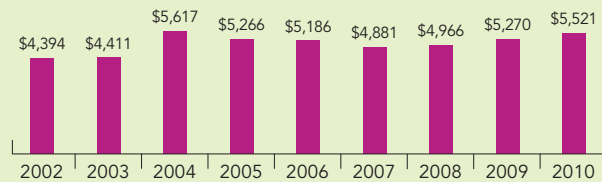
⁶ Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The Public School Early Childhood Education initiative was formed in 1983 after revisions to West Virginia's school code allowed local school boards to offer preschool programs for 3- and 4-year-olds. The state expanded preschool education in 2002 and set the goal of including all 4-year-olds in the state by the 2012-2013 school year. The state's preschool initiative, now known as the West Virginia Universal Pre-K System, offers prekindergarten programs in all school districts statewide. The state and its 55 counties, which are working together to ensure a sufficient number of classrooms meet state quality standards, anticipate that an increase in classrooms will enable the state to meet its goal of universal, voluntary access on time. In working toward universal access, counties are required to share their plans for expanding preschool access with the state each year. However, in increasing access for 4-year-olds, access for younger students has decreased. Since July 2004, only 3-year-olds who have an Individualized Education Plan (IEP) can receive state funding for preschool.

Public schools receive funding for the West Virginia Universal Pre-K System directly, though these schools may subcontract with other agencies to provide services. Half of the programs are required to operate in collaborative settings with Head Start agencies, child care centers, and private prekindergarten centers as a means of facilitating expansion of the pre-K program. The state revised its funding calculations in the 2008-2009 school year, so full-time equivalency is now based on the hours of instruction for all children, regardless of location. As a result, more children are enrolled in full-day programs throughout the state. Programs may also use supplementary funding through federal Head Start, IDEA, and Title I and Title II.

Most programs participating in the West Virginia Universal Pre-K System use Creative Curriculum in their classrooms, and the state currently uses a web-based portfolio designed around Creative Curriculum. This portfolio allows teachers to track student progress and assessment outcomes as required by the West Virginia Early Learning Standards Framework. This program was evaluated for process quality in 2009.

In 2009, the West Virginia Board of Education made policy revisions to require meals, regardless of the hours of instruction, and to establish a process for phasing in a requirement for lead teachers in community partnerships to have a bachelor's degree. In 2010, policy was revised to update the early learning standards and align them with kindergarten content standards and objectives as well as to address school readiness and assessment, with these policy revisions going into effect in the 2010-2011 program year.

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

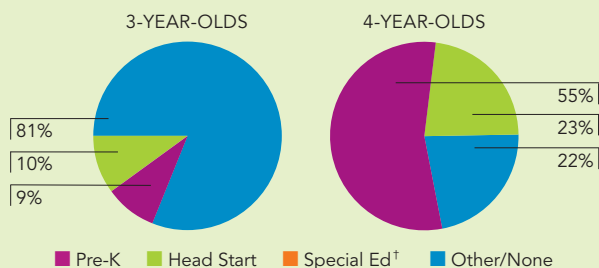
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	13,878
School districts that offer state program	100%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,906
Federally funded Head Start enrollment	7,071
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] Fewer than 1 percent of special education students are enrolled in special education programs that are not state pre-K.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA in ECE or Pre-K SpEd (pre-K only programs); AA (blended programs) ²	BA	<input type="checkbox"/>
Teacher specialized training.....	See footnote ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁵	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$76,617,241
Local match required?	No
State spending per child enrolled	\$.5,521
All reported spending per child enrolled*.....	\$9,413

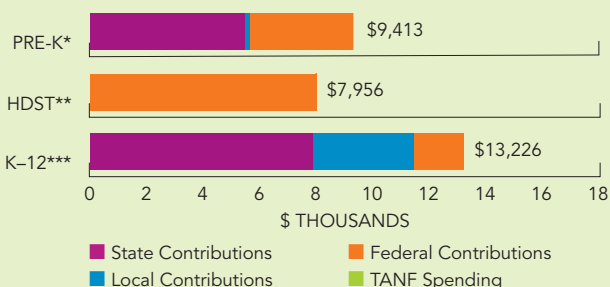
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Hours of operation are determined locally, but programs must operate for at least 12 hours per week, with a maximum of 30 hours per week and at least 108 instructional days.

² Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a bachelor's degree.

³ Teachers in public school settings that are not collaboratives must be certified in Birth-5, ECE, preschool special needs, or EE with a pre-K-K endorsement.

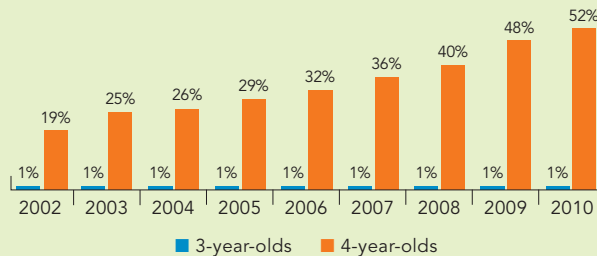
Teachers in community collaborative settings must have a minimum of an associate degree in child development/early childhood or in Occupational Development with an emphasis in Child Development/Early Childhood.

⁴ Support services include two annual parent conferences or home visits, transition to kindergarten activities, and other locally determined services.

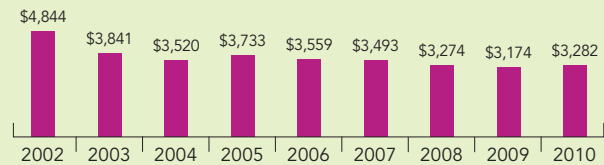
⁵ Effective with the 2009-2010 school year, breakfast and/or lunch is now required.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



Since Wisconsin became a state in 1848, there has been a commitment to provide free education to 4-year-old children in its constitution. The Four-Year-Old Kindergarten (4K) program was established in 1873 and continues to operate today, despite a suspension of state funding from 1957 to 1984. Public schools receive 4K funds directly, though they may also subcontract with private child care centers, Head Start agencies, or other community-based programs. Half-day 4K slots are funded at 50 percent of the standard per-pupil K–12 state funding amount, though programs may receive 60 percent if parent support programs are provided.

Programs participating in Four-Year-Old Kindergarten are encouraged to follow the Wisconsin Model Early Learning Standards, though there is no requirement that they do so. Enrollment has increased over the past few years thanks to state efforts to open new 4K programs in districts that did not previously offer programs and by increasing enrollment in districts with existing programs. Thirty-six additional districts began offering 4K in the 2008-2009 program year, and as of the 2009-2010 school year 77 percent of elementary school districts provide 4K. This program was evaluated for both process quality and program impact/child outcomes in the 2003-2004 year.

The 4K program continues to expand in the state, with particular interest in providing services in diverse settings. Recently, there have been an increasing number of partnerships between Head Start grantees and local school districts collaborating to implement 4K. The state began offering start-up grants to encourage further collaborations during the 2008-2009 school year. In the 2009-2010 school year, 102 school districts collaborated with Head Start and/or child care programs to provide preschool education services.

Additionally, the Wisconsin Head Start program is a separate state-funded initiative that offers comprehensive early childhood education for 3- and 4-year-olds who are from low-income families or who have disabilities. Federal Head Start grantees are able to enhance services and increase access using supplemental state funding. Programs that participate in Wisconsin Head Start are required to follow federal Head Start Performance Standards. Efforts have been made to align Head Start technical assistance and training with other professional development efforts at both the state and local levels.

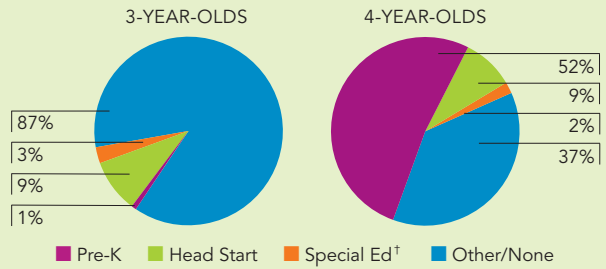
The recently developed Governor’s Advisory Council on Early Education was formed under the Head Start Reauthorization Act to raise awareness about preschool education and encourage agencies to work together. Among the council’s responsibilities are identifying opportunities for, and barriers to, collaboration and coordination as well as developing recommendations for: increasing enrollment in existing early childhood programs, creating a unified data collection system, enhancing statewide professional development and career advancement, and improving early learning standards.

The first two pages of Wisconsin’s profile give an overview of the state’s overall commitment and contributions to state-funded preschool education programs, including enrollment and state spending for both 4K and Wisconsin Head Start. The third page presents specific details on the 4K program, and the fourth page focuses exclusively on the Wisconsin Head Start program.

STATE OVERVIEW

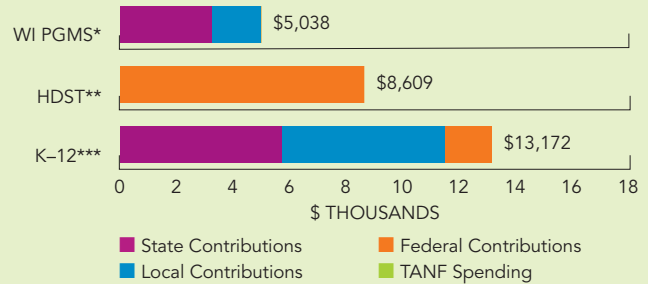
Total state program enrollment	39,290
Total state spending	\$128,960,062
State Head Start spending	\$6,960,062
State spending per child enrolled	\$3,282
All reported spending per child enrolled*	\$5,038

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

6

20

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

29

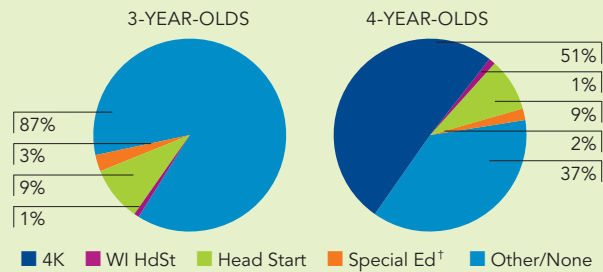
19

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	38,071
School districts that offer state program	77%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	8,962
Federally funded Head Start enrollment	12,783
State-funded Head Start enrollment	1,160 ²

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	License in ECE Birth-age 8, EC Birth-age 11	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD/GED ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	Determined locally		
Screening/referral	Health and developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

5

RESOURCES

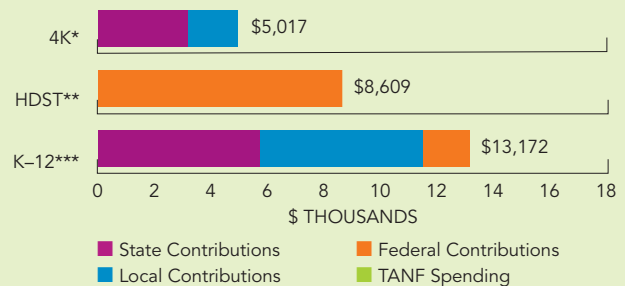
Total state pre-K spending	\$122,000,000
Local match required?.....	Yes, local share of school revenue generated through property tax
State Head Start spending	\$6,960,062
State spending per child enrolled	\$3,205
All reported spending per child enrolled*.....	\$5,017

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

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Most programs are part-day 4-5 days per week, but some districts may offer the program full day for 2-3 days per week.

² Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in each age category.

³ Assistant teachers in public settings can meet one of three requirements: at least two years of higher education, an associate (or higher) degree, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

⁴ State law supports vision, hearing, and general health screenings prior to enrollment. When 4K uses a community approach with Head Start, screenings are required. Support services include parent involvement activities, health services for children, referral to social services, and access to a school nurse, psychologist, and social worker. The number of annual parent conferences or home visits is determined locally.

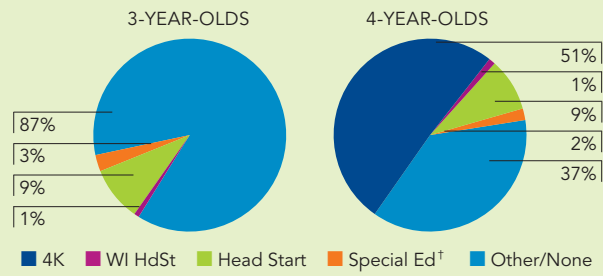
⁵ If a school-based program operates longer than 2.5 hours, it is required to provide a meal or snack through the school nutrition program. Programs being implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment	1,219 ¹
School districts that offer state program	97% (federal Head Start grantees)
Income requirement	90% of children must be at or below 100% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	8,962
Federally funded Head Start enrollment	12,783
State-funded Head Start enrollment	1,160 ¹

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	License in ECE Birth–age 8, EC Birth–age 11 (public); Meets CDA requirements (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$6,960,062 ⁸
Local match required?	No
State Head Start spending	\$6,960,062 ⁸
State spending per child enrolled	\$5,710
All reported spending per child enrolled*	\$5,710

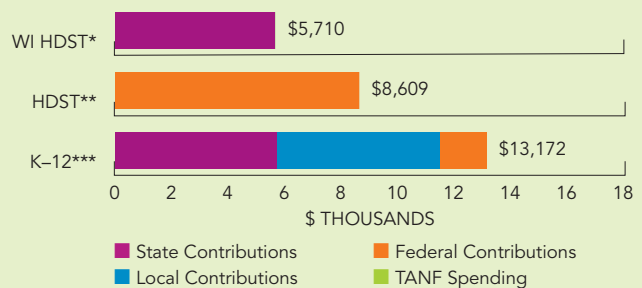
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were also estimated, using proportions of federal Head Start enrollees in each age category.

² State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

³ As required by federal Head Start Performance Standards, programs must operate a minimum of 3.5 hours per day, 4 days per week, and 32 weeks per year, unless approved as a federal Head Start alternative. Programs may partner with child care or 4K to extend hours, days, or weeks.

⁴ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Head Start requires teachers to have at least a CDA.

⁵ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and other support services in accordance with Head Start performance standards.

⁶ The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day. Breakfast may also be required depending on the hours of the program.

⁷ The Head Start State Supplement is provided to existing federal Head Start grantees who are monitored by federal Head Start monitoring systems. The state itself does not conduct monitoring of these programs. Information such as grant applications, budget reports, sections of the federal application, and submission of the Head Start PIR are included.

⁸ All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

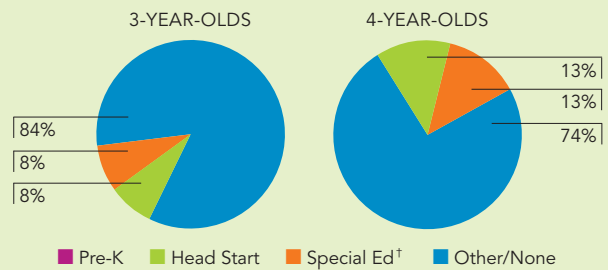
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	2,114
Federally funded Head Start enrollment	1,665
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

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

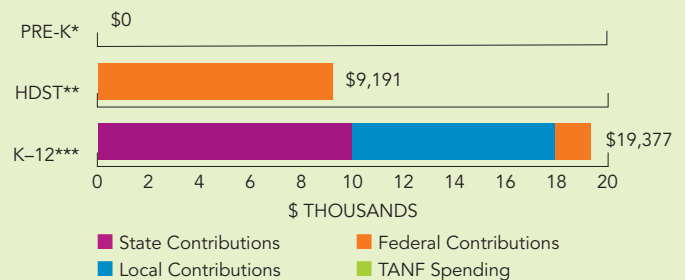
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

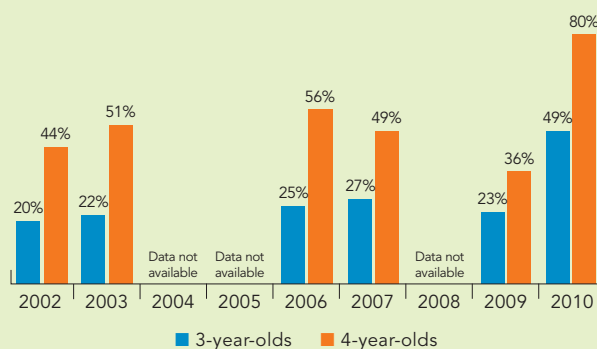
Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

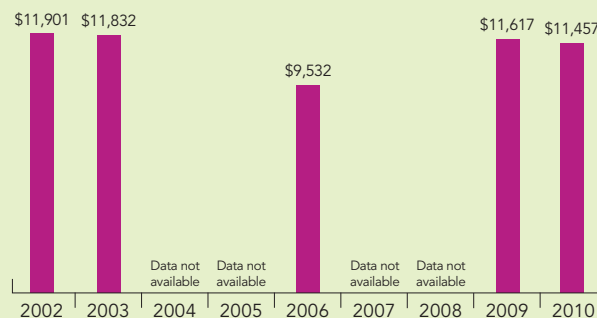


District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED
(2010 DOLLARS)



The District of Columbia has funded preschool education through the Public School Preschool (PSP) program since the 1960s. Funding for the PSP program is based on the school funding formula. All 3- and 4-year-olds in the District of Columbia are eligible to attend the PSP program, but the number of available slots limits actual enrollment.

The District of Columbia had a second preschool education program, the Pre-K Program (formerly called the Pre-K Incentive Program), that served 3- and 4-year-olds in community-based settings. This program led to the enactment of the Pre-Kindergarten Enhancement and Expansion Act of 2008 and the Pre-K Acceleration and Clarification Emergency Amendment Act of 2010, which united prekindergarten programs across sectors (public schools, public charter schools, and community-based organizations) under a common set of research-based, high-quality content standards and program requirements established by the Office of the State Superintendent of Education (OSSE). This program, now called the Pre-Kindergarten Enhancement and Expansion Program, began in the 2009-2010 school year. The District of Columbia Public Schools (DCPS) administers the programs in public schools, and the District of Columbia Public Charter School Board administers the D.C. Public Charter School Pre-K Program, and the OSSE administers the Pre-K Program in community-based settings. During the 2008-2009 school year, the Pre-Kindergarten Enhancement and Expansion Program was evaluated for both process quality and program impact/child outcomes.

In 2010, pre-K emergency legislation was issued that increased access for community-based providers by allowing for-profit community-based organization to participate.

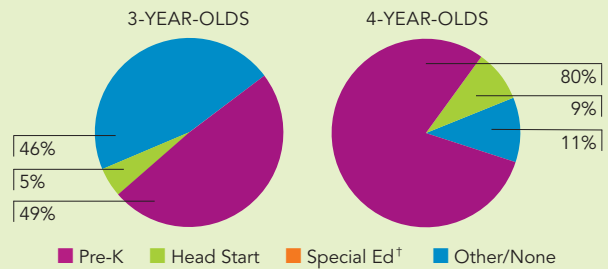
DCPS also collaborates with the Children's Literacy Initiative on a model literacy program for preschool education classrooms. This model literacy program was first implemented during the 2006-2007 school year and was expanded to additional classes during the 2007-2008 school year. In addition, the executive director of School Readiness and Early Childhood Programs has been working to develop a school readiness assessment instrument, build a comprehensive service system for children ages 3 to 5, and define school readiness.

The District of Columbia has the unique situation of being a city that is not within a state. This report includes information about the District's preschool initiatives because, unlike other cities, it has not been included in any state profile. Due to the differences between city-level and statewide programs, the District's preschool initiatives cannot be directly compared to state programs. Therefore, the District is not ranked among the states according to resources or enrollment. The D.C. Public Charter School Pre-K Program is profiled separately from the Pre-Kindergarten Enhancement and Expansion Program because they have great variability in their quality standards and requirements.

DISTRICT OVERVIEW

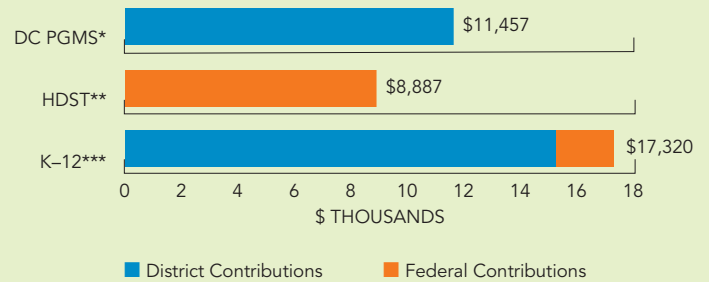
Total district program enrollment	8,867
Total district spending	\$101,587,577
District spending per child enrolled	\$11,457
All reported spending per child enrolled*	\$11,457

DISTRICT PRE-K AND HEAD DISTRICT ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] All special education children are in district-funded pre-K.

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 for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

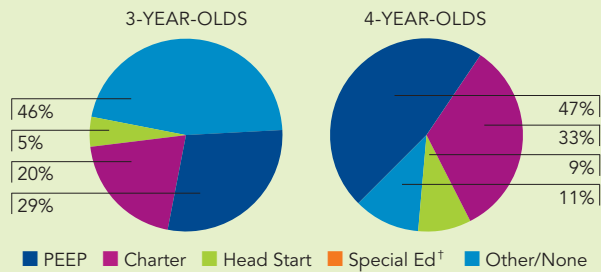
Data are for the '09-'10 school year, unless otherwise noted.

D.C. PRE-KINDERGARTEN ENHANCEMENT AND EXPANSION PROGRAM

ACCESS

Total district program enrollment	5,227 ¹
School districts that offer state program	100%
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	364
Federally funded Head Start enrollment	2,753
District-funded Head Start enrollment	0

DISTRICT PRE-K AND HEAD DISTRICT ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public and nonpublic) ²	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification (public); AA (nonpublic) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ³	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	90 hours/4 years (public); 1 day/month (nonpublic/CBO)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....16		
4-year-olds .....	.....20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....2:16		
4-year-olds .....	.....1:10		
Screening/referral	Health, dental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total district pre-K spending	\$59,593,027 ⁵
Local match required?	NA
District spending per child enrolled	\$11,401 ⁵
All reported spending per child enrolled*	\$11,401 ⁵

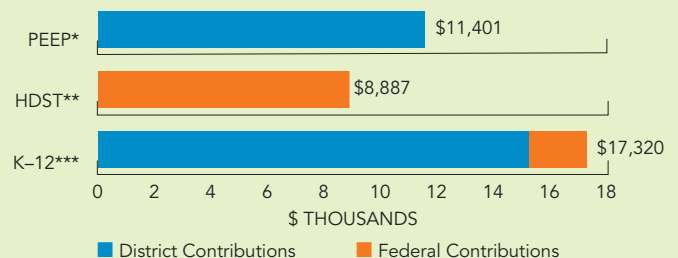
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Some duplication may exist in enrollment counts for the Pre-K Enhancement and Expansion Program and federal Head Start although that amount is unknown.

² Teachers in public settings are required to have a BA with early childhood certification. Teachers in nonpublic settings, community-based organizations (CBOs), are required to have at least an associate degree in child development, early childhood education, or child and family studies, and must be enrolled in a bachelor's degree program and on track to receive the degree by September 1, 2017.

³ Public school assistant teachers must have an associate degree or 48 college credit hours or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. Nonpublic assistant teachers must hold at least a Child Development Associate (CDA) credential and be enrolled in an associate degree program and on track to receive the degree by September 1, 2017.

⁴ Support services include four annual parent conferences (plus one annual home visit for Head Start programs). Other support services are determined locally.

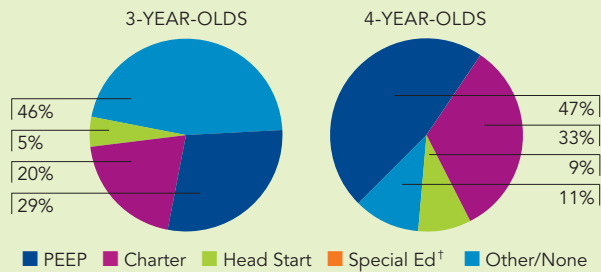
⁵ Spending data were not available and therefore spending was based on the pre-K per-pupil funding amount of \$11,401.

D.C. PUBLIC CHARTER SCHOOL PRE-K

ACCESS

Total district program enrollment	3,640
School districts that offer state program	100% ¹
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	364
Federally funded Head Start enrollment	2,753
District-funded Head Start enrollment	0

DISTRICT PRE-K AND HEAD DISTRICT ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	None	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	Determined locally	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	Determined locally		
4-year-olds	Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	Determined locally		
4-year-olds	Determined locally		
Screening/referral and support services	Health, dental	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Lunch ³	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

5

RESOURCES

Total district pre-K spending	\$41,994,550 ⁴
Local match required?	No
District spending per child enrolled	\$11,537 ⁴
All reported spending per child enrolled*	\$11,537 ⁴

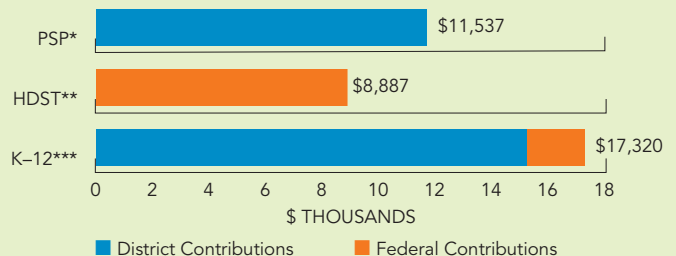
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ D.C. Public Charter Schools must have approval by their charters from the D.C. Public Charter School Board to offer preschool.

² Programs must offer at least 180 days or 900 hours of instruction per year. Most programs are 5 days per week, although some offer a longer school day to accommodate a half day for professional development within a 4.5-day-per-week school schedule.

³ Most programs also provide breakfast and snack.

⁴ Spending data was based on the per-pupil funding amount of \$11,752 for 3-year-olds and \$11,401 for 4-year-olds. Charter schools receive an additional \$2,800 per pupil for facilities. This amount is not included in the total spending figure.

METHODOLOGY

The data in this report were collected primarily through surveys of state preschool administrators and focus on the 2009-2010 school year. During July of 2010, links to a web-based survey were sent to administrators of the state-funded prekindergarten initiatives covered in NIEER's 2009 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2008-2009 school year, or whether we had omitted any initiatives in our previous report. 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 19.

This report covers the same initiatives as our 2009 report, with a few noted exceptions. During the 2009-2010 program year, pilot programs were launched in Alaska and Rhode Island. Both states have started programs that meet NIEER's criteria for state preschool education programs and are included in the report. Alaska's Pilot Prekindergarten Program serves 4-year-olds through a competitive grant process in six districts. Rhode Island's Prekindergarten Demonstration Project also serves 4-year-olds and was available in four urban locations across the state for the 2009-2010 school year. In addition, the DC Public Charter Schools are included in the report, but are profiled separately from the DC Pre-kindergarten Enhancement and Expansion Amendment Act program because their standards differ.

During the 2009-2010 school year, California merged a number of their existing child care programs into one large prekindergarten program called the State Preschool Program. Through this consolidation into one program, the child care programs changed their requirements and now meet NIEER's definition of state preschool. Therefore, while the overall enrollment and spending in California's early childhood programs did not change much, the inclusion of these programs now greatly increases their enrollment and spending numbers in this year's report. Lastly, Ohio's Early Learning Initiative was eliminated for the 2009-2010 program year due to state budget cuts and therefore is not profiled in this report.

Our 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. Where data were already available in the 2009 *State Preschool Yearbook* we provided the answer from our previous report and asked the administrators to verify that the information was still accurate for the 2009-2010 program year.

In terms of topics, the survey included questions on access, operating schedule, child eligibility and retention, program standards, statewide early learning standards, personnel, resources, quality improvement and accountability, and important changes to the program since the last survey. Most of the questions addressed the same issues as last year's survey, although administrators were asked to report policies that were in place for the 2009-2010 program year. A few additional questions were added to provide more information on the initiatives, specifically related to the evaluation processes that states use to monitor their programs. Questions were asked about the purpose of the evaluation, as well as the frequency and type of data collection used to evaluate the program. The wording of some questions—such as those on health screenings and referrals and the types of meals being served—was revised to make them clearer and to gather more precise data. Several other questions for which many states could not provide data or that were not as relevant to the focus of the report were removed. Due to formatting revisions to the survey, in some cases the data gathered this year are not exactly comparable to data in last year's report, although largely similar information was collected.



After the surveys were completed, we followed up with state administrators to clarify any questions about their responses. Later, we contacted them again to provide them with an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data from their state survey, as well as the narrative about their program. Administrators' responses to our survey, including answers for items not covered in the state profiles, are shown in Appendix A. All of the *Yearbook* Appendices are available online only and can be accessed at <http://www.nieer.org/yearbook>.

Although most of the data in this report were collected through the above-mentioned surveys, there are a few exceptions. Total federal, state, and local expenditures on K–12 education in 2009–2010 were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2010 and Estimates of School Statistics 2011*. 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 fall 2009 enrollment. We estimated the breakdown of expenditure per child by source, based on percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the Head Start Bureau of the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment. In addition, some data were obtained through surveys administered to the directors of Head Start State Collaboration Offices and through the Head Start Program Information Reports (PIR) for 2009–2010. Head Start data are provided in Appendix B.

The 2010 *State of Preschool Yearbook* also supplies some data on child care programs, which can be found in Appendix C. State-by-state data on income eligibility for child care assistance were obtained from the U.S. Department of Health and Human Services report, *Child Care and Development Fund Report of State and Territory Plans FY 2010–2011*. Estimated funding for child care through the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) was acquired from the federal Child Care Bureau and the Administration for Children and Families, respectively. Information on state licensing requirements for child care was provided by *The 2008 Child Care Licensing Study*, a report prepared by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration. Average child care worker salaries in each state were attained from the Bureau of Labor Statistics.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's Population Estimates datasets and are shown in Appendix D. July estimates of populations at each single year of age are available from the Census Bureau's web site for each year from 2000 to 2009. Estimates for the July immediately preceding the program year (e.g., July 2009 for the 2009–2010 program year) were used to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education.

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 2009–2010 program year. These data are provided in Appendix E.

In the 2010 *Yearbook*, we again attempt 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 pre-K or Head Start programs, it is important to ensure that those children are not counted twice. Thirty-three states reported including children in special education in their state preschool enrollment figures, while seven do not include these children in their enrollment count. Only 22 of the 33 states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment. 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 11 remaining states were unable to report special education enrollment numbers and therefore estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program (See Table 4). It should be noted that Kentucky, Oklahoma, and West Virginia served all of their 3- and/or 4-year-olds with disabilities in their state preschool education programs.

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2009-2010 PIR, were also removed from the special education 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. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

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 above, using state data on enrollment in the preschool initiatives and Census population data. When a state did not report separate enrollment numbers for 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 and ARRA spending 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 (including TANF) spending by enrollment. All states 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 initiative that spent the most per child. States that did not serve children at age 3 receive notations of “None Served” on the rankings of access for 3-year-olds. The 10 states that did not fund a prekindergarten initiative are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

Lastly, this is the fourth year we have looked at whether states were funding their prekindergarten initiatives at adequate levels to meet the NIEER quality benchmarks. For this analysis, state estimates were constructed from a national estimate in the Institute for Women’s Policy Research report, *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*,¹ and adjusted for state cost of education differences using the state cost index from the Institute of Education Sciences report, *A Comparable Wage Approach to Geographic Cost Adjustment*.² A state’s per-child spending from all reported sources was compared to the per-child spending estimate for a half- or full-day program depending on the operating schedule of the state’s program. If a state’s program(s) served children in both half- and full-day programs, a weighted estimate was used based on the percent of children served in each type of operating schedule. For states that were determined to be not adequately funding their preschool education initiative(s), we also provide an estimate of how much more money they would need to spend to do so. This estimate was calculated by taking the estimate of how much it would cost to adequately fund preschool education in that state and subtracting per-child spending from all reported sources. This data can be found in Table 7 on page 17.



¹ Gault, B., Mitchell, A.W., & Williams, E. (2008). *Meaningful investments in pre-k: Estimating the per-child costs of quality programs*. Washington, DC: Institute for Women’s Policy Research.

² Taylor, L., & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington, DC: Institute of Education Sciences, U.S. Department of Education.

Appendices Table of Contents

Appendix A: State Survey Data 2009-2010

Access

- Availability of program
- Program enrollment including ELL and special education
- Program settings

Operating Schedule

Age Eligibility

- Prekindergarten and kindergarten eligibility requirements
- Exceptions to age requirements
- Other eligibility policies

Income Requirement

- Risk factors for eligibility
- Reassessment of eligibility

Program Standards

- Class sizes
- Staff-child ratios
- Meal requirements
- Screening and referral services
- Supports for English Language Learners
- Parent conferences and comprehensive services

Early Learning Standards (ELS)

- Early Learning Standards document and subject areas
- Supports for use of ELS

Personnel

- Teacher and assistant teacher degree requirements
- Teacher and assistant teacher degree specialization
- Teacher education levels
- Teacher and assistant teacher in-service requirements

Resources

- Fiscal year 2010 spending (state, federal and local amounts)
- Agencies eligible to receive funding directly and indirectly
- Required local match

Monitoring

- Information collected for monitoring purposes
- How monitoring is used for program improvement
- Formal evaluations of the prekindergarten program

Family Engagement

Appendix B: Head Start Data

Appendix C: Child Care Data

Appendix D: U.S. Census Population Estimates

Appendix E: Pre-K Special Education Enrollment Data

TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES,
VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK

APPENDIX A: STATE SURVEY DATA 2009-2010

STATE	ACCESS
	State agency with administrative authority over state pre-K
Alabama	Alabama Department of Children's Affairs/Office of School Readiness; The Governor's Office ¹
Alaska	Alaska Department of Education and Early Development
Arizona	Arizona Department of Education
Arkansas	Arkansas Department of Education; Arkansas Department of Human Services, Division of Child Care and Early Childhood Education
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut	Connecticut State Department of Education and Department of Social Services
Delaware	Delaware Department of Education
Florida	Florida Department of Education; Agency for Workforce Innovation; Florida Department of Children and Families ¹
Georgia	Bright from the Start: Georgia Department of Early Care and Learning
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SVPP	Iowa Department of Education
Kansas At-Risk	Kansas State Department of Education
Kansas Pre-K Pilot	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana 8(g)	Louisiana State Board of Elementary and Secondary Education
Louisiana LA4	Louisiana Department of Education ¹
Louisiana NSECD	Louisiana Governor's Office of Community Programs
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts	Massachusetts Department of Early Education and Care
Michigan	Michigan Department of Education, Office of Early Childhood Education and Family Services
Minnesota	Minnesota Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education
New Jersey Abbott	Department of Education, Division of Early Childhood Education; Department of Children and Families, Division of Family Development and Office of Licensing ¹
New Jersey ECPA	Department of Education, Division of Early Childhood Education; Department of Children and Families, Division of Family Development and Office of Licensing ¹
New Jersey ELLI	Department of Education, Division of Early Childhood Education; Department of Children and Families, Division of Family Development and Office of Licensing ¹
New Mexico	Public Education Department and Children, Youth and Families Department
New York	New York State Department of Education, Office of Early Childhood and Reading Initiatives
North Carolina	North Carolina Department of Public Instruction; Office of Early Learning
Ohio	Ohio Department of Education, Office of Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon	Oregon Department of Education
Pennsylvania EABG	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare ¹
Pennsylvania HSSAP	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare
Pennsylvania K4 & SBPK	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare ¹
Pennsylvania Pre-K Counts	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	South Carolina Department of Education
South Carolina CDEPP	South Carolina Department of Education; South Carolina First Steps State Office ¹
Tennessee	Tennessee Department of Education, Office of Early Learning
Texas	Texas Education Agency
Vermont Act 62	Vermont Department of Education; Department for Children and Families, Agency of Human Services ¹
Vermont EEI	Vermont Department of Education
Virginia	Virginia Department of Education; Office of Early Childhood Education
Washington	Washington Department of Early Learning
West Virginia	West Virginia Department of Education, Office of School Readiness; West Virginia Head Start State Collaboration Office; West Virginia Department of Health and Human Resources
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction
D.C. PEEP	District of Columbia Office of the State Superintendent of Education
D.C. Charter	D.C. Public Charter School Board (PCSB)

STATE	ACCESS	Availability of program	Are districts, etc., required to offer programs?
Alabama		65 out of 67 counties (97%)	No, competitive
Alaska		6 out of 54 school districts (11%) ¹	No, competitive
Arizona		48 out of 310 school districts (15%) ¹	No, optional ²
Arkansas		234 out of 245 school districts (96%)	Required for some ¹
California		56 out of 58 counties (97%) ¹	No, competitive
Colorado		169 out of 178 school districts (95%) ¹	No, competitive ²
Connecticut		63 out of 169 communities (37%) ¹	No, optional ²
Delaware		3 out of 3 counties (100%)	No, competitive
Florida		67 out of 67 counties (100%)	Required for all ²
Georgia		159 out of 159 counties (100%) ¹	No, competitive
Illinois		102 out of 102 counties (100%) ¹	No, competitive
Iowa Shared Visions		33 out of 361 school districts (9%) ¹	No, competitive
Iowa SVPP		175 out of 361 school districts (48%) ¹	No, competitive ²
Kansas At-Risk		186 out of 293 school districts (63%)	No, optional
Kansas Pre-K Pilot		14 out of 105 counties (13%) ¹	No, competitive
Kentucky		174 out 174 school districts (100%) ¹	Required for all
Louisiana 8(g)		68 out of 70 school districts (97%)	No, optional
Louisiana LA4		65 out of 71 school districts (92%) ²	No, optional
Louisiana NSECD		64 out of 64 parishes (100%)	No, optional
Maine		162 out of 409 elementary schools (40%) ¹	No, optional ²
Maryland		24 out of 24 school districts (100%) ¹	Required for all
Massachusetts		97 out of 351 towns (28%) (UPK); 96 out of 300 school districts (32%) (Grant 391) ¹	No, competitive ²
Michigan		455 out of 553 school districts (82%); 40 out of 246 public school academies (charter schools) (16%) ¹	No, competitive for agencies, allocated by formula to districts that choose to participate
Minnesota		87 out of 87 counties (100%)	Required for all ¹
Missouri		161 out of 522 school districts (31%)	No, competitive
Nebraska		163 out of 251 school districts (65%) ¹	No, competitive ¹
Nevada		10 out of 17 counties (59%) ¹	No, competitive
New Jersey Abbott		35 out of 591 school districts (6%) ²	Required for some ²
New Jersey ECPA		96 out of 591 school districts (16%) ²	Required for some ³
New Jersey ELLI		24 out of 591 school districts (4%) ²	No, competitive
New Mexico		44 out of 89 school districts (49%)	No, competitive ¹
New York		452 out of 677 school districts (67%)	Not required, only available to existing pre-K districts ¹
North Carolina		100 out of 100 counties (100%)	No, optional ¹
Ohio		205 out of 612 school districts (33%)	No, competitive ¹
Oklahoma		523 out of 532 school districts (98%)	No, optional ¹
Oregon		36 out of 36 counties (100%)	No, competitive
Pennsylvania EABG		32 out of 499 school districts (6%)	No, optional ²
Pennsylvania HSSAP		48 out of 64 Head Start grantees (75%)	No, competitive ¹
Pennsylvania K4 & SBPK		93 out of 499 school districts (19%)	No, optional
Pennsylvania Pre-K Counts		402 out of 499 school districts (81%)	No, competitive
Rhode Island		4 out of 40 communities (10%)	No, competitive ¹
South Carolina 4K		50 out of 86 school districts (58%)	Required to offer at least one half-day class ¹
South Carolina CDEPP		36 out of 86 school districts (42%)	Required for some ²
Tennessee		133 out of 135 school districts (99%)	No, competitive
Texas		1,037 out of 1,270 school districts (82%)	Required for some ¹
Vermont Act 62		204 out of 260 communities (78%)	No, optional
Vermont EEI		31 out of 61 school districts (51%)	No, competitive
Virginia		112 out of 136 school districts (82%) ¹	No, optional ¹
Washington		38 out of 39 counties (97%)	No, competitive ¹
West Virginia		55 out of 55 counties (100%)	Required for all
Wisconsin 4K		335 out of 415 school districts (77%) ¹	No, optional
Wisconsin HdSt		36 out of 37 federal Head Start grantees (97%)	No, optional ¹
D.C. PEEP		1 out of 1 school district (100%) ¹	No, optional ¹
D.C. Charter		1 out of 1 school district (100%)	NA ¹

Footnotes are grouped by state at the end of Appendix A. All data are for the '09-'10 school year, unless otherwise noted.

STATE	Program enrollment – Fall 2009, total	Program enrollment – Fall 2009, by age
Alabama	3,870	3,870 4-year-olds
Alaska	200	200 4-year-olds
Arizona	4,319	4,319 4-year-olds ³
Arkansas	20,503	439 under age 3; 3,481 3-year-olds; 16,583 4-year-olds ²
California	147,185	2,758 under age 3; 52,172 3-year-olds; 92,255 4-year-olds ²
Colorado	19,496	260 under age 3; 4,448 3-year-olds; 14,749 4-year-olds; 39 5-year-olds ³
Connecticut	8,960 ³	72 under age 3; 3,068 3-year-olds; 5,440 4-year-olds; 380 5-year-olds
Delaware	843	843 4-year-olds
Florida	155,877	155,877 4-year-olds
Georgia	81,177	81,177 4-year-olds ²
Illinois	87,580	33,302 3-year-olds; 54,149 4-year-olds; 129 5-year-olds
Iowa Shared Visions	2,063	583 3-year-olds; 1,366 4-year-olds; 114 5-year-olds
Iowa SVPP	13,666 ³	13,666 4-year-olds ³
Kansas At-Risk	7,963	7,963 4-year-olds
Kansas Pre-K Pilot	1,500	1,500 4-year-olds
Kentucky	22,299	5,557 3-year-olds; 16,742 4-year-olds ²
Louisiana 8(g)	3,178	3,178 4-year-olds
Louisiana LA4	15,856	15,856 4-year-olds ³
Louisiana NSECD	1,314	1,314 4-year-olds
Maine	3,605	3,605 4-year-olds ³
Maryland	26,147	26,147 4-year-olds ²
Massachusetts	13,468 ³	Data not available
Michigan	19,781	19,781 4-year-olds ²
Minnesota	1,874 ²	Data not available ²
Missouri	4,331	1,296 3-year-olds; 3,035 4-year-olds
Nebraska	10,248	2,803 3-year-olds; 7,147 4-year-olds; 298 5-year-olds ²
Nevada	1,232	390 3-year-olds; 820 4-year-olds; 22 5-year-olds
New Jersey Abbott	41,786	19,590 3-year-olds; 22,196 4-year-olds
New Jersey ECPA	7,487	285 3-year-olds; 7,202 4-year-olds
New Jersey ELLI	562	562 4-year-olds ³
New Mexico	4,848	4,848 4-year-olds
New York	107,927	215 3-year-olds; 107,712 4-year-olds ²
North Carolina	31,197	31,197 4-year-olds
Ohio	5,700 ²	52 under age 3; 1,666 3-year-olds; 3,535 4-year-olds; 447 5-year-olds ^{2,3}
Oklahoma	37,356	37,356 4-year-olds ²
Oregon	6,508	42 under age 3; 2,451 3-year-olds; 4,009 4-year-olds; 6 5-year-olds
Pennsylvania EABG	3,309	Data not available
Pennsylvania HSSAP	5,355 ²	Data not available ²
Pennsylvania K4 & SBPK	11,516 ²	11,516 4-year-olds
Pennsylvania Pre-K Counts	11,863	4,060 3-year-olds; 7,803 4-year-olds
Rhode Island	126	126 4-year-olds ²
South Carolina 4K	19,383	1,745 3-year-olds; 17,638 4-year-olds
South Carolina CDEPP	5,180 ³	5,180 4-year-olds
Tennessee	18,370	649 3-year-olds; 17,603 4-year-olds; 118 5-year-olds
Texas	214,694	74 under age 3; 21,578 3-year-olds; 192,594 4-year-olds; 429 5-year-olds; 19 over age 5
Vermont Act 62	3,789	Data not available
Vermont EEI	681	291 3-year-olds; 376 4-year-olds; 14 5-year-olds
Virginia	14,944	14,944 4-year-olds
Washington	8,026	1,615 3-year-olds; 6,411 4-year-olds
West Virginia	13,878	133 under age 3; 1,823 3-year-olds; 11,522 4-year-olds; 367 5-year-olds; 33 over age 5
Wisconsin 4K	38,071	200 3-year-olds; 36,144 4-year-olds; 1,499 5-year-olds ²
Wisconsin HdSt	1,219	Data not available
D.C. PEEP	5,227	1,917 3-year-olds; 3,310 4-year-olds
D.C. Charter	3,640	1,410 3-year-olds; 2,230 4-year-olds

STATE	ACCESS	Enrollment explanation, if not unduplicated Fall 2009 count	Number of English Language Learners
Alabama		Funded slots	155
Alaska		NA	Exact number unknown
Arizona		NA	Exact number unknown
Arkansas		NA	1,984
California		Duplicated count ²	Exact number unknown
Colorado		NA	Exact number unknown
Connecticut		Best estimate of unduplicated count ³	Exact number unknown
Delaware		Funded slots	184
Florida		NA	Exact number unknown
Georgia		Number of filled slots on November 9, 2009	7,981
Illinois		NA	Not reported
Iowa Shared Visions		NA	Exact number unknown
Iowa SVPP		NA	Exact number unknown
Kansas At-Risk		NA	1,908
Kansas Pre-K Pilot		Estimated amount ²	Exact number unknown
Kentucky		Enrollment count from December 1, 2009	1,331
Louisiana 8(g)		NA	Exact number unknown
Louisiana LA4		NA	Exact number unknown
Louisiana NSECD		Funded slots	0
Maine		NA	Exact number unknown
Maryland		NA	2,998
Massachusetts		Possible duplication, number unknown ¹	Exact number unknown
Michigan		NA	2,546
Minnesota		NA	Exact number unknown
Missouri		Number of children receiving classroom services as of May 2010	118
Nebraska		NA	Exact number unknown
Nevada		NA	598
New Jersey Abbott		NA	Exact number unknown
New Jersey ECPA		NA	Exact number unknown
New Jersey ELLI		Unduplicated	Exact number unknown
New Mexico		Budgeted enrollment number	1,316
New York		NA	Exact number unknown
North Carolina		Funded contracted slots, January 2010	7,215
Ohio		NA	57 ²
Oklahoma		NA	2,879
Oregon		Funded slots, January 2010	2,110
Pennsylvania EABG		NA	Exact number unknown
Pennsylvania HSSAP		Funded slots	Exact number unknown
Pennsylvania K4 & SBPK		NA	Exact number unknown
Pennsylvania Pre-K Counts		Funded slots	1,232
Rhode Island		NA	34
South Carolina 4K		135th day of school spring 2010	Exact number unknown
South Carolina CDEPP		End of school count	1,000
Tennessee		NA	710
Texas		NA	87,863
Vermont Act 62		NA	Exact number unknown
Vermont EEI		NA	57
Virginia		NA	Exact number unknown
Washington		Unduplicated count as of December 15, 2009	2,995
West Virginia		NA	35
Wisconsin 4K		Enrollment count on third Friday count	1,006
Wisconsin HdSt		Funded slots	Exact number unknown
D.C. PEEP		Funded slots across all sectors	540
D.C. Charter		NA	330

Footnotes are grouped by state at the end of Appendix A. All data are for the '09-'10 school year, unless otherwise noted.

STATE

ACCESS

Are children receiving special education services counted in enrollment total?

Alabama	Yes, 265 ²
Alaska	Yes, number unknown ²
Arizona	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Arkansas	Yes, 3,030
California	Yes, number unknown
Colorado	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Connecticut	Yes, 223
Delaware	Yes, 96
Florida	Yes, approximately 5%
Georgia	Yes, 2,567
Illinois	Yes, 12,803
Iowa Shared Visions	Yes, 111
Iowa SVPP	Yes, 122 ⁴
Kansas At-Risk	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Kansas Pre-K Pilot	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Kentucky	Yes, 11,734
Louisiana 8(g)	Yes, number unknown
Louisiana LA4	Yes, 951 ⁴
Louisiana NSECD	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Maine	Yes, number unknown
Maryland	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Massachusetts	Yes, 523 (UPK); 1,752 (Grant 391)
Michigan	Yes, 1,103 ³
Minnesota	Yes, number unknown
Missouri	Yes, 602
Nebraska	Yes, 1,975
Nevada	Yes, 121
New Jersey Abbott	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New Jersey ECPA	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New Jersey ELLI	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New Mexico	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New York	Yes, number unknown
North Carolina	Yes, 1,768
Ohio	Yes, 900 ^{2,4}
Oklahoma	Yes, 2,485 ³
Oregon	Yes, 976
Pennsylvania EABG	Yes, number unknown
Pennsylvania HSSAP	Yes, number unknown
Pennsylvania K4 & SBPK	Yes, number unknown
Pennsylvania Pre-K Counts	Yes, 798
Rhode Island	Yes, 4
South Carolina 4K	Yes, number unknown
South Carolina CDEPP	Yes, number unknown
Tennessee	Yes, 1,897
Texas	Yes, 8,066
Vermont Act 62	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Vermont EEI	Yes, 99 ²
Virginia	Yes, number unknown ²
Washington	Yes, 374
West Virginia	Yes, 2,824
Wisconsin 4K	Yes, 3,759
Wisconsin HdSt	Yes, number unknown
D.C. PEEP	Yes, number unknown
D.C. Charter	Yes, 81

STATE	ACCESS	Are children receiving special education services in state pre-K classrooms paid for by state pre-K funds?
	Special education enrollment, by age	
Alabama	265 4-year-olds ²	Funds from state pre-K and other sources are blended ³
Alaska	Number unknown	Funds from state pre-K and other sources are blended ³
Arizona	NA	Funds from state pre-K and other sources are blended ⁴
Arkansas	626 3-year-olds; 1,862 4-year-olds; 542 5-year-olds	Funds from state pre-K and other sources are blended ³
California	Number unknown	Funds from state pre-K and other sources are blended
Colorado	NA	No, supported entirely by other funds
Connecticut	75 3-year-olds; 138 4-year-olds; 10 5-year-olds	Funds from state pre-K and other sources are blended ⁴
Delaware	96 4-year-olds	Funds from state pre-K and other sources are blended ¹
Florida	Age breakdown unknown	Funds from state pre-K and other sources are blended ³
Georgia	2,567 4-year-olds	Funds from state pre-K and other sources are blended ³
Illinois	5,765 3-year-olds; 6,248 4-year-olds; 790 5-year-olds	Funds from state pre-K and other sources are blended
Iowa Shared Visions	Age breakdown unknown	No, supported entirely by other funds
Iowa SVPP	122 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Kansas At-Risk	NA	No, supported entirely by other funds
Kansas Pre-K Pilot	NA	No, supported entirely by other funds
Kentucky	5,557 3-year-olds; 6,177 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Louisiana 8(g)	Number unknown	Funds from state pre-K and other sources are blended
Louisiana LA4	951 4-year-olds ⁴	Funds from state pre-K and other sources are blended ⁴
Louisiana NSECD	NA	No, supported entirely by other funds
Maine	Number unknown	Funds from state pre-K and other sources are blended ⁴
Maryland	NA	Funds from state pre-K and other sources are coordinated ³
Massachusetts	Age breakdown unknown	Funds from state pre-K and other sources are blended ⁴
Michigan	1,103 4-year-olds	Funds from state pre-K and other sources are blended ³
Minnesota	Age breakdown unknown	Funds from state pre-K and other sources are blended
Missouri	177 3-year-olds; 425 4-year-olds	Funds from state pre-K and other sources are blended ¹
Nebraska	654 3-year-olds; 1,123 4-year-olds; 198 5-year-olds	Funds from state pre-K and other sources are blended ³
Nevada	Age breakdown unknown	Funds from state pre-K and other sources are blended
New Jersey Abbott	NA	No, supported entirely by other funds
New Jersey ECPA	NA	No, supported entirely by other funds
New Jersey ELLI	NA	No, supported entirely by other funds
New Mexico	NA	Funds from state pre-K and other sources are blended ²
New York	Number unknown	Funds from state pre-K and other sources are blended ³
North Carolina	1,768 4-year-olds	Funds from state pre-K and other sources are blended ²
Ohio	31 under age 3; 263 3-year-olds; 456 4-year-olds; 150 5-year-olds ^{2, 3, 4}	Funds from state pre-K and other sources are blended ⁵
Oklahoma	2,485 4-year-olds ³	Funds from state pre-K and other sources are blended
Oregon	6 under age 3; 368 3-year-olds; 601 4-year-olds; 1 5-year-old	Funds from state pre-K and other sources are blended ¹
Pennsylvania EABG	Number unknown	Funds from state pre-K and other sources are blended
Pennsylvania HSSAP	Number unknown	Funds from state pre-K and other sources are blended
Pennsylvania K4 & SBPK	Number unknown	Funds from state pre-K and other sources are blended ³
Pennsylvania Pre-K Counts	187 3-year-olds; 611 4-year-olds	Funds from state pre-K and other sources are blended ¹
Rhode Island	4 4-year-olds	Funds from state pre-K and other sources are blended ³
South Carolina 4K	Number unknown	Funds from state pre-K and other sources are blended
South Carolina CDEPP	Number unknown	Funds from state pre-K and other sources are blended ⁴
Tennessee	127 3-year-olds; 1,679 4-year-olds; 91 5-year-olds	Funds from state pre-K and other sources are blended ¹
Texas	22 under age 3; 993 3-year-olds; 6,934 4-year-olds; 117 5-year-olds	Funds from state pre-K and other sources are blended ²
Vermont Act 62	NA	Funds from state pre-K and other sources are blended ²
Vermont EEI	Age breakdown unknown	Funds from state pre-K and other sources are blended ³
Virginia	Number unknown ²	Funds from state pre-K and other sources are blended ³
Washington	287 3-year-olds; 87 4-year-olds ²	Funds from state pre-K and other sources are blended ³
West Virginia	133 under age 3; 976 3-year-olds; 1,511 4-year-olds; 196 5-year-olds; 8 over 5 years old	Funds from state pre-K and other sources are blended ¹
Wisconsin 4K	90 3-year-olds; 2,967 4-year-olds; 700 5-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Wisconsin HdSt	Number unknown	Funds from state pre-K and other sources are blended ²
D.C. PEEP	Number unknown	Funds from state pre-K and other sources are blended
D.C. Charter	Number unknown	Funds from state pre-K and other sources are blended ²

Footnotes are grouped by state at the end of Appendix A. All data are for the '09-'10 school year, unless otherwise noted.

STATE

ACCESS

Program enrollment – Fall 2009, by type of school

Alabama	Public, 1,926; HdSt, 774; Private CC, 1,008; Faith-based, 72; Other settings such as college lab schools and military agencies, 90
Alaska	Not reported ⁴
Arizona	Public, 4,319
Arkansas	Public, 12,518; HdSt, 1,345; Private CC, 5,155; Faith-based, 536; Family CC, 236; University, 713
California	LEAs (including public schools), 101,046; Private CC, 4,673; Family CC, 172; Other, 41,294 ³
Colorado	Public, 13,246; HdSt, 3,443; Private CC, 3,471 ⁴
Connecticut	Public, 2,745; HdSt, 1,433; Private CC, 5,560; Faith-based, 802 ⁵
Delaware	Public, 387; HdSt, 321; Private CC, 17; Non-profit child care or technical college, 118
Florida	Public, 26,753; Private CC, 100,737; Faith-based, 27,474; Family CC, 913 ⁴
Georgia	Public, 34,987; Private CC, 45,276; Not for profit, 914 ⁴
Illinois	Not reported
Iowa Shared Visions	Public, 1,201; HdSt, 703; Private CC, 250 ²
Iowa SVPP	Not reported
Kansas At-Risk	Public, 7,963
Kansas Pre-K Pilot	Breakdown unknown, approximately 50 percent in public settings ³
Kentucky	Public, 22,299 ⁵
Louisiana 8(g)	Public, 3,178
Louisiana LA4	Public, 15,791; HdSt, 60; Private CC, 5
Louisiana NSECD	Private CC, 62; Private and Parochial Schools, 1,252 ¹
Maine	Not reported
Maryland	Public, 24,479; HdSt, 1,580; Private CC, 88
Massachusetts	Public, 4,604; HdSt, 2,657; Private CC, 5,838; Faith-based, 40; Family CC, 329 ⁵
Michigan	Public, 17,946; HdSt, 448; Private CC, 894; Faith-based, 228; Colleges/universities, 265
Minnesota	Head Start, 1,874
Missouri	Public, 3,896; Private CC, 374; Non-profit, 61
Nebraska	Not reported
Nevada	Public, 1,118; HdSt, 80; Private CC, 34
New Jersey Abbott	Public, 16,552; HdSt, 3,742; Private CC, 21,492 ³
New Jersey ECPA	Public, 7,092; Private CC, 395 ⁵
New Jersey ELLI	Public, 562
New Mexico	Public, 2,444; HdSt, 613; Private CC, 1,246; Faith-based, 74; Family CC, 37; University-based, 160; Municipality, 274
New York	Public, 48,268; HdSt, 10,735; Private CC, 36,966; Faith-based, 2,800; Family CC, 952; Libraries, Museums, BOCES, 4410s, Other settings, 7,991 ⁴
North Carolina	Public, 15,528; HdSt, 5,069; Private CC, 9,540; Head Start administered by public schools, 1,060 ³
Ohio	Public, 3,990; HdSt, 285; Private CC, 114; Joint Vocational Schools and Educational Service Centers, 1,311 ²
Oklahoma	Public, 32,167; HdSt, 2,820; Private CC, 1,031; Faith-based, 89; Assisted Living Center, University Child Development Center, Private School, Tribal Head Start, Vo-tech, or Corporate Facility, 1,612 ⁴
Oregon	Public, 2,018; HdSt, 2,929; Private CC, 195; Faith-based, 390; Higher Ed, Community Colleges, or Government Agencies, 976
Pennsylvania EABG	Public, 3,309 ³
Pennsylvania HSSAP	HdSt, 5,355
Pennsylvania K4 & SBPK	Public, 11,516
Pennsylvania Pre-K Counts	Public, 2,962; HdSt, 2,744; Private CC, 5,846; Licensed Nursery Schools, 311
Rhode Island	Public, 18; HdSt, 18; Private CC, 90 ⁴
South Carolina 4K	Public, 19,383
South Carolina CDEPP	Public, 4,656; First Steps, 524
Tennessee	Public, 15,810; HdSt, 1,202; Private CC, 984; Faith-based, 177; Adult Learning Centers, 39; Housing Authority, 20; Higher Ed, 138
Texas	Public, 214,694 ³
Vermont Act 62	Not reported
Vermont EEI	Public, 347; HdSt, 73; Private CC, 191; Family CC, 14; Child's home, 56
Virginia	Not reported ⁴
Washington	Public, 5,039; HdSt, 387; Private CC, 1,751; Faith-based, 461; Colleges or universities, 388
West Virginia	Public, 2,914; HdSt, 7,217; Private CC, 2,359; Special Education, 1,388 ²
Wisconsin 4K	Not reported ⁵
Wisconsin HdSt	HdSt, 1,219 ³
D.C. PEEP	Public, 2,949; HdSt, 1,782; Private CC, 480; Faith-based, 16
D.C. Charter	Public schools, 3,640

STATE

OPERATING SCHEDULE

	Hours of operation per day	Program enrollment – Fall 2009, by operating schedule
Alabama	Full day, 6.5 hours/day	Full day, 3,870
Alaska	Part day, at least 3 hours/day but no more than 5 hours/day	Not reported
Arizona	Determined locally ⁵	Determined locally, 4,319
Arkansas	Full day, 7 hours/day	Full day, 20,503
California	Part day, 3 hours/day; Full day, locally determined ⁴	Part day, 96,009; Full day, 51,176 ⁵
Colorado	Part day, at least 2.5 hours/day ⁵	Not reported
Connecticut	Determined locally ⁶	Part day, 1,825; Full day, 6,713; School day, 1,276; Determined locally, 726 ⁷
Delaware	Part day, 3.5 hours/day ²	Part day, 612; Full day, 231 ²
Florida	Determined locally ⁵	School year, 148,289; Summer program, 8,576 ⁴
Georgia	Full day, 6.5 instructional hours/day	Full day, 81,177
Illinois	Determined locally, at least 2.5 hours/day ²	Not reported
Iowa Shared Visions	Determined locally ³	Part day, 523; Full day, 1,064; School day, 567 ²
Iowa SVPP	Part day, 10 hours/week ⁵	Not reported
Kansas At-Risk	Part day, 3 hours/day ¹	Part day, 7,963
Kansas Pre-K Pilot	Part day, 3 hours/day ⁴	Part day, 1,500 ⁵
Kentucky	Part day, 2.5 hours/day plus one meal	Determined locally, 22,299 ⁶
Louisiana 8(g)	School day, 6 instructional hours/day	School day, 3,178
Louisiana LA4	Full day, 10 hours/day; School day, 6 hours/day ⁵	Full day, 1,241; School day, 14,615
Louisiana NSECD	Full day, 10 hours/day	Full day, 1,314
Maine	Determined locally ⁶	Determined locally, 3,605
Maryland	Part day, 2.5 hours/day; Full day, 6.5 hours/day ⁵	Part day, 12,494; Full day, 13,653 ⁴
Massachusetts	Determined locally ⁶	Part day, 267; Full day, 8,024; School day, 1,540 (UPK); Not reported (Grant 391) ⁷
Michigan	Part day, 2.5 hours/day; School day, 6-7 hours/day ⁴	Part day, 13,129; Full day, 5,712; Determined locally, 940
Minnesota	Determined locally ³	Not reported
Missouri	Part day, 3 hours/day; School day, 6.5 hours/day ²	Part day, 1,253; School day, 3,078
Nebraska	Determined locally ⁴	Not reported
Nevada	Determined locally ²	Part day, 1,232 ²
New Jersey Abbott	School day, 6 hours/day ⁴	School day, 41,786 ⁵
New Jersey ECPA	Determined locally ⁶	Part day, 4,695; School day, 2,792
New Jersey ELLI	Part day, 2.75 hours/day; Full day, 6 hours/day	Part day, 371; School day, 191
New Mexico	Part day, 2.5 hours/day ³	Not reported
New York	Part day, 2.5 hours/day; Full day, 5 hours/day ⁵	Part day, 82,500; Full day, 25,212 ⁴
North Carolina	School day, 6-6.5 hours/day	School day, 31,197
Ohio	Part day, 3-3.5 hours/day ⁶	Determined locally, 5,700 ^{2,6}
Oklahoma	Part day, 2.5 hours/day; Full day, 6 hours/day ⁵	Part day, 16,009; Full day, 21,347 ⁶
Oregon	Part day, 3.5-4 hours/day ²	Not reported
Pennsylvania EABG	Determined locally ⁴	Not reported
Pennsylvania HSSAP	Part day, at least 3.5 hours/day; Full day, at least 5.5 hours/day ³	Part day, 1,799; Full day, 3,556
Pennsylvania K4 & SBPK	Part day, at least 2.5 hours/day; Full day, 5 hours/day	Part day, 2,534; Full day, 8,982 ⁴
Pennsylvania Pre-K Counts	Part day, at least 2.5 instructional hours/day; Full day, 5 instructional hours/day	Part day, 2,751; Full day, 9,112
Rhode Island	Full day, 6 hours/day	Full day, 126
South Carolina 4K	Part day, 2.5 hours/day	Part day, 19,383 ²
South Carolina CDEPP	Full day, 6.5 hours/day	Full day, 5,180
Tennessee	Full day, 5.5 hours/day ²	Full day, 18,370
Texas	Part day, 3 hours/day ⁴	Part day, 214,694 ⁴
Vermont Act 62	Determined locally ³	Determined locally, 3,789
Vermont EEI	Determined locally ⁴	Part day, 611; Full day, 57; Determined locally, 13
Virginia	Part day, 3 hours/day; Full day, 5.5 hours/day ⁵	Part day, 453; Full day, 14,491
Washington	Determined locally ⁴	Part day, 7,547; Full day, 479
West Virginia	Determined locally ³	Part day, 2,840; Full day, 11,038
Wisconsin 4K	Determined locally ⁶	Determined locally, 38,071
Wisconsin HdSt	Determined locally ⁴	Not reported
D.C. PEEP	School day, 6.5 hours/day	School day, 5,227
D.C. Charter	Determined locally ³	School day, 3,640

STATE	OPERATING SCHEDULE		
	Days of operation per week	Yearly operating schedule	Do children receive services that extend beyond standard hours of operation?
Alabama	5 days/week	Academic/School Year	Yes, number unknown ⁴
Alaska	Determined locally ⁵	Academic/School Year	Not reported
Arizona	Determined locally ⁵	Academic/School Year	No ⁶
Arkansas	5 days/week	Academic/School Year	Yes, number unknown ⁴
California	5 days/week	Determined locally ⁴	Yes, 51,176
Colorado	4 days/week ⁵	Academic/School Year	Yes, number unknown ⁶
Connecticut	5 days/week	Determined locally ⁶	Yes, 7%
Delaware	5 days/week	Determined locally ²	Yes, 26 ²
Florida	Determined locally ⁵	Determined locally ⁵	No ⁶
Georgia	5 days/week	Academic/School Year	Yes, number unknown
Illinois	5 days/week	Academic/School Year	Yes, number unknown
Iowa Shared Visions	Determined locally ³	Determined locally ³	Yes, number unknown
Iowa SVPP	Determined locally ⁵	Academic/School Year	Yes, number unknown ⁶
Kansas At-Risk	Determined locally ¹	Academic/School Year	No ²
Kansas Pre-K Pilot	Determined locally ⁴	Academic/School Year	Yes, determined locally ⁵
Kentucky	4 or 5 days/week ⁷	Academic/School Year	Yes, number unknown
Louisiana 8(g)	Determined locally ¹	Academic/School Year	Yes, number unknown
Louisiana LA4	5 days/week	Academic/School Year	Yes, 1,241
Louisiana NSECD	5 days/week	Academic/School Year	Yes, 100%
Maine	Determined locally ⁶	Academic/School Year	Yes, determined locally
Maryland	5 days/week	Academic/School Year	Yes, 52% ⁴
Massachusetts	Determined locally ⁶	Determined locally ⁶	Yes, number unknown
Michigan	4 days/week ⁵	30 weeks/year ⁶	Yes, number unknown
Minnesota	Determined locally ³	Determined locally ³	Yes, number unknown
Missouri	5 days/week	Determined locally ²	Yes, number unknown
Nebraska	Determined locally ⁴	Academic/School Year	Yes, number unknown
Nevada	Determined locally ²	Academic/School Year	No ³
New Jersey Abbott	5 days/week	Academic/School Year ⁴	Yes, 74% ⁴
New Jersey ECPA	5 days/week	Academic/School Year	Yes, number unknown
New Jersey ELLI	5 days/week	Academic/School Year	Yes, number unknown
New Mexico	Determined locally ³	Academic/School Year	Yes, number unknown
New York	5 days/week	Academic/School Year	Yes, number unknown
North Carolina	5 days/week	Academic/School Year	Yes, number unknown ⁴
Ohio	5 days/week ⁶	Academic/School Year	No ⁶
Oklahoma	5 days/week	Academic/School Year	Yes, number unknown
Oregon	Determined locally ²	Academic/School Year ²	Yes, 265
Pennsylvania EABG	5 days/week	Determined locally ⁴	Yes, number unknown
Pennsylvania HSSAP	Determined locally ³	Academic/School Year ³	Yes, 998
Pennsylvania K4 & SBPK	5 days/week	Academic/School Year	Yes, number unknown
Pennsylvania Pre-K Counts	5 days/week	Academic/School Year	Yes, number unknown
Rhode Island	5 days/week	Academic/School Year	Yes ⁵
South Carolina 4K	5 days/week	Academic/School Year	Yes, 25%
South Carolina CDEPP	5 days/week	Academic/School Year	Yes, 75% ⁵
Tennessee	5 days/week	Academic/School Year	Yes, 68% of LEAs ³
Texas	5 days/week	Academic/School Year	Yes, number unknown
Vermont Act 62	Determined locally ³	Academic/School Year ³	Yes, number unknown ⁴
Vermont EEI	Determined locally ⁴	Academic/School Year	Yes, number unknown ⁶
Virginia	5 days/week	Academic/School Year	Yes, number unknown
Washington	Determined locally ⁴	Academic/School Year	Yes, 1,558 ⁵
West Virginia	Determined locally ³	Academic/School Year	Yes, number unknown
Wisconsin 4K	Determined locally	Academic/School Year ⁷	Yes, number unknown ⁷
Wisconsin HdSt	Determined locally ⁴	Determined locally ⁴	Yes, number unknown
D.C. PEEP	5 days/week	Academic/School Year	Yes, number unknown
D.C. Charter	Determined locally ³	Academic/School Year	Determined locally ³

STATE

OPERATING SCHEDULE

Support for extended services

Alabama	Services may be provided at state pre-K sites, Other state agency pays for these services
Alaska	Not reported
Arizona	NA
Arkansas	Services may be provided at state pre-K sites
California	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K
Colorado	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation can be provided by state pre-K ⁶
Connecticut	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Delaware	Services may be provided at state pre-K sites, Other state agency pays for these services
Florida	NA
Georgia	Services may be provided at state pre-K sites, Other state agency pays for these services ⁵
Illinois	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
Iowa Shared Visions	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services ⁴
Iowa SVPP	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K, State pre-K offers other supports for these services ⁶
Kansas At-Risk	NA
Kansas Pre-K Pilot	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Kentucky	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K programs, Family Resource Centers provide wrap-around services
Louisiana 8(g)	Services may be provided at state pre-K sites
Louisiana LA4	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency may pay for these services
Louisiana NSECD	Services may be provided at state pre-K sites
Maine	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
Maryland	Services may be provided at state pre-K sites, Transportation is provided by state pre-K ⁵
Massachusetts	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Transportation to full-day full-year services may be provided by state pre-K
Michigan	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K, State pre-K offers other supports for these services ⁷
Minnesota	Services may be provided at state pre-K sites, Other state agency pays for these services ⁴
Missouri	Services may be provided at state pre-K sites
Nebraska	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Nevada	NA
New Jersey Abbott	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by some districts
New Jersey ECPA	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by some districts ⁴
New Jersey ELLI	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by some districts ⁴
New Mexico	Services may be provided at state pre-K sites
New York	Services may be provided at state pre-K sites, Transportation is provided by state pre-K
North Carolina	Services may be provided at state pre-K sites, Other state agency pays for these services ⁴
Ohio	NA
Oklahoma	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K, State pre-K offers other supports for these services ⁵
Oregon	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
Pennsylvania EABG	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K ⁵
Pennsylvania HSSAP	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K
Pennsylvania K4 & SBPK	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services
Pennsylvania Pre-K Counts	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation may be provided by state pre-K
Rhode Island	NA ⁵
South Carolina 4K	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
South Carolina CDEPP	Services may be provided at state pre-K sites ⁵
Tennessee	Services may be provided at state pre-K sites, State pre-K offers other supports for these services ⁴
Texas	Services may be provided at state pre-K sites
Vermont Act 62	Services may be provided at state pre-K sites, Other state agency pays for these services ⁴
Vermont EEI	Other state agency pays for these services ^{5, 6}
Virginia	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Washington	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is sometimes provided by state pre-K ⁵
West Virginia	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services
Wisconsin 4K	Services may be provided at state pre-K sites, Transportation is provided by state pre-K, State pre-K offers other supports for these services ⁷
Wisconsin HdSt	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K
D.C. PEEP	Services may be provided at state pre-K sites, Other state agency pays for these services
D.C. Charter	Data not available

STATE

AGE ELIGIBILITY

	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by Sept. 1	5 by Aug. 31
Alaska	4 by Sept. 1	5 by Sept. 1
Arizona	4 by locally determined date ⁷	5 by Sept. 1
Arkansas	3 by Aug. 15 ²	5 by Sept. 1 ²
California	3 by Dec. 2	5 by Dec. 2
Colorado	3 by Oct. 1	No cut-off ⁷
Connecticut	2 years, 9 months by Sept. 1	5 by Jan. 1 ⁸
Delaware	4 by Aug. 31	5 by Aug. 31
Florida	4 by Sept. 1	5 by Sept. 1
Georgia	4 by Sept. 1 ⁶	5 by Sept. 1 ⁶
Illinois	3 by Sept. 1	5 by Sept. 1
Iowa Shared Visions	3 by Sept. 15 ⁵	6 by Sept. 15 ⁵
Iowa SVPP	4 by Sept. 15 ⁷	5 by Sept. 15 ⁷
Kansas At-Risk	4 by Aug. 31	5 by Aug. 31
Kansas Pre-K Pilot	4 by Aug. 31	5 by Aug. 31
Kentucky	3 by Oct. 1 ⁸	5 by Sept. 30 ⁹
Louisiana 8(g)	4 by Sept. 30	5 by Sept. 30
Louisiana LA4	4 by Sept. 30	5 by Sept. 30
Louisiana NSECD	4 by Sept. 30	5 by Sept. 30
Maine	4 by Oct. 15	Determined locally ⁷
Maryland	4 by Sept. 1	5 by Sept. 1
Massachusetts	2 years, 9 months ⁸	Determined locally ⁹
Michigan	4 by Dec. 1	5 by Dec. 1
Minnesota	3 by Sept. 1 ⁵	5 by Sept. 1
Missouri	3 by July 31	5 by July 31
Nebraska	3 by locally determined date	5 by Oct. 15
Nevada	3 by Sept. 30	5 by Sept. 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date	5 by locally determined date
New Mexico	4 by Sept. 1	5 by Sept. 1
New York	4 by Dec. 1 ²	5 by Dec. 1
North Carolina	4 by Aug. 31	5 by Aug. 31
Ohio	3 by Aug. 1 or Sept. 30 ⁷	5 by Aug. 1 or Sept. 30 ⁷
Oklahoma	4 on or before Sept. 1	5 by Sept. 1 ⁷
Oregon	3 by Sept. 1	5 by Sept. 1
Pennsylvania EABG	Determined locally ⁶	5 by Sept. 1 ⁶
Pennsylvania HSSAP	Determined locally	Determined locally ⁴
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania Pre-K Counts	Determined locally ²	Determined locally ²
Rhode Island	4 by Sept. 1	5 by Sept. 1
South Carolina 4K	4 by Sept. 1 ³	5 by Sept. 1
South Carolina CDEPP	4 by Sept. 1	5 by Sept. 1
Tennessee	4 by Sept. 30 ⁵	5 by Sept. 30
Texas	3 by Sept. 1	5 by Sept. 1
Vermont Act 62	3 by locally determined date ⁵	Determined locally ⁵
Vermont EEI	Determined locally ⁷	Determined locally ⁷
Virginia	4 by Sept. 30	5 by Sept. 30
Washington	3 by Aug. 31	5 by Aug. 31
West Virginia	4 by Sept. 1	5 by Sept. 1
Wisconsin 4K	4 by Sept. 1	Determined locally
Wisconsin HdSt	3 by Sept. 1	5 by Sept. 1
D.C. PEEP	3 by Sept. 30	5 by Sept. 30
D.C. Charter	3 by Sept. 30, or by Dec. 31	Data not available

STATE	AGE ELIGIBILITY	
	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by Sept. 1	None
Alaska	5 by Sept. 1	None
Arizona	5 by Sept. 1 ⁸	Yes, children with special needs may remain in pre-K ⁸
Arkansas	5 by Sept. 1 ²	Yes, for children with special needs ²
California	5 by Dec. 2	Yes, through the summer until kindergarten begins
Colorado	5 by Oct. 1 ⁸	Yes, three districts may serve children younger than 3 years old in pre-K ⁹
Connecticut	5 by Jan. 1	Yes ⁸
Delaware	5 by Aug. 31	Yes ³
Florida	5 by Sept. 1	None
Georgia	5 by Sept. 1	Yes ⁷
Illinois	5 by Sept. 1	Yes, for children with IEPs ³
Iowa Shared Visions	5 by Sept. 15	Yes, children with IEPs may participate based on their IEP
Iowa SVPP	5 by Sept. 15	Yes ⁷
Kansas At-Risk	5 by Aug. 31	None
Kansas Pre-K Pilot	5 by Aug. 31	None
Kentucky	5 by Oct. 1	Yes, for children with IEPs ⁹
Louisiana 8(g)	5 by Sept. 30	None
Louisiana LA4	5 by Sept. 30	Yes ⁶
Louisiana NSECD	5 by Sept. 30	None
Maine	5 by Oct. 15	Yes, for children with IEPs who turn 5 between July 15 and Oct. 15 ⁷
Maryland	5 by Sept. 1	Yes, determined locally ⁶
Massachusetts	Determined locally	None ¹⁰
Michigan	5 by Dec. 1 ⁸	None
Minnesota	5 by Sept. 1 ⁵	Yes ⁵
Missouri	5 by July 31	Yes, for children with special needs
Nebraska	5 by Oct. 15	Yes, children with IEPs may participate based on their IEPs ⁵
Nevada	5 by Sept. 30	None
New Jersey Abbott	5 by locally determined date	Yes, for children with IEPs, based on their IEPs
New Jersey ECPA	5 by locally determined date	Yes, for children with IEPs, based on their IEPs
New Jersey ELLI	5 by locally determined date	Yes, for children with special needs ⁵
New Mexico	5 by Sept. 1	Yes, children with IEPs may participate based on their IEPs and parents' decisions ⁴
New York	5 by Dec. 1	None ²
North Carolina	5 by Aug. 31	Yes ⁵
Ohio	5 by Aug. 1 or Sept. 30 ⁷	None
Oklahoma	5 by Sept. 1 ⁷	Yes, determined locally ⁷
Oregon	5 by Sept. 1	None
Pennsylvania EABG	Determined locally	Yes, determined locally ⁶
Pennsylvania HSSAP	Determined locally ⁴	Yes, determined locally
Pennsylvania K4 & SBPK	Determined locally ⁵	Yes, determined locally by local board of directors
Pennsylvania Pre-K Counts	Determined locally ²	Yes, local boards may exercise exemption from kindergarten ³
Rhode Island	5 by Sept. 1	Yes, determined locally ⁶
South Carolina 4K	5 by Sept. 1	None ³
South Carolina CDEPP	5 by Sept. 1	None ⁶
Tennessee	5 by Sept. 30	Yes, children with IEPs may participate if an IEP team determined it is the most appropriate placement ⁶
Texas	5 by Sept. 1	None
Vermont Act 62	5 by locally determined date	Yes ⁵
Vermont EEI	Determined locally ⁸	Yes
Virginia	5 by Sept. 30	Yes ⁶
Washington	5 by Aug. 31	None ⁶
West Virginia	5 by Sept. 1	Yes ⁴
Wisconsin 4K	5 by Sept. 1	Yes, determined locally ⁸
Wisconsin HdSt	5 by Sept. 1	Yes, determined locally ⁵
D.C. PEEP	5 by Sept. 30	None
D.C. Charter	5 by Sept. 30 or Dec. 31 ⁴	Data not available

STATE

AGE ELIGIBILITY

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

Alabama	Children may not enroll in pre-K if they are age-eligible for kindergarten
Alaska	Not reported
Arizona	Children may not enroll in pre-K if they are age-eligible for kindergarten
Arkansas	Children may not enroll in pre-K if they are age-eligible for kindergarten ²
California	Children may not enroll in pre-K if they are age-eligible for kindergarten
Colorado	Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before
Connecticut	Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year ⁸
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in pre-K if they are age-eligible for kindergarten
Georgia	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before ⁷
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ³
Iowa Shared Visions	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Iowa SVPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
Kansas At-Risk	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kansas Pre-K Pilot	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kentucky	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁹
Louisiana 8(g)	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana LA4	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana NSECD	Children may not enroll in pre-K if they are age-eligible for kindergarten
Maine	Kindergarten age-eligible children may enroll in pre-K at local program's discretion; State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
Massachusetts	Children may not enroll in pre-K if they are age-eligible for kindergarten
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Nebraska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁷
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
New Mexico	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁴
New York	Children may not enroll in pre-K if they are age-eligible for kindergarten
North Carolina	Children may not enroll in pre-K if they are age-eligible for kindergarten
Ohio	Children may not enroll in pre-K if they are age-eligible for kindergarten
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁷
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Pennsylvania HSSAP	Children with special needs may remain in pre-K ⁶
Pennsylvania K4 & SBPK	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania Pre-K Counts	Children may not enroll in pre-K if they are age-eligible for kindergarten ³
Rhode Island	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina 4K	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
South Carolina CDEPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
Tennessee	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
Vermont Act 62	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's and families' discretion
Vermont EEI	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Washington	Children may not enroll in pre-K if they are age-eligible for kindergarten
West Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Wisconsin 4K	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
D.C. PEEP	Children may not enroll in pre-K if they are age-eligible for kindergarten
D.C. Charter	Data not available

STATE

INCOME REQUIREMENT

Besides age, how is eligibility determined for individual children?

Alabama	All children in districts offering the program, or in the entire state, may enroll
Alaska	Eligibility is determined by individual child or family characteristics
Arizona	Eligibility is determined by individual child or family characteristics
Arkansas	Eligibility is determined by individual child or family characteristics
California	Eligibility is determined by individual child or family characteristics
Colorado	Eligibility is determined by individual child or family characteristics
Connecticut	All children in districts offering the program, or in the entire state, may enroll ⁹
Delaware	Eligibility is determined by individual child or family characteristics
Florida	All children in districts offering the program, or in the entire state, may enroll
Georgia	All children in districts offering the program, or in the entire state, may enroll
Illinois	Eligibility is determined by individual child or family characteristics
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics
Iowa SVPP	All children in districts offering the program, or in the entire state, may enroll ⁸
Kansas At-Risk	Eligibility is determined by individual child or family characteristics
Kansas Pre-K Pilot	Eligibility is determined by individual child or family characteristics
Kentucky	Eligibility is determined by individual child or family characteristics ¹⁰
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics ²
Louisiana LA4	All children in districts offering the program, or in the entire state, may enroll ⁷
Louisiana NSECD	Eligibility is determined by individual child or family characteristics
Maine	All children in districts offering the program, or in the entire state, may enroll ⁸
Maryland	Eligibility is determined by individual child or family characteristics
Massachusetts	All children in districts offering the program, or in the entire state, may enroll ¹¹
Michigan	Eligibility is determined by individual child or family characteristics
Minnesota	Eligibility is determined by individual child or family characteristics
Missouri	All children in districts offering the program, or in the entire state, may enroll
Nebraska	Eligibility is determined by individual child or family characteristics ⁶
Nevada	All children in districts offering the program, or in the entire state, may enroll ⁴
New Jersey Abbott	All children in districts offering the program may enroll
New Jersey ECPA	All children in districts offering the program may enroll ⁸
New Jersey ELLI	Eligibility is determined by individual child or family characteristics ⁶
New Mexico	Eligibility is determined by individual child or family characteristics ⁵
New York	All children in districts offering the program, or in the entire state, may enroll
North Carolina	Eligibility is determined by individual child or family characteristics
Ohio	Eligibility is determined by individual child or family characteristics ⁸
Oklahoma	All children in districts offering the program, or in the entire state, may enroll
Oregon	Eligibility is determined by individual child or family characteristics
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics ⁶
Pennsylvania K4 & SBPK	All children in districts offering the program, or in the entire state, may enroll (K4); Eligibility may be determined by individual or family characteristics (SBPK)
Pennsylvania Pre-K Counts	Eligibility is determined by individual child or family characteristics
Rhode Island	All children living districts offering the program may enroll
South Carolina 4K	Eligibility is determined by individual child or family characteristics
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics
Tennessee	Eligibility is determined by individual child or family characteristics
Texas	Eligibility is determined by individual child or family characteristics
Vermont Act 62	All children in districts offering the program, or in the entire state, may enroll ⁶
Vermont EEI	Eligibility is determined by individual child or family characteristics
Virginia	Eligibility is determined by individual child or family characteristics ⁷
Washington	Eligibility is determined by individual child or family characteristics
West Virginia	Eligibility is determined by individual child or family characteristics
Wisconsin 4K	All children in districts offering the program may enroll
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics ⁶
D.C. PEEP	All children in district offering the program may enroll
D.C. Charter	All children in district offering the program may enroll

STATE

INCOME REQUIREMENT

	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Alaska	100% FPL ⁶	All children ⁶
Arizona	Eligibility for free or reduced-price lunch (185% FPL)	All children
Arkansas	200% FPL	90% of children ⁵
California	75% SMI	All children, except those who are receiving protective services or are at risk for abuse, neglect, or exploitation
Colorado	Eligibility for free or reduced-price lunch (185% FPL) ¹⁰	Income is the most frequently used risk factor for eligibility
Connecticut	75% SMI or below ⁹	60% of children ⁹
Delaware	100% FPL ⁴	90% of children ⁴
Florida	None	NA
Georgia	None	NA
Illinois	None ⁴	NA
Iowa Shared Visions	Eligibility for free lunch (130% FPL)	80% of children ⁶
Iowa SVPP	None	NA
Kansas At-Risk	Eligibility for free lunch (130% FPL)	Every child must have at least one risk factor ³
Kansas Pre-K Pilot	Eligibility for free or reduced-price lunch (185% FPL)	50 percent of children must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 50% of children)
Louisiana 8(g)	None	NA
Louisiana LA4	Eligibility for free or reduced-price lunch (185% FPL) ⁷	All children ⁷
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁷
Massachusetts	85% SMI (UPK); None (Grant 391) ¹²	All children receiving subsidy money (UPK); None (Grant 391) ¹²
Michigan	300% FPL	At least 50% in each grantee/agency ⁹
Minnesota	100% FPL ⁶	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care) ⁶
Missouri	None	NA
Nebraska	Eligibility for free or reduced-price lunch (185% FPL)	70% of each program's funding must be used to serve children having at least one of four risk factors, only one of which is family income
Nevada	None ⁴	NA
New Jersey Abbott	None	NA
New Jersey ECPA	None	NA
New Jersey ELLI	Eligibility for free or reduced-price lunch (185% FPL) ⁶	All children
New Mexico	None ⁵	NA
New York	None	NA
North Carolina	75% SMI or below ⁶	At least 80% of children ⁶
Ohio	Up to 200% FPL ⁸	All children except those with IEPs ⁸
Oklahoma	None	NA
Oregon	100% FPL ³	80% to 90% of children ⁴
Pennsylvania EABG	None	NA
Pennsylvania HSSAP	100% FPL ⁶	At least 90% of children ⁶
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)	None (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	300% FPL	100%
Rhode Island	None	NA
South Carolina 4K	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁴
South Carolina CDEPP	Eligibility for free or reduced-price lunch (185% FPL) or Medicaid	All children
Tennessee	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁷
Texas	Eligibility for free or reduced-price lunch (185% FPL)	74% of enrolled children met the income requirement
Vermont Act 62	None	NA
Vermont EEI	Eligibility for free or reduced-price lunch (185% FPL)	57% of children enrolled met the income requirement
Virginia	None	NA
Washington	110% FPL	At least 90% of enrolled children must be income eligible
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	100% FPL ⁶	90% of children
D.C. PEEP	None	NA
D.C. Charter	None	NA

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Alaska	Locally determined risk factors
Arizona	None ⁹
Arkansas	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Non-English speaking family members, Parental substance abuse, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental overseas military duty
California	History of abuse, neglect, or family violence, Homelessness or unstable housing
Colorado	Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Parental substance abuse, Teen parent, Child history of foster care, Locally determined risk factors, Other state-specified risk factors ¹¹
Connecticut	NA
Delaware	NA ⁵
Florida	NA
Georgia	NA
Illinois	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty
Iowa Shared Visions	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty ⁶
Iowa SVPP	NA
Kansas At-Risk	Low parental education level, Non-English speaking family members, Teen parent, Other state-specified risk factors such as single parent at time of enrollment, Social and Rehabilitation Services referral, migrant status developmentally or academically delayed
Kansas Pre-K Pilot	Low parental education level, Non-English speaking family members, Teen parent, Parental active military duty, Locally determined risk factors ⁶
Kentucky	Child disability or developmental delay, Homelessness, Child history of foster care, Locally determined risk factors ¹¹
Louisiana 8(g)	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors ²
Louisiana LA4	None
Louisiana NSECD	None
Maine	NA
Maryland	Homelessness or unstable housing, Other state-specified risk factors ⁷
Massachusetts	NA
Michigan	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Other state-specified risk factors ¹⁰
Minnesota	Homelessness or unstable housing, Child history of foster care ⁷
Missouri	NA
Nebraska	Low parental education level, Non-English speaking family members, Teen parent, Low birth weight or premature birth
Nevada	NA

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	None
New Mexico	Other state-specified risk factors ⁵
New York	NA
North Carolina	Child disability or developmental delay, Non-English speaking family members, Parental active military duty, Other state-specified risk factors such as chronic health condition or developmental/educational need ⁶
Ohio	None
Oklahoma	NA
Oregon	Child disability or developmental delay ⁴
Pennsylvania EABG	Locally determined risk factors ⁷
Pennsylvania HSSAP	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty
Rhode Island	NA
South Carolina 4K	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care
South Carolina CDEPP	Child receiving Medicaid services, developmental delay ⁷
Tennessee	Child disability or developmental delay, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Child history of foster care, Locally determined risk factors including low parental education level, parental substance abuse, risk that child will not be ready for kindergarten (for 4-year-olds not yet age-eligible for kindergarten), teen parent, low birth weight or other health risk ⁸
Texas	Homelessness or unstable housing, Non-English speaking family members, Child history of foster care, Parental active military duty or parent who was injured or killed on active duty, Eligibility for TANF or other public assistance
Vermont Act 62	NA
Vermont EEI	Child disability or developmental delay, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Geographic isolation
Virginia	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors
Washington	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care
West Virginia	Child disability or developmental delay ⁵
Wisconsin 4K	NA
Wisconsin HdSt	Locally determined risk factors ⁶
D.C. PEEP	NA
D.C. Charter	NA

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	NA
Alaska	1	Meeting the income criteria can count as one of the risk factors
Arizona	NA	No other risk factors in addition to income
Arkansas	1	Meeting the income criteria can count as one of the risk factors
California	1	Meeting the income criteria can count as one of the risk factors
Colorado	1 ¹²	Meeting the income criteria can count as one of the risk factors
Connecticut	NA	No other risk factors in addition to income
Delaware	NA	Income is the only state-specified risk factor
Florida	NA	NA
Georgia	NA	NA
Illinois	Multiple risk factors ⁵	Meeting the income criteria can count as one of the risk factors
Iowa Shared Visions	1	Income is the primary eligibility criterion ⁶
Iowa SVPP	NA	NA
Kansas At-Risk	1	Meeting the income criteria can count as one of the risk factors
Kansas Pre-K Pilot	1	Meeting the income criteria can count as one of the risk factors
Kentucky	1	Meeting the income criteria can count as one of the risk factors
Louisiana 8(g)	Determined locally	Priority is given to children from low-income families ²
Louisiana LA4	NA	NA
Louisiana NSECD	NA	No other risk factors in addition to income
Maine	NA	NA
Maryland	1	Programs must serve income-eligible children first ⁷
Massachusetts	NA	NA
Michigan	1 to 3 ¹⁰	Meeting the income criteria can count as one of the risk factors ¹⁰
Minnesota	1	Meeting the income criteria can count as one of the risk factors
Missouri	NA	NA
Nebraska	1 ⁶	Meeting the income criteria can count as one of the risk factors
Nevada	NA	NA
New Jersey Abbott	NA	NA
New Jersey ECPA	NA	NA
New Jersey ELLI	NA	No other risk factors in addition to income
New Mexico	NA ⁵	No income cutoff
New York	NA	NA
North Carolina	1	80% must meet income requirement 20% may meet another risk factor ⁶
Ohio	NA	NA
Oklahoma	NA	NA
Oregon	NA ⁴	80%-90% of children must meet the income requirement ⁴
Pennsylvania EABG	Determined locally	No income cutoff
Pennsylvania HSSAP	Determined locally	Children must have the specified number of risk factors and meet the income requirement
Pennsylvania K4 & SBPK	NA (K4); Determined locally (SBPK)	NA (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	Determined locally	Children must meet the income requirement ⁴
Rhode Island	NA	NA
South Carolina 4K	1 or more	Children must have the specified number of risk factors and meet the income requirement
South Carolina CDEPP	1 ⁷	Children must meet the income requirement or be eligible for Medicaid
Tennessee	1 or more, determined locally ⁸	Meeting the income criteria can count as one of the risk factors
Texas	1	Meeting the income criteria can count as one of the risk factors
Vermont Act 62	NA	NA
Vermont EEI	1	Meeting the income criteria can count as one of the risk factors
Virginia	Determined locally	No income cutoff
Washington	1 ⁷	Meeting the income criteria can count as one of the risk factors
West Virginia	NA ⁵	No income cutoff
Wisconsin 4K	NA	NA
Wisconsin HdSt	Per federal Head Start requirements ⁶	Income is the first consideration ⁶
D.C. PEEP	NA	NA
D.C. Charter	NA	NA

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Is there a sliding payment scale based on income?	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes, for all children in 75 state-supported slots grant programs	No
Alaska	Not reported	No
Arizona	No	No
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	Yes, only for full-day programs ⁷	Yes, only for full-day programs ⁸
Colorado	No	No
Connecticut	Yes, for all children ¹⁰	Yes ¹¹
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of the children	No
Iowa SVPP	No	No
Kansas At-Risk	No	No
Kansas Pre-K Pilot	No	No
Kentucky	Determined locally ¹²	No
Louisiana 8(g)	No	No
Louisiana LA4	Yes, for children who do not meet the income requirement	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Yes, scale is determined locally (UPK) ¹³	No
Michigan	No	No
Minnesota	No	Yes ⁸
Missouri	Determined locally ³	No
Nebraska	Determined locally ⁷	No
Nevada	No	No
New Jersey Abbott	No	No ⁷
New Jersey ECPA	No	No
New Jersey ELLI	No	No ⁷
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio	Yes, for children of families that are 101%-200% of FPL	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania Pre-K Counts	No	No
Rhode Island	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	Yes, at the beginning of each year of enrollment ⁶
Vermont Act 62	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
D.C. PEEP	No	No
D.C. Charter	No	No

STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 20 ⁵	4-year-olds, 1:10 ⁵
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	4-year-olds, 20	4-year-olds, 1:15 ¹⁰
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut	3- and 4-year-olds, 20 ¹²	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
Florida	4-year-olds, 18 (540 hour program); 12 (300-hour-program)	4-year-olds, 1:10 or 2:11-18 (540-hour program); 1:12 (300-hour program)
Georgia	4-year-olds, 20	4-year-olds, 1:10
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Iowa Shared Visions	3- and 4-year-olds, 20	3- and 4-year-olds, 1:8
Iowa SVPP	4-year-olds, 20 ⁹	4-year-olds, 1:10 ⁹
Kansas At-Risk	4-year-olds, 20	4-year-olds, 1:10
Kansas Pre-K Pilot	4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana LA4	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20	4-year-olds, 1:10
Maine	4-year-olds, No limit ⁹	4-year-olds, 1:15 ⁹
Maryland	4-year-olds, 20	4-year-olds, 1:10
Massachusetts	3- and 4-year-olds, 20 (UPK); 3- and 4-year-olds, 15 (Grant 391)	3- and 4-year-olds, 1:10 (UPK); 3- and 4-year-olds, 1:7 (Grant 391)
Michigan	4-year-olds, 18	4-year-olds, 1:8
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10
New Jersey Abbott	3- and 4-year-olds, 15	3- and 4-year-olds, 2:15
New Jersey ECPA	3- and 4-year-olds, 18	3- and 4-year-olds, 2:18
New Jersey ELLI	4-year-olds, 20	4-year-olds, 1:10
New Mexico	4-year-olds, 20	4-year-olds, 1:10
New York	4-year-olds, 20	4-year-olds, 1:9
North Carolina	4-year-olds, 18	4-year-olds, 1:9
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3-year-olds, 17; 4-year-olds, 20	3- and 4-year-olds, 2:17
Pennsylvania K4 & SBPK	4-year-olds, No limit (K4); 4-year-olds, 20 (SBPK) ⁶	4-year-olds, No limit (K4); 4-year-olds, 1:10 (SBPK) ⁶
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20 ⁹	3- year-olds, 1:8; 4-year-olds, 1:10 ⁹
Texas	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, No limit
Vermont Act 62	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Vermont EEI	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Virginia	4-year-olds, 18	4-year-olds, 2:18
Washington	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10 ⁶
Wisconsin 4K	4-year-olds, determined locally ⁹	4-year-olds, determined locally ⁹
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
D.C. PEEP	3-year-olds, 16; 4-year-olds, 20 ²	3-year-olds, 2:16; 4-year-olds, 2:20 ²
D.C. Charter	Determined locally	Determined locally

STATE

PROGRAM STANDARDS

	Meal requirement	Do meals and snacks need to meet nutritional guidelines?
Alabama	Lunch and Snack ⁶	Yes, USDA/CACFP
Alaska	Breakfast or Lunch and one snack	Yes, USDA/CACFP
Arizona	Depends on length of program day ¹¹	Yes, USDA/CACFP
Arkansas	Breakfast, Lunch and Snack	Yes, USDA/CACFP
California	Depends on length of program day ¹⁰	Yes, USDA/CACFP ¹⁰
Colorado	Depends on length of program day ¹³	Yes, USDA/CACFP
Connecticut	Depends on length of program day ¹³	Yes, USDA/CACFP
Delaware	At least one meal and snack ⁶	Yes, USDA/CACFP
Florida	Depends on length of program day ⁷	No
Georgia	Lunch ⁸	Yes, USDA/CACFP
Illinois	Lunch and Snack (full day); Snack (half day)	No
Iowa Shared Visions	Lunch and Snack ⁷	Yes, USDA/CACFP
Iowa SVPP	Snack ¹⁰	Yes, USDA/CACFP
Kansas At-Risk	Snack	Yes, USDA/CACFP
Kansas Pre-K Pilot	Snack	Yes, USDA/CACFP
Kentucky	At least one meal a day, Breakfast or Lunch	Yes, USDA/CACFP
Louisiana 8(g)	Breakfast, Lunch, and Snack	Yes, USDA/CACFP
Louisiana LA4	Lunch and Snack	Yes, USDA/CACFP
Louisiana NSECD	Breakfast, Lunch, and Snack	Yes, USDA/CACFP
Maine	No meals are required ¹⁰	Yes, USDA/CACFP ¹⁰
Maryland	Breakfast and lunch (full day); Breakfast or Lunch (half day)	Yes, USDA/CACFP
Massachusetts	Depends on length of program day ¹⁴	Yes, USDA/CACFP ¹⁵
Michigan	Snack ¹¹	Yes, USDA/CACFP
Minnesota	Lunch and/or breakfast ⁹	Yes, USDA/CACFP
Missouri	Depends on length of program day ⁴	Yes, USDA/CACFP
Nebraska	Snack ⁸	Yes, USDA/CACFP
Nevada	No meals are required ⁵	No
New Jersey Abbott	Breakfast, Lunch, and Snack	Yes, USDA/CACFP
New Jersey ECPA	Depends on length of program day ⁹	Yes, USDA/CACFP ⁹
New Jersey ELLI	Depends on length of program day ⁸	No ⁸
New Mexico	At least one meal a day, Breakfast or Lunch	Yes, USDA/CACFP
New York	Depends on length of program day ⁶	Yes, USDA/CACFP
North Carolina	Lunch and either Breakfast or Snack	Yes, USDA/CACFP
Ohio	Depends on length of program day ⁹	Yes, USDA/CACFP
Oklahoma	At least one meal ⁸	Yes, federal Child Nutrition Program ⁸
Oregon	Lunch and either Breakfast or Snack ⁵	Yes, USDA/CACFP
Pennsylvania EABG	No meals are required	No
Pennsylvania HSSAP	Lunch and either breakfast or snack	Yes, USDA/CACFP
Pennsylvania K4 & SBPK	No meals are required	No
Pennsylvania Pre-K Counts	Snack (half day); Snack and one meal (full day)	No
Rhode Island	Lunch and Snack	No
South Carolina 4K	Snack	Yes, USDA/CACFP
South Carolina CDEPP	Breakfast and Lunch	Yes, USDA/CACFP
Tennessee	Lunch and either Breakfast or Snack	Yes, USDA/CACFP
Texas	Depends on length of program day ⁸	Yes, USDA/CACFP
Vermont Act 62	No meals are required	No
Vermont EEI	No meals are required ⁹	No
Virginia	No meals are required ⁸	Yes, USDA/CACFP
Washington	Depends on length of program day, but at least one meal is required ⁸	Yes, USDA/CACFP or National School Breakfast and Lunch Program ⁸
West Virginia	At least one meal ⁷	Yes, USDA/CACFP
Wisconsin 4K	Depends on length of program day ¹⁰	Yes, USDA/CACFP
Wisconsin HdSt	Lunch and Snack ⁷	Yes, USDA/CACFP
D.C. PEEP	Breakfast and Lunch	Yes, USDA/CACFP
D.C. Charter	Lunch ⁵	Yes, USDA/CACFP

STATE	PROGRAM STANDARDS
	Screening and referral requirements
Alabama	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Developmental, Dental, Full physical exam ⁷
Alaska	Vision, Hearing, Immunizations, Psychological/Behavioral, Developmental ⁷
Arizona	Immunizations; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - locally determined
Arkansas	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Dental, Developmental, Full physical exam; Psychosocial/Behavioral - locally determined ⁶
California	Full physical exam, Developmental; Hearing, Vision, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Dental - locally determined ¹¹
Colorado	Immunizations, Developmental, Full physical exam; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Dental, Social-emotional screenings – determined locally ¹⁴
Connecticut	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ¹⁴
Delaware	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ⁷
Florida	Determined locally ⁸
Georgia	Vision, Hearing, Immunizations, Dental ⁹
Illinois	Vision, Hearing, Immunizations, Developmental; Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Dental, Full physical exam - determined locally
Iowa Shared Visions	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ⁸
Iowa SVPP	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ¹¹
Kansas At-Risk	Vision, Hearing, Height/Weight/BMI, Immunizations, Full physical exam; Psychosocial/Behavioral, Developmental, Dental, Other - determined locally ⁴
Kansas Pre-K Pilot	Vision, Hearing, Developmental, Full physical exam; Height/Weight/BMI, Immunizations, Psychosocial/Behavioral, Dental, Other - determined locally ⁷
Kentucky	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental
Louisiana 8(g)	Immunizations, Psychosocial/Behavioral, Developmental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Dental, Full physical exam - determined locally
Louisiana LA4	Vision, Hearing, Immunizations, Psychosocial/Behavioral Height/Weight/BMI, Blood pressure, Developmental, Dental, Full physical exam - determined locally
Louisiana NSECD	Vision, Hearing, Immunizations; Height/Weight/BMI, Psychosocial/Behavioral, Developmental, Dental - determined locally
Maine	Vision, Hearing, Immunizations, Developmental; Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Dental, Full physical exam - determined locally
Maryland	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Full physical exam; Developmental, Dental - determined locally ⁸
Massachusetts	Vision, Hearing, Health ¹⁶
Michigan	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Developmental, Full physical exam; Psychosocial/Behavioral, Dental - determined locally ¹²
Minnesota	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Nutritional
Missouri	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental, Full physical exam ⁵
Nebraska	Determined locally
Nevada	Determined locally

STATE

PROGRAM STANDARDS

Screening and referral requirements

New Jersey Abbott	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Blood pressure, Full physical exam - locally determined ⁸
New Jersey ECPA	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Blood pressure, Full physical exam - locally determined ¹⁰
New Jersey ELLI	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Blood pressure, Full physical exam - locally determined ⁹
New Mexico	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental
New York	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ⁷
North Carolina	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Full physical exam, Developmental, Dental ⁷
Ohio	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental, Full physical exam, Hemoglobin and Lead ¹⁰
Oklahoma	Vision, Hearing, Immunizations; Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - determined locally
Oregon	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental ⁶
Pennsylvania EABG	Immunizations; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - determined locally
Pennsylvania HSSAP	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychosocial/Behavioral, Full Physical Exam, Developmental, Dental
Pennsylvania K4 & SBPK	Immunizations; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - determined locally
Pennsylvania Pre-K Counts	Determined locally
Rhode Island	Vision, Hearing, Immunizations, Psychosocial/Behavioral, Developmental, Speech/language development ⁷
South Carolina 4K	Determined Locally ⁵
South Carolina CDEPP	Vision, Hearing; Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - determined locally
Tennessee	Vision, Hearing, Immunizations; Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental - determined locally ¹⁰
Texas	Immunizations; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - determined locally
Vermont Act 62	Determined locally
Vermont EEI	Determined locally
Virginia	Vision, Hearing, Immunizations; Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental, Dental, Full physical exam - determined locally
Washington	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ⁹
West Virginia	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam ⁸
Wisconsin 4K	Developmental, Full physical exam; Vision, Hearing Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Dental, Other - determined locally ¹¹
Wisconsin HdSt	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychosocial/Behavioral, Developmental, Dental, Full physical exam, Other
D.C. PEEP	Immunizations, Full physical exam, Dental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychosocial/Behavioral, Developmental - determined locally
D.C. Charter	Height/Weight/BMI, Full physical exam, Dental, Immunizations; Vision, Hearing, Developmental - determined locally

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
Alabama	State policy does not regulate services for English Language Learners ⁸
Alaska	Not reported
Arizona	State policy does not regulate services for English Language Learners
Arkansas	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
California	State policy does not regulate services for English Language Learners ¹²
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners ¹⁵
Delaware	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English; Children are screened in their primary language
Florida	State policy does not regulate services for English Language Learners ⁹
Georgia	Bilingual classes are permitted in pre-K; Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners ¹⁰
Illinois	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
Iowa Shared Visions	A home language survey is sent home at the beginning of the school year
Iowa SVPP	A home language survey is sent home at the beginning of the school year
Kansas At-Risk	A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided
Kansas Pre-K Pilot	Information must be presented to parents in their primary language; ESL services must be provided when child meets criteria
Kentucky	Bilingual classes are permitted in pre-K
Louisiana 8(g)	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year
Louisiana LA4	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year
Louisiana NSECD	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K
Maine	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Varies by district/school contingent on availability of translators or bilingual staff
Maryland	Bilingual classes are permitted in pre-K; Information must be presented to parents in their primary language
Massachusetts	State policy does not regulate services for English Language Learners
Michigan	Bilingual classes are permitted in pre-K ¹³
Minnesota	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English ¹⁰
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Translators or bilingual staff are available if children do not speak English ⁹
Nevada	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English

Support services for English Language Learners and families

New Jersey Abbott	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; District staff, parents, and/or volunteers assist as necessary
New Jersey ECPA	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; District staff, parents, or volunteers may assist as necessary
New Jersey ELLI	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Staff, parents, and volunteers are used as necessary
New Mexico	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
New York	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English; Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency
North Carolina	State policy does not regulate services for English Language Learners ⁸
Ohio	State policy does not regulate services for English Language Learners
Oklahoma	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Required to have list maintained
Oregon	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English ⁷
Pennsylvania EABG	State policy does not regulate services for English Language Learners
Pennsylvania HSSAP	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners
Pennsylvania K4 & SBPK	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
Pennsylvania Pre-K Counts	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers
Rhode Island	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year ⁸
South Carolina 4K	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language
South Carolina CDEPP	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language
Tennessee	State policy does not regulate services for English Language Learners ¹¹
Texas	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English ⁹
Vermont Act 62	State policy does not regulate services for English Language Learners
Vermont EEI	State policy does not regulate services for English Language Learners
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children; ESL services must be provided ¹⁰
West Virginia	Information must be presented to parents in their primary language
Wisconsin 4K	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; locally determined
Wisconsin HdSt	Follows federal Head Start requirements
D.C. PEEP	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided
D.C. Charter	Professional development or coaching is provided for teachers; A home language survey is sent home at the beginning of the school year; A systematic, written plan must be in place for each LEA in working with English Language Learners; Staff working with ELLs must be certified and trained

STATE

PROGRAM STANDARDS

Number of parent conferences or home visits required annually

Alabama	2
Alaska	Determined locally ⁸
Arizona	None
Arkansas	2
California	2
Colorado	1
Connecticut	None ¹⁶
Delaware	4
Florida	None
Georgia	2
Illinois	Determined locally
Iowa Shared Visions	2; Family nights are also required
Iowa SVPP	3
Kansas At-Risk	2
Kansas Pre-K Pilot	Determined locally
Kentucky	2
Louisiana 8(g)	Determined locally
Louisiana LA4	2
Louisiana NSECD	2
Maine	1
Maryland	2
Massachusetts	2
Michigan	4
Minnesota	2
Missouri	2
Nebraska	2 home visits
Nevada	None ⁹
New Jersey Abbott	Number is not mandated
New Jersey ECPA	Number is not mandated
New Jersey ELLI	Number is not mandated
New Mexico	4
New York	Locally determined
North Carolina	None
Ohio	2
Oklahoma	2
Oregon	4
Pennsylvania EABG	Determined locally
Pennsylvania HSSAP	2
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	None
Rhode Island	2
South Carolina 4K	4
South Carolina CDEPP	2 center-based conferences
Tennessee	2
Texas	Determined locally
Vermont Act 62	2
Vermont EEI	2
Virginia	Determined locally
Washington	3 hours of parent-teacher conferences and 3 hours of individualized family support services
West Virginia	2
Wisconsin 4K	Determined locally
Wisconsin HdSt	2
D.C. PEEP	4 (Head Start also requires 1 home visit)
D.C. Charter	Determined locally

STATE

PROGRAM STANDARDS

Support services required for all programs

Alabama	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Other comprehensive support services are required but they are determined locally
Alaska	Parenting support or training, Child health services, Nutrition information
Arizona	None
Arkansas	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
California	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Referral for social services, Transition to K activities
Colorado	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Information about and referral for immunizations and dental care
Connecticut	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services - Family literacy and dual language learners
Delaware	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Mental health consultation
Florida	None
Georgia	Parent involvement activities, Nutrition information, Referral for social services, Transition to K activities, Other support services determined locally ¹¹
Illinois	Parent education or job training, Parenting support or training, Parent involvement activities, Referral for social services, Transition to K activities
Iowa Shared Visions	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services
Iowa SVPP	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Kansas At-Risk	Parent involvement activities, Referral for social services, Transition to K activities
Kansas Pre-K Pilot	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Kentucky	Parenting support or training, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities
Louisiana 8(g)	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, GED and literacy program, Housing/utility referrals
Louisiana LA4	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, GED and/or Literacy training, Housing/utility referrals
Louisiana NSECD	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Developmental, Social/Emotional, Other support services determined locally
Maine	Support services determined locally
Maryland	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Other
Massachusetts	None ¹⁷
Michigan	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Minnesota	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities
Missouri	Parent involvement activities, Transition to K activities
Nebraska	Parent involvement activities, Transition to K activities, Other support services are determined locally
Nevada	Parenting support or training, Parent involvement activities, Referral for social services, Other support services determined locally

STATE	PROGRAM STANDARDS
	Support services required for all programs
New Jersey Abbott	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
New Jersey ECPA	Parent education or job training, Parent involvement activities, Transition to K activities
New Jersey ELLI	Parent involvement activities, Transition to K activities
New Mexico	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
New York	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities
North Carolina	Parent involvement activities, Transition to pre-K and K activities, Other support services ⁹
Ohio	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Oklahoma	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services ⁹
Oregon	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Mental health services and community partnerships
Pennsylvania EABG	None
Pennsylvania HSSAP	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Parent involvement activities, Transition to K activities ⁵
Rhode Island	Parent involvement activities, Transition to K activities
South Carolina 4K	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Referral for social services, Transition to K activities
South Carolina CDEPP	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Other support services determined locally
Tennessee	Parent support or training, Parent involvement activities, Referral to Social Services, Transition to K activities, Other support services determined locally
Texas	Support services determined locally
Vermont Act 62	Parent involvement activities, Transition to K activities
Vermont EEI	Parent involvement activities, Transition to K activities
Virginia	Parent involvement activities, Child health services, Referral for social services, Other support services determined locally
Washington	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services ¹¹
West Virginia	Transition to K activities, Other support services determined locally
Wisconsin 4K	Parent involvement activities, Child health services, Referral for social services, Access to school nurse, school psychologist, school social work
Wisconsin HdSt	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services in accordance with Head Start performance standards
D.C. PEEP	Support services determined locally
D.C. Charter	Support services determined locally

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Name of early learning standards document
Alabama	Alabama Performance Standards for 4-Year-Olds
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Department of Education Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations
Colorado	Building Blocks to the Colorado K–12 Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Early Learning Foundations for School Success
Florida	Voluntary Prekindergarten Education Standards 2008
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas At-Risk	The Kansas Early Learning Document
Kansas Pre-K Pilot	The Kansas Early Learning Document
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children
Louisiana LA4	Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children
Louisiana NSECD	Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children
Maine	State of Maine Early Learning Guidelines
Maryland	Maryland Model for School Readiness (MMSR) / State Curriculum (SC) for Prekindergarten
Massachusetts	Guidelines for Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	Missouri Early Learning Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Content Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Outcomes-Full Version
New York	Physical Education, Mathematics, Science, Social Studies, and Early Literacy, Creative Arts Pre-Kindergarten Core curriculum
North Carolina	Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio	Ohio's Early Learning Content Standards and Ohio's Early Learning Program Guidelines
Oklahoma	Priority Academic Student Skills
Oregon	Early Childhood Foundation for ages birth to 5
Pennsylvania EABG	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning Standards
South Carolina 4K	South Carolina Early Learning Standards
South Carolina CDEPP	South Carolina Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Revised Texas Prekindergarten Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2010 ECEAP Performance Standards and Washington State Early Learning and Development Benchmarks
West Virginia	West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
D.C. PEEP	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
D.C. Charter	Early Learning Standards: Infant, Toddlers and Pre-kindergarten

STATE

STATEWIDE EARLY LEARNING STANDARDS

Web address of early learning standards document

Alabama	http://www.children.alabama.gov
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arizona	http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf
Arkansas	http://www.arkansas.gov/childcare
California	http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf
Colorado	http://www.cde.state.co.us/cpp/download/CPPOcs/building_blocks_draft_6_july_07.pdf
Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf
Delaware	http://www.dieec.udel.edu/professionals/learning-foundations
Florida	http://www.fldoe.org/earlylearning/perform.asp
Georgia	http://www.dec.state.ga.gov/PreK/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi
Iowa Shared Visions	http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=940&Itemid=1279
Iowa SVPP	http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=940&Itemid=1279
Kansas At-Risk	http://www.ksde.org/Default.aspx?tabid=3321
Kansas Pre-K Pilot	http://www.ksde.org/Default.aspx?tabid=3321
Kentucky	http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm
Louisiana 8(g)	http://www.doe.state.la.us/lde/uploads/3014.pdf
Louisiana LA4	http://www.doe.state.la.us/lde/uploads/3014.pdf
Louisiana NSECD	http://www.doe.state.la.us/lde/uploads/3014.pdf
Maine	http://www.maine.gov/dhhs/ocfs/ec/occhs/learning.doc
Maryland	http://www.mdk12.org/instruction
Massachusetts	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_160470_7.PDF
Minnesota	http://www.education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Publications/index.html
Missouri	http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html
Nebraska	http://www.education.ne.gov/ECH/ELGuidelines/ELG.htm
Nevada	http://www.doe.nv.gov/Standards_Pre-Kinder.html
New Jersey Abbott	http://www.nj.gov/education/ece/code/expectations/
New Jersey ECPA	http://www.nj.gov/education/ece/code/expectations/
New Jersey ELLI	http://www.nj.gov/education/ece/code/expectations/
New Mexico	http://www.newmexicokids.org or https://www.newmexicoprek.org
New York	http://www.emsc.nysed.gov/ciai/standards.html
North Carolina	http://www.ncprek.nc.gov/Foundations/index.asp
Ohio	http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=463&ContentID=732&Content=85506
Oklahoma	http://www.sde.state.ok.us
Oregon	http://www.ode.state.or.us/search/page/?=1408
Pennsylvania EABG	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Rhode Island	http://www.ride.ri.gov/els
South Carolina 4K	http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgsbookrevised072109.pdf
South Carolina CDEPP	http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgsbookrevised072109.pdf
Tennessee	http://state.tn.us/education/ci/earlychildhood/index.shtml
Texas	http://ritter.tea.state.tx.us/ed_init/pkguidelines/PKG_Final_100808.pdf
Vermont Act 62	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEI	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf and http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php
D.C. PEEP	http://www.osse.dc.gov
D.C. Charter	http://www.osse.dc.gov

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Year standards adopted	Year standards last revised	Application of standards to programs
Alabama	2004	2009	Programs are required to follow state standards
Alaska	2006	2006	State standards are offered as guidance but not required
Arizona	2003	2005	Programs are required to follow state standards
Arkansas	1996	2004	Programs are required to follow state standards
California	2008	2008	State standards are offered as guidance but not required ¹³
Colorado	2007	Under revision	State standards are offered as guidance but not required
Connecticut	1999	Not revised	Programs are required to follow state standards
Delaware	2003	2010	Programs are required to follow state standards
Florida	2008	2008	Programs are required to follow state standards
Georgia	1996	2005	Programs are required to follow state standards ¹²
Illinois	2003	Under revision	Programs are required to follow state standards
Iowa Shared Visions	2006	Not revised	State standards are offered as guidance but not required
Iowa SVPP	2007	2006	Programs are required to follow state standards
Kansas At-Risk	2007	2009	State standards are offered as guidance but not required
Kansas Pre-K Pilot	2006	2009	State standards are offered as guidance but not required
Kentucky	2003	2009	State standards are offered as guidance but not required
Louisiana 8(g)	2003	Under revision	Programs are required to follow state standards
Louisiana LA4	2003	Under revision	Programs are required to follow state standards
Louisiana NSECD	2003	Under revision	Programs are required to follow state standards
Maine	2005	Not revised	Programs are required to follow state standards
Maryland	2004	2004	Programs are required to follow state standards ⁹
Massachusetts	2003	2003	Programs are required to follow state standards
Michigan	1986	2005	Programs are required to follow state standards
Minnesota	2003	2005	State standards are offered as guidance but not required
Missouri	2001-2005	2009	State standards are offered as guidance but not required
Nebraska	2005	Under revision	State standards are offered as guidance but not required
Nevada	2004	2010	Programs are required to follow state standards ⁶
New Jersey Abbott	2002	2009	Programs are required to follow state standards
New Jersey ECPA	2002	2009	Programs are required to follow state standards
New Jersey ELLI	2002	2009	Programs are required to follow state standards
New Mexico	2005	2010	Programs are required to follow state standards
New York	2001	Under revision	Programs are required to follow state standards
North Carolina	2005	2004	Programs are required to follow state standards
Ohio	2003 for ELCS, 2005 for ELPG	Under revision for ELCS, 2009 for ELPG	Programs are required to follow state standards
Oklahoma	1996	2010	Programs are required to follow state standards
Oregon	2007	Not revised	State standards are offered as guidance but not required
Pennsylvania EABG	2005	2009	Programs are required to follow state standards
Pennsylvania HSSAP	2005	2009	State standards are offered as guidance but not required
Pennsylvania K4 & SBPK	2005	2009	State standards are offered as guidance but not required
Pennsylvania Pre-K Counts	2005	2009	Programs are required to follow state standards
Rhode Island	2003	2003	Programs are required to follow state standards
South Carolina 4K	2008	2008	Programs are required to follow state standards
South Carolina CDEPP	2008	2008	Programs are required to follow state standards
Tennessee	2004	Under revision	Programs are required to follow state standards
Texas	2008	2008	State standards are offered as guidance but not required
Vermont Act 62	2003	Revision planned to begin 2010-2011	Programs are required to follow state standards
Vermont EEI	2003	Revision planned to begin 2010-2011	Programs are required to follow state standards
Virginia	2003	2007	Programs are required to follow state standards
Washington	1986 for Standards, 2006 for Benchmarks	2010 for Standards, Under Revision for Benchmarks ¹²	Programs are required to follow state standards
West Virginia	2004	2010	Programs are required to follow state standards
Wisconsin 4K	2003	2007	State standards are offered as guidance but not required
Wisconsin HdSt	2003	2007	State standards are offered as guidance but not required
D.C. PEEP	2008	2008	Programs are required to follow state standards
D.C. Charter	2008	2008	Programs are required to follow state standards

STATE

STATEWIDE EARLY LEARNING STANDARDS

Supports for early learning standards in state pre-K provided by states

Alabama	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Alaska	Not reported
Arizona	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Arkansas	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
California	Trainings or workshops
Colorado	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Connecticut	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Coaching program to assist in implementation of standards
Delaware	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Florida	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Required curricula selected through review process aligned with standards for low-performing VPK providers
Georgia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Illinois	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Iowa Shared Visions	Higher education courses, Trainings or workshops, Technical assistance
Iowa SVPP	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Kansas At-Risk	Higher education courses, Trainings or workshops, Technical assistance, Conference presentations that provide technical assistance and training
Kansas Pre-K Pilot	Higher education courses, Trainings or workshops, Technical assistance, Conference training/guidance
Kentucky	Higher education courses, Trainings or workshops, Technical assistance, State monitoring or reporting assesses program alignment with ELS, Classrooms of Excellence and Centers of Quality and Excellence
Louisiana 8(g)	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Louisiana LA4	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Training provided for child care and Head Start to encourage the use of the standards
Louisiana NSECD	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Maine	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Maryland	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS ⁹
Massachusetts	Higher education courses, Trainings or workshops, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Michigan	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Distribution of standards on CD-ROM accompanying training, Web-based Implementation Manual in-depth
Minnesota	Trainings or workshops, Technical assistance
Missouri	Technical assistance
Nebraska	Higher education courses, Trainings or workshops, Technical assistance
Nevada	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS

STATE

STATEWIDE EARLY LEARNING STANDARDS

Supports for early learning standards in state pre-K provided by states

New Jersey Abbott	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New Jersey ECPA	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New Jersey ELLI	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New Mexico	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Mentors visit individual classrooms to coach on using the standards
New York	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
North Carolina	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS ¹⁰
Ohio	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Oklahoma	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, ELS aligned to K–12 standards, Local school administrators ensure program alignment with pre-K standards
Oregon	Trainings or workshops, Technical assistance
Pennsylvania EABG	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Pennsylvania HSSAP	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Pennsylvania K4 & SBPK	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Pennsylvania Pre-K Counts	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Rhode Island	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
South Carolina 4K	Higher education courses, Trainings or workshops, Technical assistance ⁶
South Carolina CDEPP	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Tennessee	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Texas	Trainings or workshops
Vermont Act 62	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Vermont EEI	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Virginia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Washington	Higher education courses, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
West Virginia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Wisconsin 4K	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Regional training plans, Alignment with WI Model Academic Standards
Wisconsin HdSt	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Regional training plans, Alignment with WI Model Academic Standards, Alignment of Head Start technical assistance system with standards technical assistance, Trainers and resources are available, Work with WI Head Start Collaboration Office and WI Head Start Association
D.C. PEEP	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
D.C. Charter	Align curricula and assessments with ELS

STATE	STATEWIDE EARLY LEARNING STANDARDS	Standards specific to pre-K?
	Are standards linked to child assessments?	
Alabama	No	Yes
Alaska	Yes, Alaska Revised Developmental Profile	Yes
Arizona	Yes, required ongoing progress monitoring assessment must be aligned with the ELS, and data must be entered twice per year into the state accountability data system	Yes
Arkansas	Yes, Work Sampling was correlated to Arkansas Early Childhood Framework before implementation	Yes
California	No	Yes
Colorado	Yes, one of three assessment systems to measure children's progress during the preschool years: Work Sampling, HighScope Child Observation Record, or the Creative Curriculum Developmental Continuum ¹⁵	Yes
Connecticut	Yes, the Connecticut Preschool Assessment Framework or other assessments aligned with the state's framework	Yes
Delaware	Yes, CreativeCurriculum.net ⁸	Yes
Florida	Yes, the statewide kindergarten screening is aligned with VPK Education Standards as required by law	Yes
Georgia	Yes, linked to Work Sampling System, used to document progress, communicate with parents, and assist in guiding instruction ¹²	Yes
Illinois	Yes, most publishers of required assessments used in Preschool for All have aligned their assessments to the standards	Yes
Iowa Shared Visions	No	Yes
Iowa SVPP	No	Yes
Kansas At-Risk	No	Yes
Kansas Pre-K Pilot	No	Yes
Kentucky	Yes, districts select assessments from the Kentucky Early Childhood Continuous Assessment Guide, which identifies screening, diagnostic, and classroom/instructional assessments	Yes
Louisiana 8(g)	Yes, portfolio assessment	Yes
Louisiana LA4	Yes, portfolio assessment	Yes
Louisiana NSECD	Yes, pre- and post-assessment of Developing Skills Checklist	Yes
Maine	No	Yes
Maryland	Yes, alignment to kindergarten assessment (modified Work Sampling System)	Yes
Massachusetts	Yes, all EEC-approved assessment tools can be aligned with or used to demonstrate that the Guidelines for Preschool Learning Experiences are being used	Yes
Michigan	Yes ¹⁴	Yes
Minnesota	Yes, a crosswalk is available between the Early Childhood Indicators of Progress and Head Start's child outcomes	Yes
Missouri	Yes, observational assessment	Yes
Nebraska	Yes, online COR, Assessment, Evaluation, and Programming System Interactive, CC.net	Yes
Nevada	No	Yes
New Jersey Abbott	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Jersey ECPA	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Jersey ELLI	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Mexico	Yes, New Mexico PreK Observational Assessment Tools	Yes
New York	Yes, all New York State Learning Standards are linked to the Grade 3 and 4 Statewide Testing Program	Yes
North Carolina	Yes, instructional assessments are required and should be used to inform classroom activities and instruction consistent with expectations defined in the early learning standards	Yes
Ohio	Yes, content standards are tied to Get It, Got It, Go! required literacy screening for pre-K and Kindergarten Readiness Assessment Literacy at kindergarten entry	Yes
Oklahoma	Not required, but if assessed, must align	Yes
Oregon	No	Yes
Pennsylvania EABG	Yes, Work Sampling System used for outcomes reporting; other assessments aligned to standards are also used	Yes
Pennsylvania HSSAP	Yes, Head Start Outcomes Framework and reported via Work Sampling System	Yes
Pennsylvania K4 & SBPK	Yes, variety of published assessments and curricula instruments can be used	Yes
Pennsylvania Pre-K Counts	Yes, crosswalks to published assessments	Yes
Rhode Island	Yes, required to use CreativeCurriculum.net to collect child assessment information; The Creative Curriculum Developmental Continuum is aligned to the RI Early Learning Standards	Yes
South Carolina 4K	No	Yes
South Carolina CDEPP	Yes, Work Sampling	Yes
Tennessee	No	Yes
Texas	No	Yes
Vermont Act 62	Yes, Work Sampling System or Creative Curriculum Developmental Curriculum are required assessments	Yes
Vermont EEI	Yes, Work Sampling System or Creative Curriculum Developmental Curriculum are required assessments	Yes
Virginia	Yes, Phonological Awareness Literacy Screening aligns with the literacy preschool standards	Yes
Washington	No	Yes
West Virginia	Yes, Creative Curriculum and COR	Yes
Wisconsin 4K	No	Yes
Wisconsin HdSt	No	Yes
D.C. PEEP	No	Yes
D.C. Charter	Yes ⁶	Yes

STATE	STATEWIDE EARLY LEARNING STANDARDS NEGP domains addressed in standards				
	Physical well-being/ motor development	Social/emotional development	Approaches toward learning	Language development	Cognitive and general knowledge
Alabama	✓	✓	✓	✓	✓
Alaska	✓	✓	✓	✓	✓
Arizona	✓	✓	✓	✓	✓
Arkansas	✓	✓	✓	✓	✓
California		✓ ¹³	✓ ¹³	✓ ¹³	✓ ¹³
Colorado	✓ ¹⁶	✓ ¹⁶	✓ ¹⁶	✓ ¹⁶	✓ ¹⁶
Connecticut	✓ ¹⁷	✓ ¹⁷	✓ ¹⁷	✓ ¹⁷	✓ ¹⁷
Delaware	✓	✓	✓	✓	✓
Florida	✓	✓	✓	✓	✓
Georgia	✓ ¹²	✓ ¹²	✓ ¹²	✓ ¹²	✓ ¹²
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions	✓	✓	✓	✓	✓
Iowa SVPP	✓	✓	✓	✓	✓
Kansas At-Risk	✓	✓	✓	✓	✓
Kansas Pre-K Pilot	✓	✓	✓	✓	✓
Kentucky	✓	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓	✓
Massachusetts	✓	✓	✓	✓	✓
Michigan	✓	✓	✓	✓	✓
Minnesota	✓	✓	✓	✓	✓
Missouri	✓	✓	✓	✓	✓
Nebraska	✓	✓	✓	✓	✓
Nevada	✓	✓	✓	✓	✓
New Jersey Abbott	✓	✓	✓	✓	✓
New Jersey ECPA	✓	✓	✓	✓	✓
New Jersey ELLI	✓	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓	✓
New York		✓ ⁸	✓ ⁸	✓ ⁸	✓ ⁸
North Carolina	✓	✓	✓	✓	✓
Ohio			✓ ¹¹	✓ ¹¹	✓ ¹¹
Oklahoma	✓	✓	✓	✓	✓
Oregon	✓	✓	✓	✓	✓
Pennsylvania EABG	✓	✓	✓	✓	✓
Pennsylvania HSSAP	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓
Pennsylvania Pre-K Counts	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓
South Carolina 4K	✓	✓	✓	✓	✓
South Carolina CDEPP	✓	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓	✓
Texas	✓	✓	✓	✓	✓
Vermont Act 62	✓	✓	✓	✓	✓
Vermont EEI	✓	✓	✓	✓	✓
Virginia	✓	✓	✓	✓	✓
Washington	✓	✓	✓	✓	✓
West Virginia	✓	✓	✓	✓	✓
Wisconsin 4K	✓	✓	✓	✓	✓
Wisconsin HdSt	✓	✓	✓	✓	✓
D.C. PEEP	✓	✓	✓	✓	✓
D.C. Charter	✓	✓	✓	✓	✓

STATE	PERSONNEL
	Minimum teacher degree requirement
Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic) ⁹
Arizona	HSD (public and nonpublic) ¹²
Arkansas	BA in EC or CD (public); BA in ECE or CD (one for every three classrooms) & AA in ECE or CD (other classrooms) (nonpublic) ⁷
California	Child Development Associate Teacher Permit (public and nonpublic) ¹⁴
Colorado	CDA or AA in ECE or CD (public and nonpublic) ¹⁷
Connecticut	CDA (public and nonpublic) ¹⁸
Delaware	CDA (public and nonpublic) ⁹
Florida	BA (summer); CDA (school year) ¹⁰
Georgia	AA or Montessori diploma (public and nonpublic) ¹³
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic) ⁹
Iowa SVPP	BA (public and nonpublic)
Kansas At-Risk	BA (public)
Kansas Pre-K Pilot	BA (public); AA in ECE working toward BA within five years (nonpublic)
Kentucky	BA (public and nonpublic) ¹³
Louisiana 8(g)	BA (public)
Louisiana LA4	BA (public and nonpublic) ⁸
Louisiana NSECD	BA (nonpublic) ²
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)
Massachusetts	BA (public); None (nonpublic) ¹⁸
Michigan	BA (public and nonpublic) ¹⁵
Minnesota	BA (public); CDA (nonpublic) ¹¹
Missouri	BA (public and nonpublic)
Nebraska	BA (public and nonpublic)
Nevada	BA (public and nonpublic) ⁷
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	HSD (public and nonpublic) ⁶
New York	BA and NYS teaching certificate (public); AA or CDA (nonpublic) ⁹
North Carolina	BA (public); AA and working toward BA and birth-K license within four years (nonpublic) ¹¹
Ohio	AA in ECE (public and nonpublic) ¹²
Oklahoma	BA/BS and ECE certification (public and nonpublic)
Oregon	BA and teaching license plus 15 ECE credits (public); CDA (nonpublic) ⁸
Pennsylvania EABG	BA and ECE certification (public); AA in ECE (nonpublic) ⁸
Pennsylvania HSSAP	CDA (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	BA (public)
Pennsylvania Pre-K Counts	BA in ECE (public); AA in ECE (child care and Head Start); private school ECE certification and 18 ECE credits (nursery) ⁶
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic) ⁸
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont Act 62	BA (public); None (nonpublic) ⁷
Vermont EEI	BA (public); AA (nonpublic) ¹⁰
Virginia	BA (public); HSD (nonpublic) ⁹
Washington	AA or BA (public and nonpublic) ¹³
West Virginia	BA in ECE or pre-K special education (pre-K only programs); AA (blended programs) ⁹
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); CDA (nonpublic) ⁸
D.C. PEEP	BA (public); AA working toward BA by 2017 (nonpublic) ³
D.C. Charter	BA (public)

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Alabama	Early Childhood (P-3) (public); Child Development (nonpublic)
Alaska	ECE endorsement (public and nonpublic) ⁹
Arizona	None (public and nonpublic)
Arkansas	Degree in EC or CD with P-4 certification (public); Degree in ECE or CD (nonpublic) ⁷
California	Child Development Associate Teacher permit (public and nonpublic) ¹⁴
Colorado	Meets CDA requirements or AA in ECE or CD (public and nonpublic) ¹⁷
Connecticut	Meets CDA requirements (public and nonpublic) ¹⁸
Delaware	Meets CDA requirements (public and nonpublic) ⁹
Florida	EC or EE certification (summer); Meets CDA requirements (school year)
Georgia	Degree or certification in ECE or Montessori diploma (public and nonpublic)
Illinois	EC certificate, birth-grade 3 (public and nonpublic)
Iowa Shared Visions	Birth to grade 3 including special education, birth to grade 3, Pre-K-K (public); Meets CDA requirements (nonpublic)
Iowa SVPP	Birth to grade 3 including special education, birth to grade 3, Pre-K-K (public and nonpublic)
Kansas At-Risk	EE certification, ECE certification, ECE Special Ed, Early Childhood Unified (B-K, B-3rd), EE certification with ECE endorsement (public)
Kansas Pre-K Pilot	EE certification, ECE certification, ECE Special Ed, Early Childhood Unified (B-K, B-3rd), EE certification with ECE endorsement (public and nonpublic) ⁸
Kentucky	Interdisciplinary Early Childhood Education certificate - birth to kindergarten (public and nonpublic) ¹³
Louisiana 8(g)	Nursery school, Pre-K-3, Early Interventionist, Noncategorical preschool handicapped (public)
Louisiana LA4	Nursery school, Pre-K-3, Early Intervention, Noncategorical preschool handicapped (public and nonpublic) ⁸
Louisiana NSECD	Pre-K-3, Pre-K, Early Interventionist, Nursery, Noncategorical preschool handicapped (nonpublic) ²
Maine	Early Childhood birth-5 endorsement (public and nonpublic)
Maryland	Certification in N-3 (public and nonpublic)
Massachusetts	Early childhood teachers of students with and without disabilities, pre-K to grade 2 (public); 3 credits (nonpublic) ¹⁸
Michigan	EE certification with ECE endorsement (public); EE certification with ECE endorsement or CDA, or BA in Child Development (nonpublic) ¹⁵
Minnesota	License or certification in Early Childhood (public); Meets CDA requirements (nonpublic)
Missouri	ECE or ECSE Birth-3 certification, or 4-year CD degree (public and nonpublic)
Nebraska	ECE birth to grade 3, Early Childhood Special Education birth to grade 3, Preschool disabilities birth to kindergarten, Early Childhood Education Unified birth to grade 3 (public and nonpublic) ¹⁰
Nevada	Early childhood certification (birth-K or birth-grade 2) (public and nonpublic), Early Childhood Special Education (birth-grade 2) (public and nonpublic) ⁷
New Jersey Abbott	P-3, New Jersey Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ⁹
New Jersey ECPA	P-3, New Jersey Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ¹¹
New Jersey ELLI	P-3, New Jersey Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) ¹⁰
New Mexico	Early Childhood Education Teacher License birth-grade 3 (public and nonpublic) ⁶
New York	ECE certification - birth-grade 2, Certificate in Students with Disabilities - birth-grade 2, N-6, Pre-K-6 (public and nonpublic) ⁹
North Carolina	Birth-Kindergarten licensure (public and nonpublic) ¹¹
Ohio	Pre-K-3 License, Pre-K License, Intervention Specialist License P-12 in Vision or Hearing Impaired, Early Childhood Intervention Specialist License (P-3), K-3 or K-8 Certificate plus four courses in ECE or CD from an accredited college, Pre-K Associate (public); AA in ECE (nonpublic) ¹²
Oklahoma	ECE - Birth-grade 3 (public and nonpublic)
Oregon	ECE endorsements - Pre-K-grades 3-9 (public); Meets CDA requirements (nonpublic)
Pennsylvania EABG	ECE certification (PK-4), N-3 (public); AA in ECE (nonpublic) ⁸
Pennsylvania HSSAP	Meets CDA requirements (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	ECE or EE certification (K4); ECE (SBPK)
Pennsylvania Pre-K Counts	ECE certification PK-4 (public); AA in ECE or CD (child care and Head Start); private school ECE certification and 18 ECE credits (nursery) ⁶
Rhode Island	Early Childhood certification (pre-K-grade 2) (public and nonpublic)
South Carolina 4K	ECE - Pre-K to grade 3 (public)
South Carolina CDEPP	ECE - Pre-K to grade 3 (public); AA in ECE or related field (nonpublic)
Tennessee	Pre-K-K, Pre-K-3, Pre-K-4, Pre-K-1 SpEd, Pre-K-3 SpEd (public and nonpublic) ¹²
Texas	Generalist Teaching Certificate - ECE through grade 6 (public and nonpublic) ¹⁰
Vermont Act 62	Early childhood educator (birth to grade 3) or early childhood special educator (birth to age 5) (public); None (nonpublic) ⁷
Vermont EEI	Early childhood educator (birth to grade 3) or early childhood special educator (birth to age 5) (public); AA in ECE, CDA, or child care certificate from CCV with two years experience (nonpublic) ¹⁰
Virginia	Early/primary education (pre-K-3) or elementary education (pre-K-6) (public and nonpublic) ⁹
Washington	30 quarter units in ECE (public and nonpublic) ¹³
West Virginia	Certification in Birth-5, ECE, preschool special needs, or EE with PK/K endorsement (pre-K only programs); AA in CD, ECE, or Occupational Development with an emphasis in CD (blended programs) ⁹
Wisconsin 4K	ECE birth-age 8, ECE birth-age 11, 4K-grade 3 (public and nonpublic)
Wisconsin HdSt	ECE birth-age 8, ECE birth-age 11 (public); Meets CDA requirement (nonpublic) ⁸
D.C. PEEP	EC Certification (public); AA or BA in pre-K (nonpublic) ³
D.C. Charter	None (public)

STATE	PERSONNEL	
	Education level of teachers during 2009-2010	Minimum assistant teacher degree requirement
Alabama	AA, 11%; BA/BS, 62%; MA, 26.96%; Other, 0.04% ⁹	CDA (public and nonpublic)
Alaska	BA, 100%	AA (public and nonpublic)
Arizona	Not available	HSD (public and nonpublic) ¹³
Arkansas	HSD, 2%; CDA, 5%; AA, 13%; BA, 67%; MA, 13% ⁷	CDA (public and nonpublic) ⁸
California	Not available	HSD (public and nonpublic)
Colorado	Not available	No educational requirement, but must meet Colorado Department of Human Services Licensing Requirements (public and nonpublic)
Connecticut	CDA, 17%; AA, 27%; BA, 31%; MA, 15%; ECE certificate, 8%; Not available, 2%	No minimum degree required (public and nonpublic)
Delaware	HSD, 7%; CDA, 12%; AA, 21%; BA, 53%; MA, 7% ¹⁰	HSD (public and nonpublic) ⁹
Florida	CDA, 65%; AA, 11%; BA, 21%; MA, 3%	No minimum degree required (summer and school year) ¹¹
Georgia	AA, 13%; BA or higher, 86%; Montessori or data not verified, 1% ¹³	CDA (public and nonpublic)
Illinois	BA, 100%	AA (public and nonpublic)
Iowa Shared Visions	HSD, 4%; CDA, 14%; AA, 10%; BA, 55%; MA, 16%; Ph.D., 1%	HSD (public and nonpublic) ¹⁰
Iowa SVPP	BA, 100%	CDA or Iowa Paraeducator certificate (public and nonpublic) ¹²
Kansas At-Risk	BA or higher, 100%	CDA (public)
Kansas Pre-K Pilot	BA required, breakdown not available	CDA (public and nonpublic) ⁹
Kentucky	CDA/AA, 22%; BA/MA, 78%	HSD (public and nonpublic)
Louisiana 8(g)	BA or higher, 100%	HSD (public) ³
Louisiana LA4	BA, 100% ⁹	HSD (public and nonpublic) ¹⁰
Louisiana NSECD	BA, 78%; MA, 22%	CDA (nonpublic) ³
Maine	BA, 78%; MA, 22%	Ed Tech II, which requires 60 college credit hours (public and nonpublic) ¹¹
Maryland	BA, 100%	HSD (public and nonpublic) ¹⁰
Massachusetts	Not available	HSD (public); 18 years old and a 3-credit child development course or CDA (nonpublic)
Michigan	CDA, 5%; BA, 70%; MA, 25%	CDA (public and nonpublic) ¹⁶
Minnesota	Not available	Meets child care regulations (public and nonpublic) ¹²
Missouri	CDA, 0.5%; BA, 99%; MA, 0.5% ⁶	CDA (public and nonpublic)
Nebraska	BA required, breakdown not available	12 semester hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)
Nevada	AA, 3%; BA, 64%; MA, 27%; Ph.D., 6%	HSD (public and nonpublic)
New Jersey Abbott	BA, 80.20%; MA, 19.20%; Doctoral degree, 0.6%	HSD, unless Title I school (public); HSD (nonpublic) ¹⁰
New Jersey ECPA	BA required, breakdown not available	HSD, unless Title I school (public); HSD (nonpublic) ¹²
New Jersey ELLI	BA required, breakdown not available	HSD, unless Title I school (public); HSD (nonpublic) ¹¹
New Mexico	HSD, 11%; CDA, 5%; AA, 13%; BA, 52%; MA, 19%	HSD (public and nonpublic) ⁷
New York	BA, 96%; Working toward a BA, 4% ¹⁰	HSD + 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic) ¹¹
North Carolina	HSD, 0.3%; AA, 15%; BA, 74%; MA, 11%; Ph.D./Ed.D., 0.1%	CDA or NCLB requirements (public); CDA (nonpublic) ¹²
Ohio	AA, 6%; BA, 47%; MA, 45%; Educational specialist and non-degree, 2%	HSD (public and nonpublic)
Oklahoma	BA/BS or higher, 100%	NCLB requirements (public and nonpublic) ¹⁰
Oregon	HSD, 2%; CDA, 18%; AA, 35%; BA, 35%; MA, 10% ⁹	HSD or GED (public and nonpublic) ⁸
Pennsylvania EABG	Not available	Must meet NCLB requirements (public and nonpublic) ⁹
Pennsylvania HSSAP	Not available	HSD (public and nonpublic) ⁸
Pennsylvania K4 & SBPK	BA required, breakdown not available	Meets NCLB requirements (SBPK); None (K4) ⁷
Pennsylvania Pre-K Counts	AA, 5.6%; BA, 75%; MA, 9%; Not reported, 10.4%	Must meet NCLB requirements (public and nonpublic) ⁷
Rhode Island	BA, 100%	HSD + 12 college credits of ECE (public and nonpublic)
South Carolina 4K	BA or higher, 100%	HSD (public)
South Carolina CDEPP	BA or higher, 100% (public); Not available (nonpublic)	HSD (public and nonpublic) ⁹
Tennessee	BA, 57%; MA, 38%; Ed.S and Doctorate, 5%	CDA (pilot program); HSD + pre-K experience (VPK) ¹³
Texas	BA or higher, 100%	HSD (public and nonpublic)
Vermont Act 62	Not available	AA (public); HSD + 30-hour course in child development (nonpublic) ⁸
Vermont EEI	Not available	AA (public); HSD + 30-hour course in child development (nonpublic) ¹¹
Virginia	CDA, 2%; AA, 1%; BA, 97%	HSD (public); No minimum degree required (nonpublic)
Washington	HSD, 1%; CDA, 4%; AA, 42%; BA, 38%; MA, 8%; Some college, but no degree, 7% ¹⁴	CDA or 12 credits ECE (public and nonpublic) ¹⁵
West Virginia	Not available	HSD (public and nonpublic)
Wisconsin 4K	BA or higher, 100%	HSD (public and nonpublic) ¹²
Wisconsin HdSt	Not available	HSD (public and nonpublic) ⁸
D.C. PEEP	AA, 14%; BA, 80%; MA, 6%	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ⁴
D.C. Charter	Not available	AA (public)

STATE	PERSONNEL	
	Assistant teacher specialized training requirement	Teacher in-service requirement
Alabama	CDA (public); CDA or AA in CD or ECE (nonpublic)	40 clock hours per year
Alaska	AA in ECE or related field (public and nonpublic)	6 credit hours per 5 years
Arizona	None (public and nonpublic)	12 clock hours per year ¹⁴
Arkansas	CDA or AA in ECE or CD (public and nonpublic) ⁸	60 clock hours per year (certified staff); 30 clock hours per year (all other teachers)
California	None (public and nonpublic)	105 clock hours per 5 years
Colorado	None (public and nonpublic)	15 clock hours per year
Connecticut	None (public and nonpublic)	6 clock hours per year ¹⁹
Delaware	None (public and nonpublic)	18 clock hours per year
Florida	None (summer and school year)	10 clock hours per year ¹²
Georgia	CDA (public and nonpublic)	15 clock hours per academic year
Illinois	None (public and nonpublic)	120 clock hours per 5 years
Iowa Shared Visions	None (public and nonpublic) ¹⁰	6 credit hours per 5 years (public); None (nonpublic) ¹¹
Iowa SVPP	CDA or Iowa Paraeducator certificate (public and nonpublic) ¹²	6 credit hours per 5 years
Kansas At-Risk	CDA (public)	15 clock hours per year
Kansas Pre-K Pilot	CDA (public and nonpublic)	15 clock hours per year
Kentucky	None (public and nonpublic)	28 clock hours per school year
Louisiana 8(g)	None (public)	150 clock hours per 5 years
Louisiana LA4	None (public and nonpublic)	18 clock hours per year
Louisiana NSECD	CDA or AS or higher in Early Childhood, Education, or Family Studies (nonpublic)	18 clock hours per year ⁴
Maine	None (public and nonpublic)	6 credit hours per 5 years
Maryland	None (public and nonpublic)	6 credit hours per 5 years ¹¹
Massachusetts	None (public and nonpublic)	20 clock hours/year (UPK); 150 hours/5 years (Grant 391)
Michigan	CDA or AA in ECE or CD (public and nonpublic)	6 credit hours per 5 years (certified staff); 12 clock hours per year (other staff) ¹⁷
Minnesota	Per federal Head Start requirements and state licensing regulations, covering EC grades (public and nonpublic) ¹²	15 clock hours per year ¹³
Missouri	CDA (public and nonpublic)	22 clock hours per year ⁷
Nebraska	12 semester hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)	12 clock hours per year
Nevada	None (public and nonpublic)	6 credit hours per 5 years
New Jersey Abbott	None (public and nonpublic)	100 clock hours per 5 years
New Jersey ECPA	None (public and nonpublic)	100 clock hours per 5 years
New Jersey ELLI	None (public and nonpublic)	100 clock hours per 5 years
New Mexico	Educational Assistant License (public); None (nonpublic)	45 clock hours per year
New York	Level I, II, or III Teaching Assistant Certificate (public); None (nonpublic) ¹¹	175 clock hours per 5 years
North Carolina	CDA (public and nonpublic)	15 CEUs per 5 years ¹³
Ohio	None (public and nonpublic)	20 clock hours per 2 years
Oklahoma	Meets NCLB requirements (public and nonpublic) ¹⁰	75 clock hours per 5 years
Oregon	None (public and nonpublic)	15 clock hours per year
Pennsylvania EABG	Must meet NCLB requirements (public and nonpublic) ⁹	180 clock hours per 5 years
Pennsylvania HSSAP	None (public and nonpublic)	15 clock hours per year
Pennsylvania K4 & SBPK	Meets NCLB requirements (SBPK); None (K4) ⁷	180 clock hours per 5 years
Pennsylvania Pre-K Counts	Must meet NCLB requirements (public and nonpublic) ⁷	180 clock hours per 5 years
Rhode Island	HSD + 12 college credits of ECE (public and nonpublic)	20 clock hours per year
South Carolina 4K	None (public)	15 clock hours per year
South Carolina CDEPP	Early childhood development credential (public and nonpublic) ⁹	15 clock hours per year
Tennessee	ECERS, ELLCO, Personal Safety, TN Early Learning Development Standards, Child care rules and regulations (public and nonpublic); CDA (pilot program) ¹³	18 clock hours per year ¹⁴
Texas	None (public and nonpublic)	150 clock hours per 5 years
Vermont Act 62	None (public and nonpublic) ⁸	9 credit hours per 7 years
Vermont EEI	None (public and nonpublic) ¹¹	9 credit hours per 7 years (public); 12 clock hours/year (nonpublic) ¹²
Virginia	None (public and nonpublic)	15 clock hours per year
Washington	CDA or 12 quarter credits ECE (public and nonpublic) ¹⁵	15 clock hours per year
West Virginia	None (public and nonpublic)	15 clock hours per year
Wisconsin 4K	None (public and nonpublic)	6 credit hours per 5 years
Wisconsin HdSt	None (public and nonpublic) ⁸	15 clock hours per year ⁹
D.C. PEEP	None (public); CDA (nonpublic) ⁴	90 hours/4 years (DCPS); 1 day/month (CBO)
D.C. Charter	None (public)	Determined locally

STATE

PERSONNEL

	Assistant teacher in-service requirement	Are teachers required to be paid on public school salary scale?
Alabama	40 clock hours per year	Yes (public); No (nonpublic)
Alaska	None	Not reported
Arizona	12 clock hours per year ¹⁴	No ¹⁵
Arkansas	30 clock hours per year	Yes
California	None	No
Colorado	15 clock hours per year	No
Connecticut	6 clock hours per year ¹⁹	No
Delaware	18 clock hours per year	No
Florida	10 clock hours per year	Yes (public); No (nonpublic)
Georgia	15 clock hours per academic year	No
Illinois	None	Yes
Iowa Shared Visions	10 clock hours per year	Yes (public); No (nonpublic)
Iowa SVPP	None	Yes (public); No (nonpublic)
Kansas At-Risk	15 clock hours per year	Yes
Kansas Pre-K Pilot	15 clock hours per year	Locally determined ¹⁰
Kentucky	18 clock hours per year	Yes (public); No (nonpublic) ¹⁴
Louisiana 8(g)	Determined locally	Yes
Louisiana LA4	18 clock hours per year	Yes ¹¹
Louisiana NSECD	18 clock hours per year ⁴	No
Maine	3 credit hours per 5 years ¹¹	Yes (public); No (nonpublic) ¹²
Maryland	None ¹¹	Yes
Massachusetts	20 clock hours/year (UPK); 150 hours/5 years (Grant 391)	Yes (public); No (nonpublic)
Michigan	12 clock hours per year ¹⁷	No
Minnesota	15 clock hours per year ¹³	Yes (public); No (nonpublic)
Missouri	22 clock hours per year ⁷	Yes (public); No (nonpublic)
Nebraska	12 clock hours per year	No
Nevada	None	Yes (public); No (nonpublic) ⁸
New Jersey Abbott	Determined locally ¹¹	Yes
New Jersey ECPA	Determined locally ¹³	Yes
New Jersey ELLI	Determined locally ¹²	Yes
New Mexico	45 clock hours per year	Yes ⁸
New York	75 clock hours per 5 years	Yes (public); No (nonpublic)
North Carolina	15 clock hours per year ¹³	Yes ¹⁴
Ohio	15 clock hours per year ¹³	No
Oklahoma	None ¹¹	Yes ¹²
Oregon	None	Yes (public); No (nonpublic)
Pennsylvania EABG	Determined locally	Yes (public); No (nonpublic)
Pennsylvania HSSAP	15 clock hours per year	No
Pennsylvania K4 & SBPK	Determined locally	Yes
Pennsylvania Pre-K Counts	24 clock hours per year	Yes (public); No (nonpublic) ⁸
Rhode Island	20 clock hours per year	Yes
South Carolina 4K	15 clock hours per year	Yes
South Carolina CDEPP	15 clock hours per year	Yes (public); No (nonpublic)
Tennessee	12 clock hours per year ¹⁴	Yes ¹⁵
Texas	None	Yes
Vermont Act 62	12 clock hours per year	Yes (public); No (nonpublic)
Vermont EEI	12 clock hours per year	Yes (public); No (nonpublic)
Virginia	15 clock hours per year	Yes (public); No (nonpublic)
Washington	None	No
West Virginia	15 clock hours per year	Yes (public); No (nonpublic)
Wisconsin 4K	Determined locally	Yes (public); No (nonpublic)
Wisconsin HdSt	Amount not specified ⁹	No
D.C. PEEP	None ⁵	Yes ⁶
D.C. Charter	Determined locally	No

STATE

PERSONNEL

State supports for teacher education

Alabama	Scholarships, Mentors
Alaska	Not reported
Arizona	Scholarships, Other ¹⁶
Arkansas	Scholarships
California	Scholarships, Mentors, Stipends for staff retention based on school or training classes attended
Colorado	Scholarships, Loan forgiveness, Mentors
Connecticut	Scholarships, Coaches as funding allows, Other ²⁰
Delaware	Scholarships
Florida	Scholarships, Loan forgiveness, Mentors
Georgia	Scholarships, Mentors, Online CDA courses, Birth–5 credential, HOPE scholarship for technical schools, FIRST project
Illinois	Scholarships, Loan forgiveness, Mentors
Iowa Shared Visions	Scholarships
Iowa SVPP	TEACH Scholarships, Mentors
Kansas At-Risk	None
Kansas Pre-K Pilot	None
Kentucky	Scholarships, Mentors, Classrooms of Excellence Program, Regional training centers
Louisiana 8(g)	Mentors, Tuition assistance for certification
Louisiana LA4	Mentors, Stipend to National Board Certified teachers
Louisiana NSECD	Scholarships, Mentors, Online training and tutorials
Maine	Scholarships, Mentors, Local districts contribute towards Professional Development (varies by district)
Maryland	Scholarships, Loan forgiveness, Mentors, Literacy coaches ¹²
Massachusetts	Scholarships
Michigan	Mentors, Other ¹⁹
Minnesota	Scholarships
Missouri	Scholarships, T.E.A.C.H. Missouri Scholarships
Nebraska	None
Nevada	Scholarships
New Jersey Abbott	Scholarships, Loan forgiveness, Mentors
New Jersey ECPA	Mentors
New Jersey ELLI	Mentors
New Mexico	Scholarships, Loan forgiveness, Mentors, T.E.A.C.H.
New York	Scholarships, Mentors, Candidate fee subsidy program
North Carolina	Scholarships, Mentors, Other ¹⁵
Ohio	Regional professional development
Oklahoma	Mentors, Other ¹³
Oregon	Scholarships, Mentors
Pennsylvania EABG	Scholarships, Loan forgiveness, Mentors
Pennsylvania HSSAP	Scholarships, Loan forgiveness, Mentors
Pennsylvania K4 & SBPK	Scholarships, Loan forgiveness, Mentors
Pennsylvania Pre-K Counts	Scholarships, Loan forgiveness, Mentors
Rhode Island	Mentors
South Carolina 4K	Loan forgiveness, Mentors
South Carolina CDEPP	Scholarships, Mentors
Tennessee	Mentors, Summer workshops ¹⁶
Texas	Texas Beginning Educator Support System (TxBESS) ¹¹
Vermont Act 62	Scholarships
Vermont EEI	Scholarships
Virginia	Scholarships, Mentors
Washington	Scholarships, Training and Conferences ¹⁶
West Virginia	Scholarships, Mentors
Wisconsin 4K	Scholarships, Mentors, Stipends
Wisconsin HdSt	Scholarships, Mentors, Stipends
D.C. PEEP	Scholarships, Mentors, Tuition reimbursement, Dual certification bonus, premiums to attend professional development
D.C. Charter	None ⁷

STATE	Total 2009-2010 spending	How much of total spending came from...
Alabama	\$17,585,880	State, \$17,585,880
Alaska	\$1,700,000	State, \$1,700,000 ¹⁰
Arizona	\$4,719,770	State, \$494,687; Federal, \$4,225,083 ¹⁷
Arkansas	\$171,973,151	State, \$103,500,000; Federal, \$7,500,000; Required local, \$60,973,151 ⁹
California	\$819,950,497	State, \$788,973,978; Federal, \$30,976,519 ¹⁵
Colorado	\$73,252,182	State, \$45,246,206; Required local, \$28,005,976
Connecticut	\$93,547,400	State, \$83,301,663; Non-required local, \$10,245,737 ²¹
Delaware	\$5,727,800	State, \$5,727,800
Florida	\$391,819,943	State, \$353,802,409; Federal, \$38,017,534
Georgia	\$341,935,357	State, \$341,470,922; Federal, \$464,435
Illinois	\$295,267,954	State, \$295,267,954 ⁴
Iowa Shared Visions	\$17,354,374	State, \$7,024,552; Federal, \$8,924,912; Required local, \$1,404,910
Iowa SVPP	\$41,609,864	State, \$41,609,864 ¹⁴
Kansas At-Risk	\$18,564,928	State, \$18,564,928
Kansas Pre-K Pilot	\$5,000,000	State, \$5,000,000 ¹¹
Kentucky	\$140,261,553	State, \$69,187,530; Federal, \$55,299,992; Non-required local, \$15,774,031
Louisiana 8(g)	\$13,679,635	State, \$13,679,635
Louisiana LA4	\$76,577,807	State, \$46,527,807; Federal, \$28,050,000; Non-required local, \$2,000,000 ¹²
Louisiana NSECD	\$7,500,000	TANF funding, \$7,500,000
Maine	\$13,826,444	State, \$6,443,614; Required local, \$7,382,830
Maryland	\$252,179,702	State, \$107,619,200; Federal, \$18,546,538; Required local, \$126,013,964
Massachusetts	\$52,462,817	State, \$16,900,531; Federal, \$35,562,286 ¹⁹
Michigan	\$87,128,000	State, \$87,128,000 ²⁰
Minnesota	\$13,682,074	State, \$13,682,074
Missouri	\$13,215,441	State, \$13,215,441
Nebraska	\$21,218,373	State, \$11,922,004; Federal, \$6,376,787; Non-required local, \$2,919,582 ¹¹
Nevada	\$3,338,875	State, \$3,338,875 ⁹
New Jersey Abbott	\$537,315,873	State, \$537,315,873
New Jersey ECPA	\$37,400,000	State, \$37,400,000
New Jersey ELLI	\$2,280,300	State, \$2,280,300 ¹³
New Mexico	\$16,542,407	State, \$14,042,407; Federal, \$2,500,000 ⁹
New York	\$378,107,213	State, \$378,107,213
North Carolina	\$244,085,049	State, \$135,450,483; Federal, \$78,098,490; Non-required local, \$30,536,076 ¹⁶
Ohio	\$22,243,792	State, \$22,243,792
Oklahoma	\$293,412,975	State, \$167,245,396; Federal, \$52,814,335; Non-required local, \$73,353,244 ¹⁴
Oregon	\$54,897,578	State, \$54,897,578
Pennsylvania EABG	\$15,041,345	State, \$15,041,345
Pennsylvania HSSAP	\$38,645,052	State, \$38,645,052
Pennsylvania K4 & SBPK	\$51,463,177	State, \$51,463,177 ⁸
Pennsylvania Pre-K Counts	\$84,658,447	State, \$84,658,447
Rhode Island	\$1,150,000	State, \$700,000; Federal, \$450,000
South Carolina 4K	\$59,983,628	State, \$15,813,846; Federal, \$11,042,446; Required local, \$33,127,336 ⁷
South Carolina CDEPP	\$19,700,000	State, \$19,700,000
Tennessee	\$104,487,513	State, \$81,657,785; Required local, \$22,829,728
Texas	\$791,378,304	State, \$791,378,304
Vermont Act 62	\$16,710,714	State, \$16,710,714
Vermont EEI	\$1,080,000	State, \$1,080,000
Virginia	\$93,974,015	State, \$63,078,873; Required local, \$30,895,142
Washington	\$54,716,348	State, \$54,716,348 ¹⁷
West Virginia	\$130,640,325	State, \$76,617,241; Federal, \$51,084,734; Non-required local, \$2,938,350
Wisconsin 4K	\$191,000,000	State, \$122,000,000; Required local, \$69,000,000
Wisconsin HdSt	\$6,960,062	State, \$6,960,062
D.C. PEEP	\$59,593,027	District, \$59,593,027 ⁷
D.C. Charter	\$41,994,550	District, \$41,994,550 ⁸

STATE

RESOURCES

State funding sources and amounts

Alabama	Education trust fund, \$17,585,880
Alaska	State general fund, \$1,700,000
Arizona	Early Childhood Block Grant, \$479,526; State Family Literacy, \$15,161
Arkansas	General revenue, \$103,500,000
California	State general fund, \$788,973,978
Colorado	General fund, General fund exempt, State public school fund (CF), State public school fund (CFX), State education fund, \$45,246,206
Connecticut	General Fund, \$73,025,655; Dept. of Social Services General Fund (Care4Kids funding & Quality Enhancement Funds), \$10,276,008 ²¹
Delaware	Early Childhood Assistance Program, \$5,727,800
Florida	General revenue, \$353,802,409
Georgia	Lottery, \$341,470,922
Illinois	General revenue funds, \$295,267,954 ⁶
Iowa Shared Visions	General funds, \$7,024,552
Iowa SVPP	General funds, \$41,609,864 ¹⁴
Kansas At-Risk	State general Funds, \$18,564,928
Kansas Pre-K Pilot	Tobacco funds, \$5,000,000
Kentucky	State-funded preschool allocation from legislature, \$69,187,530
Louisiana 8(g)	8(g) Funds, \$13,679,635
Louisiana LA4	State general fund, \$46,527,807
Louisiana NSECD	None
Maine	General revenue, \$6,443,614
Maryland	General revenue, \$107,619,200
Massachusetts	State Budget Appropriations, \$16,900,531
Michigan	State School Aid Fund, \$79,553,000; General Fund, \$7,575,000 ²⁰
Minnesota	General fund, \$13,682,074
Missouri	Entrance fees to the gambling boats, \$13,215,441
Nebraska	State Aid, \$8,492,851; Early Childhood Education Grant, \$3,326,345; Special Education Flexible Funds, \$102,808
Nevada	State funds allocated for State Pre-K, \$3,338,875
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	State general fund, \$14,042,407
New York	Allocation grant, \$378,107,213
North Carolina	General fund, \$51,325,386; Lottery, \$84,125,097 ¹⁶
Ohio	General revenue funds, \$22,243,792
Oklahoma	State aid formula, \$167,245,396
Oregon	General fund, \$54,897,578
Pennsylvania EABG	General Revenue Fund, \$15,041,345
Pennsylvania HSSAP	State Department of Education Funds, \$38,645,052
Pennsylvania K4 & SBPK	State, \$51,463,177 ⁸
Pennsylvania Pre-K Counts	General fund, \$84,658,447
Rhode Island	State funds, \$700,000
South Carolina 4K	State Education Improvement Act (penny sales tax), \$15,813,846 ⁷
South Carolina CDEPP	State general fund, \$17,300,000; First Steps, \$2,400,000 ¹⁰
Tennessee	General revenue funds, \$79,657,785; Lottery funds, \$2,000,000
Texas	General revenue Funds, \$791,378,304 ¹²
Vermont Act 62	State, \$16,710,714
Vermont EEI	Education Fund, \$1,080,000
Virginia	Lottery proceeds Fund, \$63,055,861; General fund, \$23,012
Washington	State general Fund, \$54,716,348
West Virginia	State aid formula, \$76,617,241
Wisconsin 4K	General revenue funds, \$122,000,000
Wisconsin HdSt	General purpose revenue, \$6,960,062
D.C. PEEP	District, \$59,593,027
D.C. Charter	District, \$41,994,550

STATE	RESOURCES	School funding or state aid formula?
	Federal funding sources and amounts	
Alabama	None	No
Alaska	None	Not reported
Arizona	IDEA Preschool, \$4,225,083 ¹⁸	No ¹⁹
Arkansas	TANF, \$7,500,000; USDA, IDEA, TITLE I, amounts not specified	No
California	CCDF, \$23,629,519; ARRA, \$7,347,000	No
Colorado	None	Yes ¹⁸
Connecticut	USDA Child and Adult Care Food Program, amount not specified	Yes ²²
Delaware	None	No
Florida	ARRA funds, \$38,017,534	Yes ¹³
Georgia	CCDF, \$464,435	No
Illinois	Amounts not specified	No
Iowa Shared Visions	Head Start, Empowerment, TANF, \$8,924,912	No
Iowa SVPP	None	Yes ¹⁵
Kansas At-Risk	None	Yes ⁵
Kansas Pre-K Pilot	None	No
Kentucky	Title I, \$11,700,936; IDEA Part B, \$11,783,484; Early Reading First, \$647,997; Even Start, \$171,356; Title II, \$637,038; Head Start, \$30,073,109; 21st Century, \$3,943; Department of Health and Human Services and other sources, \$282,129	Yes ¹⁵
Louisiana 8(g)	Unknown ⁴	Yes ⁵
Louisiana LA4	TANF, \$28,050,000	No
Louisiana NSECD	TANF, \$7,500,000	No
Maine	ARRA funds, use determined locally	Yes ¹³
Maryland	NCLB, Title Programs I-II-III-IV, IDEA Part B, \$18,546,538	Yes ¹³
Massachusetts	TANF/CCDF, \$31,564,596; IDEA ARRA funding, \$3,997,690	No ²⁰
Michigan	None	Yes ²¹
Minnesota	None	No
Missouri	Unknown	No
Nebraska	IDEA Part B, \$3,463,275; IDEA Part C, \$349,082; Head Start, \$2,196,507; Title I, \$349,914; Migrant funds, \$1,950; Child Care Subsidy, \$16,059	Yes ¹²
Nevada	Title I, amount not specified	No
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹²
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹⁴
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹⁴
New Mexico	TANF, \$2,500,000	Yes ¹⁰
New York	None	Yes ¹²
North Carolina	TANF, \$28,001,161; Head Start, \$24,168,775; Title I, \$14,988,772; IDEA, \$6,639,494; CACFP, \$4,300,288 ¹⁶	No
Ohio	Title I, amounts not specified ¹⁴	Yes ¹⁵
Oklahoma	Title I, Child Nutrition, and IDEA, \$52,814,335	Yes
Oregon	None	No
Pennsylvania EABG	None	Yes ¹⁰
Pennsylvania HSSAP	None	No
Pennsylvania K4 & SBPK	None	No
Pennsylvania Pre-K Counts	None	No
Rhode Island	Title I, \$450,000 ⁹	No
South Carolina 4K	Sources not reported, \$11,042,446 ⁷	Yes ⁸
South Carolina CDEPP	None	Yes
Tennessee	Head Start, IDEA, Title I, amounts not specified	Yes ¹⁷
Texas	None	Yes ¹³
Vermont Act 62	None	Yes ⁹
Vermont EEI	None	No
Virginia	None	Yes ¹⁰
Washington	None	No
West Virginia	IDEA, \$5,792,686; Title I, \$8,348,642; Head Start, \$35,215,385; TANF/child care subsidy, \$1,728,021	Yes
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amounts not specified ¹³	Yes ¹⁴
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amounts unknown	No
D.C. PEEP	None	Yes
D.C. Charter	None	Yes ⁹

Footnotes are grouped by state at the end of Appendix A. All data are for the '09-'10 school year, unless otherwise noted.

STATE	RESOURCES
Agencies eligible to receive funding directly	
Alabama	Public schools, Head Start, Private CC, Faith-based centers, College/university lab schools, Military agencies, Community organizations
Alaska	Public schools
Arizona	Public schools, Charter schools
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC
California	Public schools, Head Start, Private CC, Faith-based centers without religious content
Colorado	Public schools
Connecticut	Municipalities, towns, school districts
Delaware	Public schools, Head Start, Private CC, Faith-based centers, For-profit child care
Florida	Early Learning Coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Technical Schools and Universities, Military Bases, Charter Schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, University-based and community college-based higher education programs
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Public schools
Kansas At-Risk	Public schools
Kansas Pre-K Pilot	Public schools, Head Start, Private CC, Faith-based centers, Resource and referral agencies ¹²
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA4	Public schools, Approved charter schools
Louisiana NSECD	Private CC, Faith-based centers, Nonpublic and charter schools (must be licensed by the Louisiana Department of Education and adhere to NSECD standards)
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private schools
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Competitive grantees can be for-profit or nonprofit, public or private agencies
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Educational Service Units ¹²
Nevada	Public schools, Head Start, Private CC, Faith-based centers
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, Charter Schools, Regional Education Cooperatives
New York	Public schools
North Carolina	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Other non-profit organizations
Ohio	Public schools
Oklahoma	Public schools ¹⁵
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Community Colleges, Government Agencies, Higher Education
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Licensed Nursery Schools
Rhode Island	Public schools, Head Start, Private CC
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, South Carolina First Steps
Tennessee	Public schools
Texas	Public schools, Charter Schools
Vermont Act 62	Public schools
Vermont EEI	Public schools
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Local governments, colleges/universities, educational service districts
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start
D.C. PEEP	Public schools, Private CC, Public Charter schools
D.C. Charter	NA

STATE

RESOURCES

Agencies with which subcontracting is permitted

Alabama	None
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Arizona	Head Start, Private CC, Faith-based centers, Community preschools located within school districts (tuition based)
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC
California	Public schools, Head Start, Private CC, Faith-based centers without religious content
Colorado	Head Start, Private CC, Faith-based programs without religious content, Public agencies such as city recreation centers or university and college lab school programs, Charter schools, Even Start programs
Connecticut	Public schools, Head Start, Private CC, Faith-based centers
Delaware	Public schools, Head Start, Private CC, Faith-based centers, Family CC, For-profit child care
Florida	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Georgia	None
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Head Start, Private CC, Faith-based centers
Kansas At-Risk	Public schools, Other ⁶
Kansas Pre-K Pilot	Public schools, Head Start, Private CC, Faith-based centers
Kentucky	Public schools, Head Start, Private CC, Faith-based centers
Louisiana 8(g)	None
Louisiana LA4	Head Start, Private CC
Louisiana NSECD	Public schools, Head Start, Private CC, Faith-based centers
Maine	Public schools, Head Start, Private CC, Family CC
Maryland	Public schools, Head Start, Private CC
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private schools
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other ²²
Minnesota	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Head Start, Private CC
Nevada	None
New Jersey Abbott	Public schools, Head Start, Private CC, Faith-based centers
New Jersey ECPA	Public schools, Head Start, Private CC, Faith-based centers
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, Charter schools, Regional educational cooperatives
New York	Head Start, Private CC, Faith-based centers, Family CC, Libraries, Museums
North Carolina	Public schools, Head Start, Private CC, Faith-based centers
Ohio	Public schools, Head Start, Private CC, Faith-based centers
Oklahoma	Head Start, Private CC, Faith-based centers, Corporate spaces and community-based facilities, such as assisted living centers, YWCA, university child development centers, and tribal Head Start
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Community colleges, Government agencies, Higher Education
Pennsylvania EABG	Public schools, Head Start, Private CC
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Licensed nursery schools
Rhode Island	Public schools, Head Start, Private CC
South Carolina 4K	Public schools, Head Start
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers
Tennessee	Head Start, Private CC, Faith-based centers, Institutions of higher education, Housing authorities
Texas	Public schools, Head Start, Private CC
Vermont Act 62	Head Start, Private CC, Faith-based centers, Family CC
Vermont EEI	Head Start, Private CC, Family CC, Parent child centers
Virginia	Public schools, Head Start, Private CC, Faith-based centers
Washington	Public schools, Head Start, Private CC, Local governments, Colleges/universities, Educational service districts.
West Virginia	Head Start, Private CC, Faith-based centers
Wisconsin 4K	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other ¹⁵
Wisconsin HdSt	Public schools, Private CC, Family CC
D.C. PEEP	Public schools, Professional development support contractors, Comprehensive health service contractors
D.C. Charter	NA

STATE	RESOURCES
Is there a required local match?	Is there a minimum rating (based on the state's QRS) that a setting must receive to be eligible for state pre-K funds?
Alabama	Yes, 25% ¹⁰
Alaska	No
Arizona	No
Arkansas	Yes, 40% ¹⁰
California	No
Colorado	No
Connecticut	No
Delaware	No
Florida	No
Georgia	No
Illinois	No
Iowa Shared Visions	Yes, 20% of total grant amount
Iowa SVPP	No
Kansas At-Risk	No
Kansas Pre-K Pilot	No
Kentucky	No
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	Yes ¹⁴
Maryland	No
Massachusetts	No
Michigan	Yes ²⁰
Minnesota	No
Missouri	No
Nebraska	Yes, 100% ¹³
Nevada	No
New Jersey Abbott	No
New Jersey ECPA	No
New Jersey ELLI	Yes ¹⁵
New Mexico	No
New York	No
North Carolina	Yes ¹⁷
Ohio	No
Oklahoma	No
Oregon	No
Pennsylvania EABG	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	No
South Carolina 4K	No
South Carolina CDEPP	No
Tennessee	Yes ¹⁷
Texas	No
Vermont Act 62	No
Vermont EEI	No
Virginia	Yes ¹⁰
Washington	No
West Virginia	No
Wisconsin 4K	Yes ¹⁶
Wisconsin HdSt	No
D.C. PEEP	No
D.C. Charter	No

STATE

MONITORING

Information collected for monitoring purposes

Alabama	Structured observations of classroom quality (ECERS & ELLCO, twice per year); Documentation of children's learning and/or child outcomes (PPVT & LELA, twice per year); Documentation of program-level outcomes (ECERS & ELLCO, twice per year); Program facilities and safety procedures; Program records
Alaska	Structured observations of classroom quality (ECERS, twice per year); Documentation of children's learning and/or child outcomes (PPVT and DIAL-3, twice per year); Annual report and a year end snapshot of Alaska Revised Developmental Profile results
Arizona	Structured observations of classroom quality (locally determined instrument, six year cycle); Documentation of children's learning and/or child outcomes (choose from COR, Creative Curriculum, Galileo, Work Sampling, twice per year); Documentation of program-level outcomes (linked to Arizona's Early Childhood Quality Improvement Practices Document, annually through grant process); Program facilities and safety procedures; Results of program self-assessments (Choose from approved self-assessment tools); Program records; Desk review regarding fiscal matters
Arkansas	Structured observations of classroom quality (ECERS, Infant/Toddler Environmental Rating Scale, Family Child Care Rating Scale, annually); Documentation of children's learning and/or child outcomes (Work Sampling System, 3x. per year); Documentation of program-level outcomes (All ABC Rules and Regulations, annually); Program facilities and safety procedures; Program records
California	Structured observations of classroom quality (ECERS, process under revision); Documentation of children's learning and/or child outcomes (Desired Results Developmental Profile), within 60 days of initial enrollment, then at least every 6 months); Documentation of program-level outcomes (Environmental Rating Scale, classrooms summary of findings, annual parent surveys); Program facilities and safety procedures; Results of program self-assessments; Program records ¹⁷
Colorado	Structured observations of classroom quality (District Advisory Councils use Colorado Quality Standards, twice per year); Documentation of children's learning and/or child outcomes (Creative Curriculum Developmental Continuum, Work Sampling Assessment System, or COR three times per year); Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Audited revenue and expenditures for district level programs, Documentation of family outcomes, Longitudinal data on children's performance ¹⁹
Connecticut	Structured observations of classroom quality (ECERS, annually for programs that are not NAEYC accredited or scored below a 3 on the CT Evaluation); Program facilities and safety procedures (comply with Head Start or NAEYC assessment standards depending on site, 10 quality components of CT School Readiness Preschool Program Evaluation System as reported by district liaison); Results of program self-assessments; Program records
Delaware	Structured observations of classroom quality (ECERS, annual); Documentation of children's learning and/or child outcomes (Creative Curriculum GOLD, 3 times per year); Documentation of program-level outcomes (Head Start Performance Standards, annual); Program facilities and safety procedures; Results of program self-assessments (Head Start self assessment tool); Participation in a state quality rating system; Program records; Reports on enrollment, services, and finances
Florida	Structured observations of classroom quality (ECERS, CLASS, and local observations, though instrument is locally determined, annual); Documentation of children's learning and/or child outcomes (Florida Kindergarten Readiness Screener); Documentation of program-level outcomes, ECHOS and the Florida Assessment for Instruction in Reading (FAIR-K), annual); Program facilities and safety procedures; Results of program self-assessments; Program records
Georgia	Structured observations of classroom quality (Pre-K Quality Assessment, annual); Documentation of children's learning and/or child outcomes (Work Sampling System, rating required every six weeks); Program facilities and safety procedures; Results of program self-assessments (checklists to help establish new programs); Program records
Illinois	Structured observations of classroom quality (ECERS & CLASS, frequency varies); Documentation of children's learning and/or child outcomes (instruments and frequency vary); Documentation of program-level outcomes (children enrolled, annual); Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records
Iowa Shared Visions	Documentation of program-level outcomes (10 program standards and criteria measured by NAEYC, portfolios reviewed externally every 5 years); Program records; NAEYC accreditation requirements
Iowa SVPP	Structured observations of classroom quality (one year after implementation); Documentation of children's learning and/or child outcomes (Creative Curriculum Developmental Continuum, COR, or other, twice per year); Documentation of program-level outcomes (program standards and kindergarten assessment, one year after implementation); Program facilities and safety procedures; Program records (annually)
Kansas At-Risk	Documentation of children's learning and/or child outcomes (instrument is locally determined, report annual to state); Program records
Kansas Pre-K Pilot	Structured observations of classroom quality (classroom practices and teacher self-assessments, including pre-KTP, annual); Documentation of children's learning and/or child outcomes (locally determined instrument, annual report); Program records ¹⁴
Kentucky	Structured observations of classroom quality (ECERS for 30% of all classrooms in 7 Pilot districts and every site, every 5 years); Documentation of children's learning and/or child outcomes (all children are assessed on one of 12 selected assessments, annual); Documentation of program-level outcomes; Program records; Documentation of transition data ¹⁷
Louisiana 8(g)	Structured observations of classroom quality (ECERS-R, frequency determined locally); Documentation of children's learning and/or child outcomes (DSC, 3 times per year; Portfolio assessments, ongoing); Documentation of program-level outcomes (compliance with program guidelines, annual); Program facilities and safety procedures; Program records (audit of financial records)
Louisiana LA4	Structured observations of classroom quality (ECERS-R & Class, annual for new teachers and those scoring below a 5.0 on previous years, four year cycle for all other teachers); Documentation of children's learning and/or child outcomes (DSC, twice per year; Portfolio assessments, ongoing); Documentation of program-level outcomes (compliance with program guidelines, annual); Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Vision/hearing screenings and referrals accommodations for students with disabilities and/or ESL students
Louisiana NSECD	Structured observations of classroom quality (ELLCO, twice per year); Documentation of children's learning and/or child outcomes (DSC, twice per year); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; NSECD End of Year Report
Maine	Other information ¹⁶
Maryland	Program records; Other information, such as to determine compliance with state prekindergarten regulations
Massachusetts	Documentation of children's learning and/or child outcomes (UPK uses Work Sampling, Creative Curriculum Developmental Continuum, COR, ASQ, twice per year); Program facilities and safety procedures
Michigan	Structured observations of classroom quality (Program Quality Assessment, at least 3 times per year); Documentation of children's learning and/or child outcomes (AEPS, COR, Creative Curriculum, Work Sampling as well as ASQ, Battelle, Brigrance, DIAL-3, at enrollment and ongoing); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments (Program Quality Assessment, at least 3 times per year); Program records ²⁴
Minnesota	Program facilities and safety procedures; Results of program self-assessments (locally designed, but modeled after the federal protocol); Program records ¹⁵
Missouri	Structured observations of classroom quality (ECERS-R bi-annually; if score is less than 4.0, annually); Program facilities and safety procedures; Results of program self-assessments; Program records
Nebraska	Structured observations of classroom quality (ECERS & ELLCO, annual for first three years of grant programs, randomly for non-grant funded in first two years); Documentation of children's learning and/or child outcomes (CC.net, Gold, AEPSi, Online Core, ongoing);

STATE

MONITORING

Information collected for monitoring purposes

Nevada	Structured observations of classroom quality (ECERS & ELLCO, annually); Documentation of children's learning and/or child outcomes (EOWPVT & PPVT, twice per year); Documentation of program-level outcomes; Program records
New Jersey Abbott	Structured observations of classroom quality (locally determined, most use ECERS); Documentation of children's learning and/or child outcomes (COR, Creative Curriculum GOLD, ELAS); Program facilities and safety procedures; Results of program self-assessments; Program records ¹⁴
New Jersey ECPA	Program records
New Jersey ELLI	Structured observations of classroom quality (ECERS, frequency unspecified); Program records
New Mexico	Structured observations of classroom quality (NM Early Learning Outcomes Classroom Observations, ongoing); Documentation of children's learning and/or child outcomes (New Mexico Early Learning Outcomes Tool, ongoing); Documentation of program-level outcomes (23 Essential Indicators, 25 for children with IEPs, twice per year); Program facilities and safety procedures; Results of program self-assessments; Program records
New York	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Basic Educational Data System Info on each enrolled pre-K student
North Carolina	Structured observations of classroom quality (ECERS-R, on schedule kept by Office of Early Learning); Results of program self-assessments; Participation in a state quality rating system; Program records; Other information: on-site monitoring by local contractor and Office of Early Learning personnel
Ohio	Structured observations of classroom quality (state conducts ELLCO on schedule set with vendor; Annual observation by schools can use CLASS, ELLCO, ECERS, CSEFL); Documentation of children's learning and/or child outcomes (GGG, twice per year; ASQSE, annual number of children receiving health and developmental screenings); Documentation of program-level outcomes (Integrated Monitoring Process and Continuous Improvement Tool (IMPACT), annual); Program facilities and safety procedures; Results of program self-assessments (submit completed IMPACT with rubric scores and continuous improvement plan); Program records ¹⁶
Oklahoma	Documentation of children's learning and/or child outcomes (specific outcomes determined locally); Documentation of program-level outcomes (specific outcomes determined locally); Program facilities and safety procedures; Program records
Oregon	Structured observations of classroom quality (annual or as needed); Documentation of children's learning and/or child outcomes (Creative Curriculum, GOLD, Partage, Galileo, Creative Curriculum Development Continuum, annual or as needed); Documentation of program-level outcomes (compliance with Federal Head Start standards, annual or as needed); Program facilities and safety procedures Results of program self-assessments (Head Start Self Assessment Tool); Program records
Pennsylvania EABG	Documentation of children's learning and/or child outcomes (Work Sampling System, 3 times per year); Documentation of program-level outcomes (Work Sampling System, 3 times per year)
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS, ECERS-R, or approved local tool, annually); Documentation of children's learning and/or child outcomes (Work Sampling System Online, 3 times per year); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; Optional participation in the State QRIS
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Structured observations of classroom quality (ECERS, annual self-assessment, bi-annual external assessment); Documentation of children's learning and/or child outcomes (Work Sampling System, online checklist and guidelines and reporting of outcomes, 3 times per year); Documentation of program-level outcomes (Program Review Instrument, annual quarterly narrative reports, monthly attendance and enrollment reporting); Program facilities and safety procedures; Results of program self-assessments (ERS, OCDEL Program Review Instrument); Participation in a state quality rating system; Program records
Rhode Island	Structured observations of classroom quality (ECERS, once per year; CLASS, twice per year); Documentation of children's learning and/or child outcomes (CreativeCurriculum.net, Observation and work samples, ongoing; Entry/Progress/Exit assessments three times per year); Participation in a state quality rating system
South Carolina 4K	Documentation of children's learning and/or child outcomes (instrument and frequency locally determined); Documentation of program-level outcomes (instrument and frequency locally determined); Results of program self-assessments (instrument and frequency locally determined)
South Carolina CDEPP	Structured observations of classroom quality (CLASS, as needed for evaluation); Documentation of children's learning and/or child outcomes (Work Sampling, 4 times per year); Program facilities and safety procedures; Results of program self-assessments (locally determined); Program records
Tennessee	Structured observations of classroom quality (ECERS & ELLCO, biannually unless there is a change in staff or classroom); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments (ELLCO & ECERS); Participation in a state quality rating system; Program records ¹⁹
Texas	None
Vermont Act 62	Documentation of children's learning and/or child outcomes (Work Sampling System or Creative Curriculum Developmental Continuum, annually); Participation in a state quality rating system ¹¹
Vermont EEI	Documentation of children's learning and/or child outcomes (Work Sampling System or Creative Curriculum Developmental Continuum, annually); Results of program self-assessments; Review of program records ¹³
Virginia	Documentation of children's learning and/or child outcomes (PALS, annually); Documentation of program-level outcomes (locally developed, annually); Program facilities and safety procedures; Program records
Washington	Documentation of children's learning and/or child outcomes (Devereux Early Childhood Assessment and contractors' choice of an assessment of other developmental domains, twice annually); Documentation of program-level outcomes (Health, annually); Program facilities and safety procedures; Results of program self-assessments; Program records; Intensive review of all ECEAP Performance Standards.
West Virginia	Structured observations of classroom quality (ECERS, annually); Documentation of children's learning and/or child outcomes (Creative Curriculum.net required for OSP reporting & West Virginia Early Learning Standards Progress monitoring, minimum of three points per year); Program facilities and safety procedures; Results of program self-assessments ¹⁰
Wisconsin 4K	Other information, such as special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts
Wisconsin HdSt	Other information, such as grant applications, budget reports, sections of the federal application and submission of Head Start PIR
D.C. PEEP	Structured observations of classroom quality (ECERS and CLASS, twice per year); Documentation of children's learning and/or child outcomes (PPVT and EVT, twice per year); Documentation of program-level outcomes (ELLCO, twice per year); Program facilities and safety procedures; Results of program self-assessments (Creative Curriculum, HighScope Assessments and checkoff list); Participation in a state quality rating system; Program records; Targeted surveys to teachers, parents, administrators that are conducted by a contractor
D.C. Charter	Structured observation of classroom quality (Program Development Reviews conducted by PCSB, annual) Documentation of children's learning and/or child outcomes (varies by LEA and is recorded in school's accountability plans) Documentation of program-level outcomes (Program Development Reviews conducted by PCSB, annual) Review of program facilities and safety procedures

STATE

MONITORING

How is monitoring information collected by the state?

Alabama	Site visits by staff of the state oversight agency, up to 10 visits per year based on need; Site visits by consultants employed by the state, twice per year; Submission of information by program or local entity, quarterly; Monitoring information is collected through other means, outside evaluators conduct child evaluations ¹¹
Alaska	Site visits by staff of the state oversight agency, planned visits on 3 year cycle; Monitoring information is collected through other means, audio/video conference visits done throughout the year
Arizona	Site visits by staff of the state oversight agency, every six years; Submission of information by program or local entity, annually; Monitoring information is collected through other means, child progress data collected in state database twice per year
Arkansas	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, two to four times per year; Submission of information by program or local entity, annually through grant renewal process ¹²
California	Site visits by staff of the state oversight agency and by consultants employed by the state, programs operated by local educational agencies are visited a minimum of once every four years and programs operated by non-local educational agencies are visited at least once every three years
Colorado	Site visits by staff of the state oversight agency, at least every two years; Submission of information by program or local entity, annually; Monitoring information is collected through other means; Department of Human Services Child Care Licensing visits financial records submissions, annually ¹⁹
Connecticut	Site visits by staff of the state oversight agency, as needed and by random sampling; Community liasions paid though grant funds monitor programs on a quarterly basis; Submission of information by program or local entity; Communities submit an RFP annually and conduct an annual evaluation of each site; Monitoring information is collected through other means, monthly data reports submitted ²⁴
Delaware	Site visits by staff of the state oversight agency, twice a year and as needed; Site visits by consultants employed by the state, depends on the technical assistance plan; Submission of information by program or local entity, quarterly reports to the state
Florida	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, based on local need; Submission of information by program or local entity, monthly
Georgia	Site visits by staff of the state oversight agency, at least twice per year; Submission of information by program or local entity, seven times a year
Illinois	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, annually; Submission of information by program or local entity, annually; expenditures, data on children enrolled and characteristics of program
Iowa Shared Visions	Site visits by NAEYC, once every five years; Monitoring information is collected through other means, review of year-end reports ¹³
Iowa SVPP	Site visits by staff of the state oversight agency, beginning in the second year of implementation and every five years thereafter; Submission of information by program or local entity, annually
Kansas At-Risk	Submission of information by program or local entity, annual reports, programs send in child results for their program based upon the locally determined child outcomes in the grant required areas of learning (cognitive, physical, social, aesthetic, language/communications)
Kansas Pre-K Pilot	Site visits by staff of the state oversight agency, annually
Kentucky	Site visits by staff of the state oversight agency, seven pilot districts visited; Site visits by consultants employed by the state, visited seven pilot districts; Submission of information by program or local entity: December 1 count form and Program Review form ¹⁷
Louisiana 8(g)	Site visits by staff of the state oversight agency and by consultants employed by the state, 50 - 75% of programs each year; Submission of information by program or local entity, 100% of programs each year ⁶
Louisiana LA4	Site visits by staff of the state oversight agency and by consultants employed by the state, all new teachers, teachers scoring below a 5.0 on the ECERS-R, and all other teachers on a four-year-rotation cycle; Submission of information by program or local entity, monthly, quarterly, semi-annual, and annual reports submitted online; All programs are monitored at the district level for compliance with program guidelines once a year; Program budgets are reviewed by DOE staff
Louisiana NSECD	Site visits by staff of the state oversight agency, an average of once a year, more as required; Site visits by consultants employed by the state, at least twice per year; Monitoring information is collected through other means, agency and legislative audits
Maine	Submission of information by program of local entity, periodically when requested
Maryland	Site visits by consultants employed by the state, two per year to monitor compliance with regulations of the prekindergarten program; Monitoring information is collected through other means, LEAs provide annual pre-K updates in their comprehensive master plans
Massachusetts	Site visits by staff of the state oversight agency, approximately once per year (UPK), all programs visited within six-year cycle (Grant 391); Monitoring information is collected through other means, electronic submission of child assessment data twice per year for UPK programs
Michigan	Site visits by staff of the state oversight agency, competitive programs have been monitored once every three years and school district programs are monitored based on problems or special issues, although the plan includes monitoring every three years; Submission of information by program or local entity; Information is submitted in an annual application, mid-year and final reports ²⁴
Minnesota	Site visits by staff of the state oversight agency, limited number of program visited every year based on a set of risk assessment factors, all program visited within five-year cycle; Submission of information by program or local entity, monthly
Missouri	Site visits by staff of the state oversight agency, at least once in six-year contract period; Site visits by consultants employed by the state, at least 8 hours of on-site consultation annually; Submission of information by program or local entity, annually
Nebraska	Site visits by staff of the state oversight agency, a percentage of classrooms each year; Site visits by consultants employed by the state, at least once per program year for a sample of classrooms; Submission of information by program or local entity, annually ¹⁴
Nevada	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, twice a year

STATE

MONITORING

How is monitoring information collected by the state?

New Jersey Abbott	Site visits by staff of the state oversight agency, several times a year and as needed; Submission of information by program or local entity, once per year as part of district's Preschool Program Plan submission for the following year ¹⁵
New Jersey ECPA	Site visits by staff of the state oversight agency, as needed; Submission of information by program or local entity, annual budget and program plan submission
New Jersey ELLI	Site visits by staff of the state oversight agency, as needed or requested by district; Submission of information by program or local entity, annual budget and program plan
New Mexico	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, mentor visits monthly; Submission of information by program or local entity, quarterly; Monitoring is collected through other means, a database is maintained with a variety of program information and demographics
New York	Site visits by staff of the state oversight agency, varies; Submission of information by program or local entity, yearly application, changes to program plan, annual final program reports
North Carolina	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, annually; Monitoring information is collected through other means; Site visits to classrooms by contracting agency personnel frequently, ECERS-R evaluations are conducted on all second year classrooms, as well as randomly through QRS evaluations of licensed programs ¹⁹
Ohio	Submission of information by program or local entity, one to three times per year depending on the information ¹⁷
Oklahoma	Site visits by staff of the state oversight agency, at least two times per year by regional accreditation officers; Submission of information by program or local entity, accreditation report each October ¹⁷
Oregon	Site visits by staff of the state oversight agency, annually or as needed; Site visits by consultants employed by the state, annually or as needed; Submission of information by program or local entity, annually or as needed
Pennsylvania EABG	Site visits by the state oversight agency, once annually; Submission of information by program of local entity, twice per year
Pennsylvania HSSAP	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, quarterly or as needed
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Site visits by consultants employed by the state, at least annually; Submission of information by program or local entity, annually, monthly, and annual reports; Monitoring information is collected through other means, teacher, child and family demographic information updated continually
Rhode Island	Site visits by staff of the state oversight agency, twice per year; Site visits by consultants employed by the state, twice monthly; Submission of information by program or local entity, web-based child assessment information monitoring three times per year
South Carolina 4K	Submission of information by program or local entity, as requested ⁹
South Carolina CDEPP	Site visits by staff of the state oversight agency, annually and as needed; Submission of information by program or local entity, as needed
Tennessee	Site visits by staff of the state oversight agency, minimum of two times per year; Site visits by consultants employed by the state, as requested or as needed; Submission of information by program or local entity, monthly financial reports, end-of-year monitoring report, annual family survey, as requested ²⁰
Texas	NA
Vermont Act 62	Submission of information by program or local entity, annual child progress data
Vermont EEI	Submission of information by program or local entity, annually ¹⁴
Virginia	Site visits by staff of the state oversight agency and by consultants employed by the state, once per biennium
Washington	Site visits by staff of the state oversight agency, at least every four years; Submission of information by program or local entity, monthly and annually; Monitoring information is collected through other means ¹⁹
West Virginia	Site visits by staff of the state oversight agency, annually for each county working toward universal access; Submission of information by program or local entity, annually ¹⁰
Wisconsin 4K	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, available periodically; Submission of information by program or local entity, yearly and with more frequency for start-up grants
Wisconsin HdSt	Submission of information by program or local entity, annual grant application, federal application, and PIR quarterly budget
D.C. PEEP	Site visits by staff of the district oversight agency, quarterly (CBO), annually (DCPS); Site visits by consultants employed by the district, weekly (CBO); Submission of information by program or local entity, monthly (CBO)
D.C. Charter	Site visits by staff of the district oversight agency, once per year; Submission of information by program or local entity, once per year through the accountability plan which schools are required to have

STATE

MONITORING

What program records are reviewed for monitoring purposes?

Alabama	Program financial records, Staff records and documentation, Child administrative records, Classroom records
Alaska	Not reported
Arizona	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Arkansas	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Health and safety records, Meal records
California	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Equipment inventory as part of formal contractor review process
Colorado	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Child assessment records
Connecticut	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Quality components as outlined in annual program evaluation
Delaware	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Physical and mental health records, Family services
Florida	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Georgia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Illinois	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Iowa Shared Visions	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records ¹³
Iowa SVPP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Kansas At-Risk	Staff records and documentation, Child administrative records, Classroom records, Annual reports, local child outcomes
Kansas Pre-K Pilot	Program financial records, Local child outcomes
Kentucky	Program financial records, Staff records and documentation, Child administrative records, Teacher credentials
Louisiana 8(g)	Program financial records, Staff records and documentation, Child administrative records, Classroom records
Louisiana LA4	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Vision and hearing screenings and referrals
Louisiana NSECD	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, NSECD end of year report, performance review and rating
Maine	None
Maryland	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Student eligibility for the prekindergarten program is verified
Massachusetts	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records ²²
Michigan	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, All programs must submit scores from the HighScope Program Quality Assessment
Minnesota	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Missouri	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Licensing and accreditation certificates, parent education and, community set-aside records
Nebraska	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, All records are subject to review
Nevada	Program financial records, Staff records and documentation, Child administrative records, Classroom records

STATE

MONITORING

What program records are reviewed for monitoring purposes?

New Jersey Abbott	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
New Jersey ECPA	Program financial records, Staff records and documentation, Child administrative records, Classroom records
New Jersey ELLI	Program financial records, Staff records and documentation, Child administrative records, Classroom records
New Mexico	Program financial records, Staff records and documentation, Child administrative records, Classroom records, CYFD programs are monitored by Child Care Licensing Bureau for compliance with child care facilities regulations
New York	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
North Carolina	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Transition and transportation plans, parent/family engagement plan, and overall adherence to program standards (class size, ratio, etc.)
Ohio	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Oklahoma	Program financial records, Program safety records, Staff records and documentation, Child administrative records
Oregon	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Family and health records
Pennsylvania EABG	None
Pennsylvania HSSAP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Rhode Island	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Program policies and documentation related to program improvement plans
South Carolina 4K	None
South Carolina CDEPP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Tennessee	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Texas	NA
Vermont Act 62	NA
Vermont EEI	Other records are reviewed, such as budgets that pertain to EEI, results of child progress assessments, program summary
Virginia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Washington	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Program policies, Family support records, Child health coordination records
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None
D.C. PEEP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
D.C. Charter	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records

STATE	MONITORING
	How is information collected through monitoring used for program improvement?
Alabama	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Alaska	Not reported
Arizona	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Arkansas	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
California	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Other purposes
Colorado	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies, To guide CDE staff services and support visits
Connecticut	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Delaware	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Florida	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Georgia	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Illinois	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Iowa Shared Visions	Teacher professional development
Iowa SVPP	Teacher professional development, Corrective actions/sanctions, Technical assistance
Kansas At-Risk	To develop overview of program needs and strengths
Kansas Pre-K Pilot	Funding decisions about programs, To provide support to programs via conferences and meetings, To provide information to all pre-K work group and EC stakeholders
Kentucky	Teacher professional development, Corrective actions/sanctions, Adjustments to the curricula, Technical assistance, Mentoring, Special education technical assistance
Louisiana 8(g)	Teacher professional development, Corrective actions/sanctions, Technical assistance, Changes to state preschool policies
Louisiana LA4	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Louisiana NSECD	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Maine	Teacher professional development, Adjustments to curricula, Technical assistance, Mentoring
Maryland	Technical assistance, LEAs required to keep and review program records, To validate programmatic information from Master Plan updates and compliance with regulations
Massachusetts	Corrective actions/sanctions, Funding decisions about programs, To inform future grant awards, Programs use child outcome data for program improvement
Michigan	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Changes to state preschool policies, Annual program goals ²⁵
Minnesota	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Missouri	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Nebraska	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Nevada	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring

STATE	MONITORING
	How is information collected through monitoring used for program improvement?
New Jersey Abbott	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
New Jersey ECPA	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance, Mentoring, Changes to state preschool policies
New Jersey ELLI	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
New Mexico	Teacher professional development, Corrective actions/sanctions, Funding decisions, Adjustments to curricula, Technical assistance, Mentoring, Implementation of the observational assessment process and implementation of program standards based upon individual program needs ¹¹
New York	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
North Carolina	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Ohio	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Oklahoma	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Oregon	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to state preschool policies
Pennsylvania EABG	Teacher professional development, Adjustments to curricula, Technical assistance
Pennsylvania HSSAP	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Changes to state preschool policies
Rhode Island	Teacher professional development, Technical assistance, Mentoring
South Carolina 4K	Teacher professional development, Adjustments to curricula, Technical assistance, Mentoring ¹⁰
South Carolina CDEPP	Teacher professional development, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Tennessee	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Texas	NA
Vermont Act 62	Teacher professional development, Adjustments to curricula, Technical assistance
Vermont EEI	Funding decisions about programs, Technical assistance
Virginia	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula
Washington	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance, Mentoring
West Virginia	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Changes to state preschool policies
Wisconsin 4K	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Wisconsin HdSt	Technical assistance, To monitor budget and assure applicant eligibility
D.C. PEEP	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Changes to district preschool policies
D.C. Charter	Teacher professional development, Corrective actions/sanctions Adjustments to curricula, Technical assistance, Mentoring

STATE	MONITORING
	Was there a formal evaluation measuring program quality and/or effectiveness?
Alabama	Yes, measuring both process quality and program impact/child outcomes
Alaska	Yes, measuring both process quality and program impact/child outcomes
Arizona	This pre-K initiative has not been evaluated
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California	This pre-K initiative has not been evaluated
Colorado	Yes, measuring impact and child outcomes
Connecticut	This pre-K initiative has not been evaluated
Delaware	Yes, measuring impact and child outcomes
Florida	Yes, measuring impact and child outcomes
Georgia	Yes, measuring process quality
Illinois	Yes, measuring both process quality and program impact/child outcomes
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes
Iowa SVPP	This pre-K initiative has not been evaluated
Kansas At-Risk	Yes, measuring both process quality and program impact/child outcomes
Kansas Pre-K Pilot	Yes, measuring both process quality and program impact/child outcomes
Kentucky	This pre-K initiative has not been evaluated
Louisiana 8(g)	Yes, measuring both process quality and program impact/child outcomes
Louisiana LA4	Yes, measuring both process quality and program impact/child outcomes
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes
Maine	This pre-K initiative has not been evaluated
Maryland	This pre-K initiative has not been evaluated
Massachusetts	Yes, measuring process quality
Michigan	Yes, measuring both process quality and program impact/child outcomes
Minnesota	This pre-K initiative has not been evaluated
Missouri	Yes, measuring both process quality and program impact/child outcomes
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ECPA	This pre-K initiative has not been evaluated
New Jersey ELLI	This pre-K initiative has not been evaluated
New Mexico	Yes, measuring both process quality and program impact/child outcomes
New York	This pre-K initiative has not been evaluated
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring process quality
Oklahoma	Yes, measuring impact and child outcomes
Oregon	This pre-K initiative has not been evaluated
Pennsylvania EABG	This pre-K initiative has not been evaluated
Pennsylvania HSSAP	This pre-K initiative has not been evaluated
Pennsylvania K4 & SBPK	This pre-K initiative has not been evaluated
Pennsylvania Pre-K Counts	This pre-K initiative has not been evaluated
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	This pre-K initiative has not been evaluated
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring impact and child outcomes
Texas	This pre-K initiative has not been evaluated
Vermont Act 62	This pre-K initiative has not been evaluated
Vermont EEI	This pre-K initiative has not been evaluated
Virginia	Yes, measuring both process quality and program impact/child outcomes
Washington	Yes, measuring both process quality and program impact/child outcomes
West Virginia	Yes, measuring process quality
Wisconsin 4K	Yes, measuring both process quality and program impact/child outcomes
Wisconsin HdSt	This pre-K initiative has not been evaluated
D.C. PEEP	Yes, measuring both process quality and program impact/child outcomes
D.C. Charter	This pre-K initiative has not been evaluated

STATE

MONITORING

Documentation of evaluation

Alabama	Study not available online
Alaska	Analysis done on first year of data not yet available
Arizona	NA
Arkansas	Report available at: www.arkansas.gov/childcare/abc
California	NA
Colorado	Most recent legislative report available at: http://www.cde.state.co.us/cpp/download/CPPOdocs/2010_CPP_LegislativeReport.pdf
Connecticut	NA
Delaware	The Baseline Quality Study is available at: http://www.doe.k12.de.us/infosuites/students_family/delfirst/inforesources.shtml
Florida	The most recent evaluation is available at: http://www.oppaga.state.fl.us/reportmain.aspx ¹⁴
Georgia	The study is available at: http://www.dec.state.ga.gov/BftS/ResearchStudyOfQuality.aspx
Illinois	A three-year evaluation of the program will be available Spring 2010
Iowa Shared Visions	The study is available at: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=645&Itemid=1278
Iowa SVPP	NA
Kansas At-Risk	The study will be available online Fall 2010
Kansas Pre-K Pilot	The report is not available online, but is available upon request
Kentucky	NA ¹⁷
Louisiana 8(g)	The 8(g) Annual Report and Prekindergarten Summary Report are published each year but are not available online
Louisiana LA4	The report is available at: www.louisianaschools.net/lde/saa/1874.html
Louisiana NSECD	Reports include: TANF Monthly Review, annual DSS Audit, annual Legislative Audit, and the Comprehensive Five-Year Longitudinal Study, which are available at www.prek1a.org
Maine	NA
Maryland	NA
Massachusetts	A program quality evaluation was conducted in the 2008-2009 school year, and in the 2009-2010 school year a Waitlist, Access, and Continuity of Services study was conducted. Data are not available online
Michigan	Evaluation reports are available at: www.highscope.org and www.nieer.org ²⁶
Minnesota	NA
Missouri	Report is available at: http://dese.mo.gov/divimprove/fedprog/earlychild/ECDA/HB_1519_Final_Evaluation_Report.html
Nebraska	Report is available at: http://www.education.ne.gov/ECH/ECGrantProg.htm
Nevada	Report is available at: www.doe.nv.gov
New Jersey Abbott	Reports are available at: http://www.nj.gov/education/ece/research/elichome.htm and http://www.nj.gov/education/ece/research/studies.htm
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	Report is available at: http://education.nmdfa.state.nm.us/cms/kunde/rts/educationnmdfastatenmus/docs/435347524-11-18-2009-08-11-31.pdf
New York	NA
North Carolina	Report is available at: http://www.fpg.unc.edu/~mafeval/ ²⁰
Ohio	Reports are available at ODE, but not online
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/publications.html
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA ¹⁰
Rhode Island	NIEER is conducting a formal evaluation, report not yet available
South Carolina 4K	NA
South Carolina CDEPP	Report available at: http://eoc.sc.gov/NR/ronlyres/D866D3D2-420C-4F48-9E8C-E6DFF956CF90/32958/CDEPPReportGeneralAssembly11210.pdf
Tennessee	Report available at: http://www.comptroller1.state.tn.us/OREA/PublicationDetails.aspx?ReportKey=ba77c0d1-dde4-46d7-95fa-3db3daf78fee
Texas	NA
Vermont Act 62	NA ¹²
Vermont EEI	NA
Virginia	Report can be found at http://jlarc.state.va.us/Reports/Rpt364.pdf
Washington	ECEAP Longitudinal Study can be found at: www.del.wa.gov/publications/eceap/docs/ECEAPReport_97-98.pdf and SWEET Study can be found at: www.fpg.unc.edu/~ncedl/pages/sweep.cfm
West Virginia	The REL-A 2009 report "West Virginia's Progress Toward Universal PreKindergarten" is available at: http://wvde.state.wv.us/osp/wvprek/ The 2009 Marshall University "Universal Access to Pre-K in West Virginia Report for The WV DOE" is available upon request ¹¹
Wisconsin 4K	Report is available at: http://www.dpi.wi.gov/fscp/pdf/ec-impact-dev.pdf
Wisconsin HdSt	NA
D.C. PEEP	Information can be found in the Early Childhood Education section of www.osse.dc.gov
D.C. Charter	NA

STATE	MONITORING
	When was the most recent formal evaluation of state pre-K program and what was evaluated?
Alabama	This pre-K initiative has been evaluated in the past; in the 2008-2009 school year on child outcomes
Alaska	An evaluation is ongoing or planned for this pre-K initiative
Arizona	NA
Arkansas	An evaluation is ongoing or planned for this pre-K initiative; conducted for the past 5 years with an additional 5 years with a new focus
California	NA
Colorado	This pre-K initiative has been evaluated in the past; child and family outcomes were evaluated for the 2008-2009 school year and program effectiveness evaluations are ongoing
Connecticut	NA
Delaware	This pre-K initiative has been evaluated in the past; the 2008 Child Outcomes Study
Florida	An evaluation is ongoing or planned for this pre-K initiative; the Florida Kindergarten Readiness Screener is administered annually
Georgia	This pre-K initiative has been evaluated in the past by FPG Child Development Institute at UNC-Chapel Hill data collected from 2008-2009, report released 2010
Illinois	An evaluation is ongoing or planned for this pre-K initiative; concludes spring 2010
Iowa Shared Visions	This pre-K initiative has been evaluated in the past; child outcomes and program quality study was completed in 2008
Iowa SVPP	NA
Kansas At-Risk	This pre-K initiative has been evaluated in the past. There will be 2009-2010 and 2010-2011 follow-ups as part of an ongoing evaluation of children in the program during the 2006-2007 school year ⁷
Kansas Pre-K Pilot	This pre-K initiative has been evaluated in the past; children were followed from the 2008-2009 school year into fall 2009
Kentucky	NA
Louisiana 8(g)	An evaluation is ongoing or planned for this pre-K initiative
Louisiana LA4	This pre-K initiative has been evaluated in the past; in the 2008-2009 school year for child outcomes and an evaluation in the 2009-2010 school year
Louisiana NSECD	This pre-K initiative has been evaluated in the past; through the TANF Monthly Review, annual DSS Audit, annual Legislative Audit, and Comprehensive Five-Year Longitudinal Study ⁶
Maine	NA
Maryland	NA
Massachusetts	This pre-K initiative has been evaluated in the past; spring 2009 study of program quality ²³
Michigan	An evaluation is ongoing or planned for this pre-K initiative; an evaluation of GSRP of child outcomes through first grade ²⁷
Minnesota	NA
Missouri	This pre-K initiative has been evaluated in the past; Early Childhood Project Final Evaluation Report in July 2003
Nebraska	An evaluation is ongoing or planned for this pre-K initiative; the early childhood grant program is evaluated annually ¹⁵
Nevada	An evaluation is ongoing or planned for this pre-K initiative; an annual and longitudinal evaluation is required by state policy
New Jersey Abbott	This pre-K initiative has been evaluated in the past; a 2009 study on effectiveness and a 2009 study on classroom quality
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	An evaluation is ongoing or planned for this pre-K initiative; evaluated for the past 5 years by NIEER using child outcome and classroom observation data
New York	NA
North Carolina	An evaluation is ongoing or planned for this pre-K initiative; evaluation of classroom quality and child outcomes conducted annually ²¹
Ohio	This pre-K initiative has been evaluated in the past; quality of the literacy environment and professional development needs in FY08 and FY09 ¹⁸
Oklahoma	An evaluation is ongoing or planned for this pre-K initiative
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	An evaluation is ongoing or planned for this pre-K initiative; on classroom quality, child outcomes in literacy, mathematics, and social and emotional development
South Carolina 4K	NA
South Carolina CDEPP	This pre-K initiative has been evaluated in the past
Tennessee	An evaluation is ongoing or planned for this pre-K initiative; the Strategic Research Group is currently completing a mandated evaluation, and the Peabody Research Institute at Vanderbilt is conducting a new study beginning in fall 2009
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	This pre-K initiative has been evaluated in the past
Washington	This pre-K initiative has been evaluated in the past; in 2003-2004 as part of the SWEEP Study and a longitudinal study in 1988 ²⁰
West Virginia	This pre-K initiative has been evaluated in the past; from 2006-2009 by REL and in 2009 by Marshall University
Wisconsin 4K	This pre-K initiative has been evaluated in the past as part of the SWEEP study in the 2003-2004 school year
Wisconsin HdSt	NA
D.C. PEEP	This pre-K initiative has been evaluated in the past; a 2008-2009 school year evaluation of the fidelity of implementation ⁹
D.C. Charter	NA

STATE

MONITORING

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

Alabama	No
Alaska	Not reported
Arizona	NA
Arkansas	Yes, conducted by NIEER
California	NA
Colorado	Yes, conducted by the state
Connecticut	NA
Delaware	No
Florida	Yes, conducted by the state
Georgia	No
Illinois	No
Iowa Shared Visions	Yes, conducted by the state
Iowa SVPP	NA
Kansas At-Risk	No
Kansas Pre-K Pilot	No
Kentucky	NA
Louisiana 8(g)	No
Louisiana LA4	Yes, conducted by The Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette
Louisiana NSECD	Yes, conducted by the state ⁶
Maine	NA
Maryland	NA
Massachusetts	Yes, conducted by an outside organization
Michigan	Yes, conducted by HighScope and NIEER ²⁷
Minnesota	NA
Missouri	Yes, conducted by the University of Missouri
Nebraska	Yes, conducted by the University of Nebraska Medical Center, Munroe-Myer Institute
Nevada	Yes, conducted by Pacific Research Associate
New Jersey Abbott	Yes, conducted by NIEER (effectiveness study) and ELIC (quality study)
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	Yes, conducted by NIEER
New York	NA
North Carolina	No
Ohio	No
Oklahoma	No
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	No
Rhode Island	Yes, conducted by NIEER
South Carolina 4K	NA
South Carolina CDEPP	Yes, conducted by the state
Tennessee	Yes, conducted by Strategic Research Group ²¹
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	Yes, conducted by the state ¹¹
Washington	Yes, conducted by Northwest Regional Education Laboratory ²⁰
West Virginia	No
Wisconsin 4K	No
Wisconsin HdSt	NA
D.C. PEEP	Yes, conducted by the Center for Urban Progress at Howard University
D.C. Charter	NA

STATE	MONITORING
	Required assessment for pre-K
Alabama	LELA, PPVT
Alaska	Not reported
Arizona	COR, Creative Curriculum, Work Sampling or Galileo Plus
Arkansas	Environmental Rating Scale, Work Sampling System
California	Desired Results Developmental Profile (DRDP)
Colorado	Work Sampling, COR, and the Creative Curriculum Developmental Continuum ¹⁵
Connecticut	Any curriculum and assessment that is aligned with the Connecticut Preschool Curriculum and Assessment Frameworks that addresses learning standards and outcomes
Delaware	Creative Curriculum; Other assessments determined locally
Florida	None
Georgia	Georgia's Pre-K Child Assessment ¹⁴
Illinois	Required assessment instruments are determined locally from a provided list
Iowa Shared Visions	Specific tools are locally determined ¹⁴
Iowa SVPP	Locally determined research- or evidence-based assessment ¹⁷
Kansas At-Risk	Assessments are locally determined
Kansas Pre-K Pilot	Locally determined assessments; child outcome results sent to state for annual report
Kentucky	Districts may choose an assessment tool from the Kentucky Continuous Assessment Guide ¹⁸
Louisiana 8(g)	DSC and portfolios or locally determined tool
Louisiana LA4	DSC (pre-and post-test measures) portfolio assessments districts may choose additional assessment tools
Louisiana NSECD	DSC ⁷
Maine	Required assessment instruments determined locally
Maryland	None
Massachusetts	Work Sampling System, COR, Creative Curriculum Developmental Continuum (or the new GOLD) and ASQ (UPK)
Michigan	COR, Creative Curriculum Developmental Continuum and Work Sampling are recommended ²⁸
Minnesota	Required assessments are determined locally and must comply with federal Head Start requirements
Missouri	Preschool Exit Observational Assessment
Nebraska	Districts may choose from among Creative Curriculum CC.net or Gold, Online COR, or AEPSi
Nevada	PPVT and EOWPVT; PreLAS for English Language Learners who are unable to score a basal on the previous assessments
New Jersey Abbott	DOE-approved program quality assessment instrument; performance-based assessment; district-needs assessment; early childhood screening assessment at school entry to determine if child needs comprehensive diagnostic assessment
New Jersey ECPA	Performance-based assessment; district-needs assessment; annual program evaluation
New Jersey ELLI	Performance-based assessment; district-needs assessment; annual program evaluation
New Mexico	New Mexico Early Learning Outcomes Observational Assessment based on the New Mexico PreK Early Learning Outcomes
New York	Required assessment instruments are determined locally ¹⁴
North Carolina	COR, Work Sampling System (Meisels), Creative Curriculum Developmental Continuum, Ages 3-5, Galileo On-line Assessment System, Learning Accomplishment Profile - Third Edition (LAP-3), and Learning Care System (for use with Tutor Time LifeSmart and The Empowered Child Childtime) are recommended
Ohio	GGG, ASQSE ¹⁹
Oklahoma	Determined locally
Oregon	Required assessment instruments determined locally ¹⁰
Pennsylvania EABG	Work Sampling System
Pennsylvania HSSAP	Programs may choose the assessment they use, but for reporting consistency programs report child outcomes using the Work Sampling System Online
Pennsylvania K4 & SBPK	Required assessment instruments determined locally
Pennsylvania Pre-K Counts	Work Sampling; Other assessments determined locally
Rhode Island	Creative Curriculum Developmental Continuum
South Carolina 4K	None
South Carolina CDEPP	DIAL3 and Work Sampling
Tennessee	None
Texas	None
Vermont Act 62	Work Sampling System or Creative Curriculum Developmental Continuum
Vermont EEI	Work Sampling System or Creative Curriculum Developmental Continuum
Virginia	PALS Pre-K
Washington	Devereux Early Childhood Assessment (DECA) and one additional assessment ²¹
West Virginia	Creative Curriculum.net ¹²
Wisconsin 4K	None
Wisconsin HdSt	Required assessments must comply with federal Head Start requirements
D.C. PEEP	None ¹⁰
D.C. Charter	Determined locally ¹⁰

STATE

MONITORING

When are kindergarten programs required to assess learning and development?

Alabama	At kindergarten entry, During the kindergarten year
Alaska	At kindergarten entry
Arizona	Kindergarten programs are not required to assess children's learning and development
Arkansas	At kindergarten entry
California	Kindergarten programs are not required to assess children's learning and development
Colorado	During the kindergarten year
Connecticut	At kindergarten entry
Delaware	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	At kindergarten entry, During the kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry, During the kindergarten year
Iowa SVPP	At kindergarten entry, During the kindergarten year
Kansas At-Risk	During the kindergarten year
Kansas Pre-K Pilot	During the kindergarten year
Kentucky	During the kindergarten year
Louisiana 8(g)	At kindergarten entry, During the kindergarten year
Louisiana LA4	At kindergarten entry
Louisiana NSECD	At kindergarten entry
Maine	At kindergarten entry
Maryland	At kindergarten entry
Massachusetts	Kindergarten programs are not required to assess children's learning and development
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota	Kindergarten programs are not required to assess children's learning and development
Missouri	Kindergarten programs are not required to assess children's learning and development
Nebraska	Kindergarten programs are not required to assess children's learning and development
Nevada	Kindergarten programs are not required to assess children's learning and development
New Jersey Abbott	During the kindergarten year
New Jersey ECPA	During the kindergarten year
New Jersey ELLI	During the kindergarten year
New Mexico	At kindergarten entry
New York	During the kindergarten year
North Carolina	During the kindergarten year
Ohio	At kindergarten entry
Oklahoma	During the kindergarten year
Oregon	Kindergarten programs are not required to assess children's learning and development
Pennsylvania EABG	During the kindergarten year
Pennsylvania HSSAP	During the kindergarten year
Pennsylvania K4 & SBPK	During the kindergarten year
Pennsylvania Pre-K Counts	During the kindergarten year
Rhode Island	Kindergarten programs are not required to assess children's learning and development
South Carolina 4K	Kindergarten programs are not required to assess children's learning and development
South Carolina CDEPP	Kindergarten programs are not required to assess children's learning and development
Tennessee	Kindergarten programs are not required to assess children's learning and development
Texas	At kindergarten entry, During the kindergarten year
Vermont Act 62	Kindergarten programs are not required to assess children's learning and development
Vermont EEI	Kindergarten programs are not required to assess children's learning and development
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	Kindergarten programs are not required to assess children's learning and development
West Virginia	At kindergarten entry, During the kindergarten year
Wisconsin 4K	Kindergarten programs are not required to assess children's learning and development
Wisconsin HdSt	Kindergarten programs are not required to assess children's learning and development
D.C. PEEP	During the kindergarten year
D.C. Charter	Kindergarten programs are not required to assess children's learning and development

STATE

MONITORING

Required kindergarten assessment instruments

Alabama	DIBELS
Alaska	Alaska Revised Developmental Profile
Arizona	NA ²¹
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	DIBELS, PALS, or DRA 2 ²⁰
Connecticut	Kindergarten Inventory ²⁵
Delaware	NA
Florida	ECHOS and Florida Assessment for Instruction in Reading (FAIR-K)
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills ¹⁴
Illinois	NA
Iowa Shared Visions	BRI, PAT, DIBELS, PALS or other Department of Education approved assessment ¹⁵
Iowa SVPP	BRI, PAT, DIBELS, PALS or other Department of Education approved assessment ¹⁸
Kansas At-Risk	Assessments are locally determined
Kansas Pre-K Pilot	Assessments are locally determined
Kentucky	Assessments are locally determined
Louisiana 8(g)	Brigance, DSC, DRA, DIBELS, DIAL ⁷
Louisiana LA4	Brigance, DSC, DRA, DIBELS, DIAL
Louisiana NSECD	Developmental Skills Checklist
Maine	Determined locally
Maryland	Maryland Model for School Readiness kindergarten assessment (modified Work Sampling System) ¹⁵
Massachusetts	NA ²⁴
Michigan	NA
Minnesota	NA
Missouri	NA
Nebraska	NA
Nevada	NA
New Jersey Abbott	Early Learning Assessment System (ELAS)
New Jersey ECPA	Early Learning Assessment System (ELAS)
New Jersey ELLI	Early Learning Assessment System (ELAS)
New Mexico	DIBELS
New York	Assessments are locally determined
North Carolina	North Carolina K-2 literacy and math assessment
Ohio	Kindergarten Readiness Assessment Literacy (KRAL) for all students in the first six weeks of school; Children not taking KRAL must take the kindergarten diagnostics in reading and mathematics later in the year
Oklahoma	Assessments are locally determined ¹⁸
Oregon	NA
Pennsylvania EABG	Work Sampling System is strongly encouraged
Pennsylvania HSSAP	Assessments are locally determined
Pennsylvania K4 & SBPK	Assessments are locally determined
Pennsylvania Pre-K Counts	Assessments are locally determined
Rhode Island	NA
South Carolina 4K	NA
South Carolina CDEPP	NA
Tennessee	NA
Texas	Instruments are locally determined ¹⁵
Vermont Act 62	NA ¹³
Vermont EEI	NA ¹⁵
Virginia	NA ¹²
Washington	NA ²²
West Virginia	Assessments are determined locally
Wisconsin 4K	NA
Wisconsin HdSt	NA
D.C. PEEP	Locally determined (DCPS programs only)
D.C. Charter	NA ¹⁰

STATE

FAMILY ENGAGEMENT

Family engagement activities required for all programs

Alabama	Parent/family Workshops, Participating/volunteering in classroom or at school events, Program orientation, Some form of communication is required that may include newsletters, memos, e-mails, formal letters, surveys, and/or professional articles
Alaska	Not reported
Arizona	None ²²
Arkansas	Determined locally ¹³
California	Determined locally, Parent advisory committee in an advisory capacity only
Colorado	Parent/family governance or parent advisory committee, Other activities determined locally ²¹
Connecticut	Family literacy activities, Parent/family education classes ²⁶
Delaware	As per federal Head Start performance standards
Florida	None
Georgia	Newsletters, Program orientation, Family activities to facilitate successful kindergarten transition, Other locally determined activities ¹⁵
Illinois	Determined locally
Iowa Shared Visions	Determined locally ¹⁶
Iowa SVPP	Family night required, content determined locally ¹⁹
Kansas At-Risk	Determined locally ⁸
Kansas Pre-K Pilot	Determined locally
Kentucky	Parents, staff, and other professionals may evaluate program effectiveness in meeting the needs of participating children; Two home visits required each year ¹⁹
Louisiana 8(g)	Determined locally ⁸
Louisiana LA4	Parent/family Workshops, Participating/volunteering in classroom or at school events, Parent/family governance or parent advisory committee, Family literacy activities, Newsletters, Parent/family education classes, Program orientation, Parent/family participation in determining program activities/events
Louisiana NSECD	Parent/family Workshops, Participating/volunteering in classroom or at school events, Family literacy activities, Parent/family education classes, Program orientation, Parent/family participation in determining program activities/events
Maine	Determined locally ¹⁷
Maryland	Parent/family workshops, Participating/volunteering in classroom or at school events, Parent/family governance or parent advisory committee, Parent/family participation in determining program activities/events ¹⁶
Massachusetts	None
Michigan	Parent/family participation on a GSRP Advisory Committee and in the development of the annual Family Involvement Goal
Minnesota	As per federal Head Start performance standards
Missouri	Determined locally ⁸
Nebraska	Determined locally
Nevada	Determined locally

STATE	FAMILY ENGAGEMENT
Family engagement activities required for all programs	
New Jersey Abbott	Determined locally ¹⁶
New Jersey ECPA	Determined locally ¹⁶
New Jersey ELLI	Parent/family governance or parent advisory committee, Other activities determined locally ¹⁷
New Mexico	Parent/family workshops, Participating/volunteering in classroom or at school events, Family literacy activities, Newsletters, Program orientation
New York	Determined locally ¹⁵
North Carolina	Determined locally ²²
Ohio	Transition plan and activities
Oklahoma	None
Oregon	As per federal Head Start performance standards
Pennsylvania EABG	None ¹¹
Pennsylvania HSSAP	As per federal Head Start performance standards
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Determined locally ¹¹
Rhode Island	Determined locally ¹⁰
South Carolina 4K	Program orientation
South Carolina CDEPP	Participating/volunteering in classroom or at school events, Family literacy activities, Program orientation
Tennessee	Participating/volunteering in classroom or at school events, Family surveys, Parent/family education classes, Program orientation, Determined locally: Family consultants, parent skills training
Texas	None
Vermont Act 62	Determined locally, programs are required to provide opportunities for family engagement that may include volunteering, and family literacy or numeracy activities
Vermont EEI	Determined locally ¹⁶
Virginia	None
Washington	Parent/family workshops, Parent/family governance or parent advisory committee, Parent/family participation in determining program activities/events, Other activities are determined locally ²³
West Virginia	Representation on a local county pre-K team required, Other activities determined locally
Wisconsin 4K	Determined locally
Wisconsin HdSt	As per federal Head Start performance standards
D.C. PEEP	Participating/volunteering in classroom or at school events, Parent/family governance or parent advisory committee, Other activities determined locally ¹¹
D.C. Charter	Determined locally ¹¹

ALABAMA – First Class: Alabama’s Voluntary Pre-Kindergarten Program 2009-2010

- 1 The state Office of School Readiness has administrative authority over the Voluntary Pre-Kindergarten Program. However, the governor’s office may override decisions.
- 2 Though 265 children are labeled as special needs, it is unclear how many of them receive special education services.
- 3 State funds may be used to provide instructional services and IDEA funds may be used to provide additional support for the children as indicated on the child’s IEP.
- 4 Extended-day services are available but are not required, and they are not funded with state pre-K dollars.
- 5 Head Start programs may have up to 20 children per classroom with a staff-to-child ratio of 1:10. All other programs have a maximum class size of 18 and a staff-to-child ratio of 1:9, which is preferred for all programs.
- 6 In addition, breakfast is offered in many programs but is not required.
- 7 A full physical exam includes nose, throat, heart, circulation, lungs, skin, and allergies.
- 8 Bilingual non-English classes are permitted in pre-K but are not regulated.
- 9 For the teachers who do not have BA degrees, they are currently in school working on those degrees. These teachers are granted temporary waivers due to a pre-K teacher shortage in Alabama.
- 10 The match may include parent fees that are based on a sliding scale.
- 11 Alabama uses both full-time technical assistants and contract technical assistants to conduct site visits. The number of site visits conducted are dependent on the quality of the program.

ALASKA – Alaska Pilot Prekindergarten Program 2009-2010

- 1 One of the 54 school districts only provides high school services.
- 2 Exact number unknown, but it is estimated at least 10 percent.
- 3 Services are provided through IDEA for at least some part of the day.
- 4 Some programs are jointly operated by public schools and Head Start.
- 5 Programs operate 4 or 5 days a week for a minimum of 14 hours a week.
- 6 Mirroring federal Head Start guidelines, up to 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- 7 School districts with Head Start programs must follow Head Start regulations. All programs follow state pre-elementary statutes and regulations.
- 8 Most programs follow Head Start regulations, and home visits are suggested.
- 9 Teachers must be state certified with a degree in ECE or a related field or specialized training in a related field.
- 10 An additional \$300,000 was used for set-aside funds for intervention districts.

ARIZONA – Arizona Early Childhood Block Grant (ECBG)–Prekindergarten Component 2009-2010

- 1 A large number of charter schools are included in possible school districts. Charters may choose to use ECBG funding for preschool, but currently none choose that option.
- 2 ECBG funding is offered to any district, but their allocations are based on free and reduced-price lunch counts so in some cases allocations are minimal and prevent participation.
- 3 The program also serves some 5-year-olds with IEPs, although this is rare and the exact number of 5-year-olds served is unknown.
- 4 ECBG funding may be blended with IDEA, Head Start, or district maintenance and operation funds to serve preschoolers with special education needs.
- 5 Most ECBG programs operate 4 hours per day, 3-5 days per week. The number of hours is locally determined with a minimum recommended operation of 12 hours per week.
- 6 Local programs may offer this, but it is not required or reported.
- 7 This program established eligibility based on income and not on age. It allows LEAs to determine any additional eligibility requirements. If funding is limited, then priority should be given to those who will be entering kindergarten the following year.
- 8 Exceptions to the age eligibility requirements are determined locally and are rare. A child may remain in a pre-K program for an additional period of time (not funded by ECBG), as determined by his or her IEP. Children pre-K age can be placed in kindergarten if the governing board deems it in the best interest of the child as long as they are 5 by January 1.
- 9 Programs may use additional factors in determining who is accepted into ECBG programs, but this information is not collected.
- 10 The requirement is based on state licensing which is 1:15, but guidance from ADE recommends 1:10. Dependent on which accreditation is achieved the ratio limits follow those guidelines at the local level.
- 11 The state licensing agency requires licensed programs meals be served depending on the length of program and time of day. Children present between 2 and 4 hours must be served at least one snack; if present between 4 and 8 hours, one meal and at least one snack; and if present for 9 or more hours, at least one meal and two snacks.
- 12 Beginning July 1, 2012, state-funded preschool teachers will be required to have a certification in ECE.
- 13 Assistant teachers who work in Title I schools are required by NCLB to have an AA degree.
- 14 Child care licensing requires that all staff including assistant teachers receive at least 12 clock hours of professional development in a year. This will change to 18 hours in the 2010-2011 school year.
- 15 Most lead teachers who have ECE certification are paid on the public school salary scale, though this is not a requirement.
- 16 Arizona has a career pathways scholarship program and T.E.A.C.H. Early Childhood Arizona Program. Other supports include professional development opportunities pertinent to pre-K educators, as well as mentoring during monitoring visits.
- 17 These are approximate figures based on grants tracking as of the end of November.
- 18 This is an approximate figure based on allocation.
- 19 The amount of money awarded to ECBG was a non-formula funding block from the state general funds. However, ECBG distributes funding through a formula based on the previous year count of K–3 children eligible for free lunch. For new charter schools, the allocation is based on the current year 40th-day count of K–3 children who are eligible for free lunch.
- 20 Arizona’s QIRS is beginning implementation, but programs will still need to participate in the entire process for rating. Arizona is looking at aligning accrediting bodies with the QIRS system.
- 21 There is no formal statewide assessment of children. Classroom teachers assess for learning in an ongoing system. Any other type of assessment is a local decision.
- 22 Family engagement activities are encouraged as a matter of best practice and a requirement for accreditation, but are not required by law or policy.

ARKANSAS – Arkansas Better Chance/Arkansas Better Chance for School Success (ABC/ABCSS) 2009-2010

- 1 School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75 percent of fourth graders score below proficient on benchmark exams are required to establish an ABC/ABCSS pre-K program.
- 2 Agencies with ABC funding (vs. ABCSS) can serve children birth–5. Act 426 of 2009 requires that all ABC children meet specific cut-off dates as the state moves to “roll back” the cut-off dates to August 1st (which will be in place in the 2011-2012 school year). The enactment of this law takes away some of the program’s flexibility to grant waivers for kindergarten-eligible children who may have developmental delays, so the program no longer serves 5-year-olds. Waivers may still be granted for “extreme situations” but this is only in very rare instances.
- 3 Funds from IDEA Part C and Part B are used in addition to state pre-K.
- 4 Wrap-around/extended-day services are supported through federal child care subsidy and/or private funds.
- 5 The remaining 10 percent can be at-risk children from birth–age 5 funded through ABC dollars.
- 6 A full physical exam is required, following the EPSDT guidelines.
- 7 As of August 2007, lead teachers in a public school setting are required to have a BA with a P–4 certification. In all other settings, there must be one lead teacher with a BA for every three classrooms. The lead teacher must have a degree in early childhood education, child development, or equivalent. The other two teachers must have a minimum of an AA in early childhood or child development. However, state policy allows staff to be hired who may not meet the minimum qualifications provided they become qualified within two years.
- 8 Assistant teachers may substitute an AA in early childhood or childhood development for a CDA.
- 9 Additional state, TANF, and local funds totaling \$9,642,500 were allocated to a home-based option and are not included in these totals. Non-required local sources are not tracked.
- 10 Programs are required to provide a 40 percent match, either cash or in-kind services. The sources of the match are determined locally.
- 11 The state did not have a QRIS in place for the 2009-2010 school year. The Arkansas Quality Rating Improvement System was released in July 2010.
- 12 Programs are also monitored two to three times per year by child care licensing staff and staff from the Special Nutrition Program.
- 13 Programs are required to engage parents in the rules and regulations; however, local programs determine annual activities.

CALIFORNIA – State Preschool Program 2009-2010

- 1 For the 2009-2010 school year, five state-funded preschool and child care programs merged, now serving children in 56 counties.
- 2 Children may be served in multiple programs, resulting in duplicate counts.
- 3 The state does not collect data on the actual location of preschool programs, but does collect data on the setting such as center-based or family child care homes.
- 4 The part-day program is funded to operate at least 3 hours per day for 175 days per year. The full-day program is funded to operate full time (6.5 or more hours per day), at least 246 days per year.
- 5 The majority of programs currently operate approximately 10 hours.
- 6 Transportation is an optional reimbursable expense.
- 7 CalWORKS cash aid recipients are excluded. Children who are recipients of protective services, and children at risk of being abused, neglected, or exploited may be excluded.
- 8 For full-day services, a family must continuously meet eligibility and need. However, families can continue to receive services for the part-day program for the remainder of the year regardless of eligibility and need.
- 9 Although there is no limit to class size, programs typically enroll 24 children in the class.
- 10 Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program. Contractors must provide breakfast or lunch if they specified in their original application for services that those meals would be provided. For a three-hour program, licensing regulations only require a snack. For the full-day program there should be one to two meals and two snacks, depending on hours of operation.
- 11 Health and social services referrals and follow-up to meet family needs is required for all state preschool programs.
- 12 There is an expectation that contracting agencies will meet the developmental needs of children and thus support English Language Learners through a variety of locally determined efforts, including bilingual or monolingual English classes, professional development, and the provision of other ESL services to children and parents.
- 13 California’s Early Learning Standards will be implemented and required in the 2010-2011 school year. Preschool Learning Foundations Volume 1 includes the following four domains: Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. Volumes 2 and 3 are being developed and will include additional domains.
- 14 The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity.
- 15 Amounts are unaudited expenditures as of July 27, 2010.
- 16 California is in the process of developing a quality rating system.
- 17 Summary information is provided by the contractor on an annual basis.

COLORADO – Colorado Preschool Program (CPP) 2009-2010

- 1 The Charter School Institute also participates in the Colorado Preschool Program.
- 2 When allocating slots, priority is given to those school districts not currently participating in the program.
- 3 Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP.
- 4 Statute requires children be served in licensed child care centers or preschools. Private agencies also included public non-profits. The number of faith-based centers is unknown. This reflects the number of funded slots in each type of setting. In 2009-2010, the program funded 20,160 slots; 19,496 enrolled, with 664 funded for full-time enrollment.
- 5 Programs operate the equivalent of 2.5 hours per day for 4 days per week. The program is funded for 5 days per week, although statute requires the children attend 4 days per week or the equivalent, with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of 10 hours per week.
- 6 Statute encourages programs to use additional funding sources to provide wrap-around or extended-day services. Individual district councils determine how these services are supported.
- 7 Colorado does not have a designated cut-off date for the maximum age a child could be served in preschool. This is locally determined. However, there is a limitation on the number of years a child can be funded in the program.
- 8 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.
- 9 Under a waiver approved through the early childhood councils, three districts may fund children younger than age 3 in CPP. Under certain conditions, highly advanced gifted children may be granted early entrance to kindergarten.
- 10 In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL.

- 11 Locally determined risk factors that have been selected by district advisory councils include: parent is incarcerated; parent is on active military duty; and developmental delay that raises concerns for school readiness but does not require special education services. Other state specified risk factors include: child is in need of language development, parent or guardian has not successfully completed a high school education, frequent relocation by the child's family, and poor social skills.
- 12 Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.
- 13 Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.
- 14 A full physical exam includes a statement of the child's current health status (for all children over 2½ years of age), signed by an approved health care professional who has seen the child within the last 12 months. The statement of health must be submitted within 30 days of admission.
- 15 Under Results Matter, Colorado's system for measuring outcomes for children and families, programs are required to implement one of three assessment systems to measure children's progress during the preschool years: Work Sampling, HighScope Child Observation Record, or the Creative Curriculum Developmental Continuum. Teaching Strategies GOLD will replace the Creative Curriculum Developmental Curriculum in the 2010-2011 school year.
- 16 The Colorado State Board of Education adopted new Colorado Academic Standards, which include preschool content. Districts are required by statute to adopt standards that meet or exceed the new Colorado Academic Standards by December 2011.
- 17 Teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships and multicultural education. They also must be supervised by someone with at least a BA in early childhood or child development.
- 18 In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE.
- 19 Not all programs provide the same measures of quality effectiveness data. At minimum, local district advisory council members must monitor each setting serving CPP children two times per year. Some district advisory councils will also require NAEYC accreditation or a Qualistar rating, but this is a local decision. Colorado uses a targeted assistance model that may provide newer programs with multiple site visits per year; all programs receive a visit at least every two years. Most districts provide self-assessment themselves, but they may hire outside monitors.
- 20 In 2007, the State Board of Education identified and approved three assessments for the annual Colorado Basic Literacy Act outcome measure for grades K-3 from which districts may choose one. The three approved assessments are: DIBELS, PALS, and DRA 2. These are administered as a pre-and post-test in the kindergarten year.
- 21 LEAs or designated providers must have a written plan that addresses parent involvement. Programs are encouraged to form agreements with families based on the needs and abilities of the family. In order to participate in the program, parent(s) or legal guardian(s) must enter into an agreement about their responsibilities to the educational program that is providing services to their child. Children cannot participate unless such an agreement is made.

CONNECTICUT – School Readiness 2009-2010

- 1 The 63 communities are identified as 19 priority school districts (as defined by legislation) and 44 competitive municipalities (those with one or more schools in which 40 percent of more of the children are eligible for free or reduced-price lunch or are one of the communities identified within the 50 lowest wealth ranked towns in the state).
- 2 The 19 priority school districts are not required to participate, but funds are available to all eligible districts. The 44 competitive municipalities eligible to apply for the grant are not required to participate and funds is awarded on a competitive basis.
- 3 These figures were collected October 2009 before enrollment had reached capacity. Totals include children enrolled in Care4Kids through the Department of Social Services. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K dollars.
- 4 Children receiving special education services are funded by IDEA for the hours indicated on the IEP. The remaining portion of the day can be funded by School Readiness.
- 5 The enrollment by auspice does not match up with total enrollment information because these numbers are based on capacities in communities per location.
- 6 Hours vary by program. Full-day programs operate 7 to 10 hours, 50 weeks per year, while school-day programs are 6 hours, 180 days per year, and part-day programs operate 2.5 to 4 hours, 180 to 250 days per year. Extended-day programs provide the hours, days, and weeks to make an existing program, with funding from another source, equivalent to a full-day program. The minimum requirement in legislation is 2.5 hours per day for 450 hours per year.
- 7 Numbers are contracted capacity slots rather than actual enrollment.
- 8 Communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5 percent of the total served) if the child has been enrolled in the School Readiness program for one year and if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child is not ready for kindergarten.
- 9 All families at all income levels can apply for School Readiness spaces in competitive and priority municipalities; however, 60 percent of children enrolled in each town must meet the income guidelines of at or below 75 percent SMI.
- 10 Exemption from the sliding scale for part-time programs may be available if the School Readiness council establishes a policy.
- 11 All children remain eligible for the program but the fee is reassessed every 6 months and residency is verified. Parent fees can change mid-year depending on change in income and family size. Children may no longer be eligible for the program if they no longer reside in the town that offers School Readiness or are over age.
- 12 The School Readiness program encourages a class size of 18.
- 13 Programs with Department of Public Health licensing are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children who attend 5 to 9 hours per day. Children on the premises more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or parent can provide food for meals. Public schools are encouraged to follow these requirements.
- 14 A full physical exam must follow the federal EPSDT guidelines. Health forms are required.
- 15 It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.
- 16 There is no requirement specifying how many conferences should be conducted; however, each program must have policies and procedures addressing parent conferences and parent communication.
- 17 A recent alignment was performed between the preschool standards and K-12 content standards. Preschool grade level expectations were added to the preschool to grade 12 grade level expectations documents.
- 18 The minimum requirement is a CDA and 12 credits in early childhood education for School Readiness classrooms. It is not mandatory for public schools to apply for or offer the School Readiness program; therefore the public schools only need to follow grant requirements if granted funds. The majority of public schools with School Readiness classrooms have certified teachers present for at least 2.5 hours of the day. By 2015 the minimum requirement for lead teacher will be a BA degree in both public and nonpublic settings.
- 19 School Readiness staff must have two annual 2-hour professional development sessions addressing early childhood and one annual 2-hour or more professional development session addressing serving children with special needs. Upon hire each staff member must have training in language/literacy and diversity. Most centers are licensed by the Department of Public Health where there are requirements for annual training in medication administration, first aid, and nutrition.
- 20 Some communities use their quality enhancement dollars to purchase credit-bearing courses.
- 21 State sources include appropriation for slot dollars, parent fee subsidies, and quality enhancement funds. Non-required local sources include parent fees collected and community contribution toward administrative costs. Individual sites may receive federal CACFP funding but that information is not collected.
- 22 For priority districts, the funding level is based on previous year's slot capacity and local requests for proposals addressing ability to increase capacity. The appropriation is set by the state.
- 23 The state is working on developing a quality rating system, but there are currently no funds to support it.
- 24 Program officials seek to visit all sites within eight years. Twice a year a snapshot of demographics collected through the Preschool Information System (PKIS).

- 25 The Kindergarten Inventory was developed by the state for kindergarten teachers to use in the first six weeks of school and is based on the skills and knowledge outlined in the Connecticut Curriculum and Assessment Frameworks.
- 26 Parent involvement, parenting education, and outreach are some of the specified quality components of the School Readiness Program. Grantees are required to monitor programs around these and all other quality components.

DELAWARE – Early Childhood Assistance Program (ECAP) 2009-2010

- 1 Services for children who have IEPs are funded by state ECAP and IDEA funds.
- 2 Programs are required to provide a minimum of 3.5 hours of services per day. Programs that operate longer than 3.5 hours per day have blended funding from multiple sources to support the additional portion. Some ECAP programs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children.
- 3 If a child is determined to be gifted and talented, the child may begin kindergarten at age 4. All children who are 5 years old by August 31 must be enrolled in kindergarten.
- 4 State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- 5 Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can set other risk factors to prioritize eligibility.
- 6 At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.
- 7 A full physical exam must follow Federal Head Start Performance Standards for physical exams.
- 8 Effective with the 2010-2011 school year, the state early learning standards will be linked to Teaching Strategies GOLD.
- 9 Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II. The Head Start Reauthorization Act of 2007 requires that by 2011, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.
- 10 Four of the 5 teachers with a high school diploma are enrolled in AA or BA programs.

FLORIDA – Voluntary Prekindergarten Program (VPK) 2009-2010

- 1 Each agency was assigned responsibilities that align with the agency's statutory functions. The three state agencies share responsibility for the implementation of the program.
- 2 School districts are required to offer the 300-hour VPK program during the summer.
- 3 Public schools often have federal funding sources to provide services to children with special needs as well as state funding through VPK.
- 4 In Florida, faith-based centers are a subset of private providers. The two auspices provide separate, unduplicated counts in this publication. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment.
- 5 Minimum operating hours are 540 hours for the school-year program and 300 hours for the summer program. Providers are allowed to determine their individual calendars in order to meet those requirements. The most common schedule for the school-year program is 3 hours per day, 5 days per week for 180 days.
- 6 Children participating in the state's subsidized child care program can receive wrap-around services.
- 7 Meals and snacks are required for full-day programs.
- 8 All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public schools programs, referrals for further follow-up are required.
- 9 During the 2009-2010 legislative session, the Florida Department of Education was given the authority to provide waivers from performance requirements for specific populations, which include children with disabilities and ELL. The waiver is based on the percentage of the program that falls into one of these categories.
- 10 Teachers in the summer programs must have a BA in early childhood, primary or preschool education, family and consumer science, or elementary education. Teachers in the school-year program must have a CDA or equivalent and have completed a Department of Education course on emergent literacy.
- 11 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
- 12 Child care personnel with state credentials must earn 4.5 CEUs every five years. Lead teachers with a CDA are required to have 10 clock hours of professional development per year, and lead teachers with a BA and certification are required to have 120 clock hours of professional development every 5 years.
- 13 The Legislature determines a Base Student Allocation based on anticipated enrollment.
- 14 The Florida Kindergarten Readiness Screener is administered to all children in kindergarten by the Department of Education. The results of children participating in the VPK program are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process. The most recent evaluation of the program was conducted by the Office of Program Policy Analysis and Government Accountability in June of 2008.

GEORGIA – Georgia's Pre-K Program 2009-2010

- 1 Nineteen out of 182 school districts are not participating, but private providers located within those school systems offer the program, making it available to children in all of Georgia's counties.
- 2 The exact number of 5-year-olds who are eligible for kindergarten is unknown, but they are included in the enrollment total. Five-year-olds can participate in the program if they did not previously attend a Georgia's Pre-K Program or if there are special circumstances.
- 3 Students enrolled in Georgia's Pre-K Program are fully funded by Bright from the Start and IDEA.
- 4 Georgia's Pre-K Program does not distinguish between Head Start and faith-based centers in the enrollment count; mostly, they would both be considered private.
- 5 Child Care Development Funds or Head Start funds may be used for wrap-around or extended-day services.
- 6 Only children whose birthdates are from September 2, 2004, through September 1, 2005, were eligible for participation in the 2009-2010 school year.
- 7 Children who were age 5 on or before September 1, 2009, and had not attended pre-K as 4-year-olds were able to enroll. Bright from the Start reviews requests for children to repeat pre-K on a case-by-case basis. All requests should include reasons the student would be better served in pre-K than in kindergarten, among other documentation. Programs choosing not to accept children who are age 5 should have a written policy supporting their decision.
- 8 All programs are required to serve lunch, but if a program participates in the Child and Adult Food Care Program (CACFP), they will be required to also serve a snack.
- 9 Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if their child has received his/her developmental health screening and provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP), are required to have a 4-year-old developmental screening.
- 10 For the 2009-2010 school year, there were several dual-language programs. Additionally, there was a pilot program offering multiple languages in a select number of pre-K classes, which will be expanded for the 2010-2011 school year.
- 11 Social service referrals are recommended for any child and/or family who may need additional services, and are required for any child meeting applicable income level requirements.
- 12 The standards for Georgia's Pre-K program are aligned to the Georgia Performance Standards for Kindergarten. The state currently has contracted with an outside organization to conduct an in-depth alignment analysis of all Georgia learning standards birth through third grade. There will be revisions based on the results from the analysis. Standards are expected to be revised in September 2011.

- 13 Beginning with the 2010-2011 school year, all lead teachers will be required to have a minimum of a BA in ECE in both public and nonpublic settings. There will be a waiver process to help the 13 percent of teachers at the AA level make this transition.
- 14 Georgia's Pre-K Child Assessment is modified from Work Sampling System and is used statewide. In the 2009-2010 school year, the majority of classrooms used the pencil/paper version, though 8,000 children used the online version. For the 2010-2011 school year, the online version will be used for approximately 21,000 children. Georgia's Department of Education developed a specific instrument for kindergarten assessment (GKIDS), which is similar to Work Sampling System.
- 15 Programs with classrooms that serve populations where more than 50 percent of the children are eligible for means tested benefits such as free or reduced-price lunch may apply for a resource coordination grant, which offers additional services to families as they prepare their child for transition to kindergarten.

ILLINOIS – Preschool for All 2009-2010

- 1 Children from all counties participate; however, funding does not provide services for all children whose parents want them to attend.
- 2 A full school day is permissible. Most programs operate 2.5 hours per day, but 13 percent of programs operate 21 to 26 hours per week, funded fully by state pre-K money.
- 3 School districts may enroll children in kindergarten before they are age 5 based on local policy. Kindergarten-aged children with IEPs reflecting preschool placement may remain in the program.
- 4 While at-risk children from lower income households are the first priority, children from lower middle-income families may be served if state funding allows.
- 5 There is not a predetermined risk factor cut-off, but children are eligible based on multiple risk factors, and priority is given to children with the greatest risk as indicated by the number and severity of factors.
- 6 Additional state funds include \$40,894,079 for 0–3 programs and \$6,073,276 for infrastructure. The state does not collect data on federal and local funds.

IOWA – Shared Visions 2009-2010

- 1 In addition, 34 classrooms are offered by 13 of Iowa's 18 Head Start grantees and 12 are offered in child care centers.
- 2 Enrollment breakdowns by auspice and operating schedule reflect the cumulative total of children served during the year. These numbers are obtained from a different data collection system from the enrollment by age.
- 3 In the 2009-2010 school year, *Shared Visions* programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. Programs met an average of 6 hours per day, 4 days per week for 184 days per year.
- 4 State pre-K funds may be used to provide a full day to children if the program adds at least 10 hours of instruction by an early childhood endorsed teacher and the program meets NAEYC standards.
- 5 Some of the grants are for 3- and 4-year-olds, some are for 3- to 5-year-olds, and some are for 4-year-olds only. All the grants are categorical funding so the minimum and maximum age depends on the funding source.
- 6 Only 20 percent of the children may qualify based on secondary risk factors.
- 7 Applicants for *Shared Visions* funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. Meals are dependent on the hours of operation but are required by NAEYC criteria.
- 8 The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.
- 9 Lead teachers in nonpublic settings follow NAEYC standards, which require a minimum of a CDA.
- 10 Nonpublic settings follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA or be working toward a CDA.
- 11 Certified teachers employed in school district programs must renew their licenses every five years, including six credit hours of training. Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates all lead teachers have 30 hours of staff development.
- 12 The QRIS was voluntary when conducted at the beginning of program implementation.
- 13 Year-end reports are reviewed to track progress towards the grant outcomes and budget reports. Also, grantees are monitored on how they are performing relative to NAEYC standards and whether they have met new standards. Safety records and classrooms records are checked by NAEYC. Immunization records are reported to state in the year-end report.
- 14 In the spring of 2010 GOLD training will be provided for all grantees and this will become the expectation.
- 15 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents.
- 16 Activities may include family participation, family night, and classes for parents.

IOWA – Statewide Voluntary Preschool Program (SVPP) 2009-2010

- 1 In the 2010-2011 school year, 325 of Iowa's 359 school districts will participate.
- 2 For the 2009-2010 school year, funds were available on a competitive basis for new districts. Previously awarded districts were in the preschool funding formula and did not have to re-compete to continue their program.
- 3 While 13,666 4-year-olds generated preschool funding, additional students were served using other funding sources. Two hundred and sixty-seven 3-year-olds were served, including one on a support-only IEP as well as 15 who generated special education weighted funding. The program also enrolled 410 5-year-olds on support-only IEPs and five 5-year-olds on instructional IEPs.
- 4 If a child has a support-only IEP (e.g., speech, occupational or physical therapy), they generate the Preschool Foundation Aid and are included in the enrollment count. If they have an instructional IEP, they do not generate this aid, but they generate funds from other sources and are not included in the enrollment count. However, they may be enrolled in SVPP. State and federal special education funds are used to support special instruction.
- 5 Programs operate a minimum of 10 hours per week. Some districts blend funding sources and work with collaborative partners to provide at least 12 hours per week. Programs operate at least 3 days per week and most operate 4 days.
- 6 Districts collaborate with community-based early childhood providers to provide the preschool program. For example, the district may have an agreement with the Head Start grantee and, through braided funding, provide wrap-around or extended-day services.
- 7 Children age 4 generate the preschool funding formula, which is 60 percent of the school funding formula. Children ages 3 and 5 may participate if space and funding are available, they but do not generate .6 funding. Five-year-olds may generate 1.0 for the school funding formula.
- 8 Children who are Iowa residents and 4 years old may enroll in any district offering SVPP.
- 9 Classrooms predominantly serve 4-year-olds. However, 3-year-olds can be served in the program with a maximum class size of 18 and a required staff-to-child ratio of 1:9.
- 10 Programs are required to offer a snack. A meal must be provided if the program is longer than 10 hours per week. The majority of the programs provide lunch or breakfast to children who qualify for free and reduced-price meals.
- 11 The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Families may waive these services. Dental screenings are required due to the program standards of NAEYC, Head Start, and Quality Preschool Program Standards.

- 12 Assistant teachers should have a CDA or paraeducator certificate, which requires 90 hours of generalized education courses plus 45 hours of ECE-specific training. Assistants may be hired with only a high school diploma and must immediately enroll in a CDA program, but there is no timeline to obtain the CDA. NAEYC annual reports and on-site monitoring look for evidence that 50 percent of assistant teachers have a CDA.
- 13 Staff development is required but no minimum hours are specified.
- 14 This amount is based on \$303,000 allocated for state staff as well as the child count from fall 2008.
- 15 For the state aid formula, each student is weighted 60 percent of the state per-pupil cost.
- 16 The QRIS was voluntary when conducted at the beginning of program implementation.
- 17 Most districts use Creative Curriculum Developmental Continuum or High Scope Child Observation Record.
- 18 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents.
- 19 Other activities are determined locally and may include advisory committees, orientations, workshops, etc.

KANSAS – At-Risk Four-Year-Old Children Preschool Program 2009-2010

- 1 Programs are required to provide 465 hours per year of instructional time. Length of school day and days per week are determined locally. Most programs operate 3 hours per day, 5 days per week, though some choose to operate 4 days per week for more hours.
- 2 Some programs can extend their half-day program to a full-day program through collaboration with the Pre-K Pilot Program.
- 3 Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight risk factors noted in this report.
- 4 A full physical exam is required, though components are determined locally.
- 5 School districts receive 50 percent of the Base Student Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population in the 2009-2010 school year, low/high enrollment, and/or local option budget.
- 6 Public schools may contract with other agencies. These agencies may include Educational Service Units to provide professional development, teaching assistants, training, and coordination of programs among other forms of support.
- 7 Data from 2006 to 2009 were collected on the program and a three-year report is in development.
- 8 Programs must describe in their grant applications how parents and families are involved in the learning and educational experiences of their young children.

KANSAS – Pre-K Pilot Program 2009-2010

- 1 The Pre-K Pilot Program is offered in 14 counties, but not all districts in each county offered the program this year. The pilot program does include some children in the At-Risk Four-Year-Old Program in some districts. Twelve sites participated in the 2009-2010 school year.
- 2 Programs are not required to provide a completely unduplicated number. Programs are funded based upon a budget, not slots. The number of children may include those also enrolled in Head Start, the At-Risk Four-Year-Old Program, or other pre-K programs.
- 3 Approximately 50 percent of the spaces are in public schools and 50 percent are in existing child care and Head Start programs (including faith-based programs).
- 4 Programs must provide 465 hours per year of education. The actual schedule is determined at the local level with most programs operating approximately 3 hours per day, 5 days per week. Pre-K Pilot funds are used to provide a half-day of instruction, which may be used to extend the day of a child in another supported program.
- 5 If a community chooses to use their existing At-Risk Four-Year-Old Program as a Pre-K Pilot classroom, they must either add an additional 465 hours over the year to the pre-K experience or use the additional funding to improve the existing program. If a community chooses to use a Head Start classroom as a Pre-K Pilot classroom, they must add an additional 3 hours to the Head Start experience.
- 6 Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Other risk factors include single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, and social rehabilitation services referral. Eligibility for the other 50 percent of children is based on the local program's discretion.
- 7 All sites have different models so the actual components are locally determined. A physical exam is required, though components are locally determined.
- 8 Lead teachers in nonpublic settings must have an AA in ECE or a closely related field and must have a plan to get a BA within five years of becoming a state pre-K site.
- 9 Assistant teachers must hold a minimum of a CDA or equivalent status as a highly qualified paraprofessional. Every four classrooms must have a family services worker who provides referrals and additional supports to families as needed. This professional must hold a Masters of Social Work or a minimum of a BA in social work or a closely related field with five years of closely related experience.
- 10 Teachers and assistant teachers receive compensation and benefits equivalent to similarly qualified teachers in public schools.
- 11 The amount of local funds, including tuition, grants, and blended funding, is unknown.
- 12 Grants are awarded to school districts and non-profit community partnerships or community agencies on behalf of a coalition of service providers. Seventy percent of members of the partnership must include representations from: mental health centers, private child care providers, cooperative extensions, Head Start, Social and Rehabilitation Services, schools, the health department, the faith-based community, businesses, family representatives, community colleges or universities, libraries, government, child care resources and referral agencies, interagency coordinating councils, other nonprofit organizations, or foundations.
- 13 Previously, this program required that all classrooms receive a Kansas Quality Rating System (QRS) assessment and receive at least three stars to obtain funding. However, there was no funding in the 2009-2010 budget for these annual assessments.
- 14 Previously, all classrooms were observed using the CLASS instrument and teachers were asked to complete the Kansas Educational Leadership Initiative (KELI-4) child assessment for some children. However, funds were not available for these instruments in the 2009-2010 school year.

KENTUCKY – Kentucky Preschool Program 2009-2010

- 1 In one of the 174 districts, Head Start provides all state prekindergarten services.
- 2 The total enrollment number includes a supplemental count of 1,295 3-year-olds who received special education services after reaching their third birthday after December 1. If 5-year-olds are in the preschool program, they are counted as primary students. Some children may have been 2 years old when they enrolled, but they were 3 by October 1. The state does not track these children.
- 3 Some children receive special education services but are not enrolled in the preschool program. They are served in itinerant (such as home visiting or the children are brought to school for services), Head Start, or community child care settings. They include 634 3-year-olds and 1,027 4-year-olds.
- 4 Funding sources include IDEA part B special education, state pre-K, and Head Start.
- 5 Some children were served in Head Start settings and in private agencies. The number of children served in each setting is unknown.
- 6 The operating schedule is locally determined provided it meets the minimum requirements of a half day. The majority of sessions are between 3 and 3.5 hours per day.
- 7 Standard program operation is 4 to 5 days per week. Any deviation from this standard must be approved by the Kentucky Board of Education.
- 8 Children with a diagnosed disability and IEP are eligible to attend preschool at 3 years old. At-risk preschool children must be 4 years old on or before October 1.
- 9 If an Admissions and Release Committee determines that kindergarten is not appropriate to carry out a child's IEP, the committee considers alternative settings, including preschool. Preschool regulations do not allow a child to be retained in the pre-K program unless they have profound disabilities, in which case they are funded with kindergarten dollars to remain in pre-K.

- 10 Four-year-old children whose family income is up to 150 percent of FPL are eligible to attend the preschool program. Also, children who have an identified disability may enroll on their 3rd birthday or whenever they are identified.
- 11 Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available.
- 12 If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.
- 13 Teachers hired as lead teachers before the 2004-2005 school year can hold a CDA or an AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts. All lead teachers hired beginning fall 2004 were required to hold the IECE (Interdisciplinary Early Childhood Education) certificate.
- 14 The salary scale for teachers in Head Start blended programs depends upon who is the grantee. If the Head Start is the holder of the grant, the teachers will be paid on the Head Start scale. If a blended program has the school district as the grantee, then the teacher will be paid on the single salary schedule for the district.
- 15 State preschool program funding is in the state budget each biennium. Preschool allocations are determined based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities.
- 16 The state has a QRS for child care in which the state-funded preschool program does not participate, with the exception of contracted child care sites. Sites are required to achieve a minimum of three stars to be approved as a contracted site.
- 17 During the 2009-2010 school year, the state piloted a monitoring program with seven districts. The state plans to expand its monitoring system statewide during the 2011-2012 school year. Site visits that include the ECERS-R will be conducted on a five-year rotation system as well as site visits of selected programs (at-risk, high performing, and randomly selected).
- 18 The Kentucky Continuous Assessment Guide includes AEPS, Brigance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Creative Curriculum for Preschool, Preschool Child Observation Record, Early Learning Accomplishment Profile, Hawaii Early Learning Profile, The Ounce Scale, and Work Sampling System.
- 19 Districts communicate with parents through newsletters, parent-child activity packets, workshops, and the Kentucky Early Childhood Standards Parent Guide Training. The Kentucky Department of Education has a Family Resource/Youth Service Center (FRYSC) liaison. Most of the school districts have an active FRYSC.

LOUISIANA – 8(g) Student Enhancement Block Grant Program 2009-2010

- 1 Most districts operate 5 days per week.
- 2 The state does not set specific income eligibility but stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is locally determined by individual child or family characteristics.
- 3 Assistant teachers must possess a high school diploma or equivalent, have experience caring for a group of preschool age children, possess proficient oral and written communication skills, and meet all other district requirements for employment.
- 4 Locals blend and braid 8(g) funds with other state and federal funding to provide programs. An attempt is made to collect information from local programs on the total funding from each source, but this information could not be verified.
- 5 The board allocated \$17,200,000 for the FY 2009-2010 8(g) Student Enhancement Block Grant Program. Of that amount, approximately, \$15,178,133 was available to public systems to provide pre-K programs for at-risk 4-year-olds. Public systems targeted a total of \$13,679,635 of their available allocations to provide pre-K programs. The 8(g) Student Enhancement Block Grant allocation for each public school district was calculated using a \$75,000 base with a per-pupil amount of \$15.50.
- 6 Independent evaluators contracted by the state board make site visits, interview project administrators, and complete the necessary data collection. Evaluators then rate each program in the areas of design, personnel, participants, activities, evaluation, purpose, objectives, and timelines of implementation. Programs also receive on-site audits by the State Board's compliance officers at the end of their funding cycles, including a review of both fiscal and programmatic procedures.
- 7 Programs are required to use the Developmental Skills Checklist for assessing students in the fall and spring. Programs use DIBELS and DRA during the year. The DIAL and Brigance are two of the options they can use to screen students for admittance to the program.
- 8 A program must include family early intervention strategies such as home visits, group meetings, and school-based parent resource centers.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program 2009-2010

- 1 Within the Louisiana Department of Education, the Preschool Section's Literacy and Numeracy Initiative has administrative authority over the program.
- 2 In addition to the 65 school districts, 15 charter schools participated in the 2009-2010 school year.
- 3 Total enrollment does not include 513 tuition-paying students or an additional 1,927 students served in LA4 classes through braided funding sources.
- 4 If the student qualifies for free or reduced-price meals, they are counted in the enrollment and state pre-K funds pay for that student while special education pays for related supports and services. If the student does not qualify for free or reduced-price meals, then special education funds pay for both placement and services.
- 5 In addition to the minimum of 6 hours of instruction, school systems may also offer 4 hours of before- and after-school enrichment programs.
- 6 If a child is evaluated as gifted, he or she may enter kindergarten early.
- 7 The state provides funding for students eligible for free or reduced-price meals. Families that do not meet this income eligibility may be charged tuition by the local district. All children in the district are eligible to attend.
- 8 For LA4 programs housed in child care and Head Start centers, teachers must meet same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.
- 9 Approximately 40 percent of lead teachers also have a MA.
- 10 All teacher assistants must pass the Para Pro exam or equivalent and meet any other requirements determined by the local district.
- 11 Public school salary scales apply to teachers who work in public school settings as well as those working in child care or Head Start settings where the teacher is an employee of the school system.
- 12 This state spending allocation also includes fund to supplement the before- and after-school enrichment programs.
- 13 In the 2009-2010 school year, centers had to have a four-star rating and be working toward a five-star rating, the highest rating.
- 14 The 2008-2009 evaluation included child outcomes, demographic data, ECERS-R data, retention rates, referral rates to special education, and other information needed for longitudinal research of the program and its benefits. The 2009-2010 evaluation will be available in the fall of 2010.

LOUISIANA – Nonpublic Schools Early Childhood Development Program (NSECD) 2009-2010

- 1 The NSECD Program partners with nonpublic schools such as private, parochial, and charter schools and licensed Class A child care learning centers.
- 2 Incumbent or new NSECD teachers must be certified in early childhood or working towards certification. Those who are not already state certified must have passed Praxis I and taken all prerequisites to enroll in a pre-K-third grade or early interventionist alternate certification program. They must continually be enrolled and complete certification within three years of their hire date.
- 3 Current assistant teachers without a CDA must be enrolled in a CDA program and stay enrolled until completion of the program.
- 4 All NSECD teachers and aides are required to complete the NSECD foundation/curriculum development online training and attend a mandatory three-day regional training workshop (at the beginning of the school year) in addition to completing 18 clock hours.
- 5 NSECD child care centers are required to be NAEYC accredited or in the process of phase-three accreditation. The NSECD Program has not adopted the state's rating system.

- 6 The TANF funding is legislatively approved annually and receives a legislative audit. In a Memorandum of Understanding with the Louisiana Department of Social Services, the NSECD Program is also evaluated for performance indicators. The Comprehensive Five-Year Longitudinal Study will evaluate student performance from pre-K to third grade LEAP state exams. Students' performance on pre- and post-DSC are correlated to factors and issues related to the end-of-year report.
- 7 NSECD students are tested using the same Developing Skills Checklist pre- and post-testing methodology that is used for public pre-K and assessed by the same third party using the same statistical methodology and scrutiny.

MAINE – Public Preschool Program 2009-2010

- 1 There are a total of 543 schools labeled as elementary schools, but the 134 schools serving grades five through eight only are not included in the total count of 409.
- 2 Once a school has an approved pre-K program, it is funded through the school funding formula as with any other elementary school grade.
- 3 All children were reported under the Public Preschool Program category. There were some who were age eligible for kindergarten but placed in pre-K for a more developmentally appropriate program. The breakdown of this number is not available. Since the cut-off date is 4 years old by October 15, some children are 3 years old when they initially enroll.
- 4 State pre-K funds provide an inclusive classroom setting while IDEA funds support special services needed within that setting.
- 5 Of the 162 approved programs, 67 were in a partnership model with either Head Start or a community child care program. Many of the Head Start partnerships are located within a public school building as a preference of location. Some child care programs provide public pre-K embedded within the community full-day program, while others provide the program within the public school building.
- 6 Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate four half days with the fifth used for home visits and teacher planning. Some operate 5 days per week as a full school-day program.
- 7 It is a local district decision as to whether a district will continue to serve children who are not age eligible in a public preschool program. If a child attended kindergarten in another state with a different age eligibility requirement, this will be honored.
- 8 Some districts without universal capacity have a first come/first serve, lottery, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.
- 9 The program approval process encourages districts to follow either NAEYC criteria for classroom size or NIEER's quality benchmarks for maximum class size. The majority of programs in Maine operate with a certified teacher and a teacher assistant for an average ratio of eight to 10 students for every staff member.
- 10 Most programs offer a snack, and many offer breakfast and/or lunch, depending on the length of day. Those partnering with Head Start meet CACFP and Head Start meal and nutrition requirements. Schools that provide meals must meet USDA School Breakfast/Lunch Guidelines.
- 11 Assistant teachers must have DOE-issued Educational Technician II Authorization, which requires at least 60 college credits "of approved study in an educationally related field" and in-service of three credit hours per 5 years.
- 12 If a district employs teachers, they must be paid on the public school salary scale, wherever the program is located. If a community program employs teachers, they are not required to be paid on the public school salary scale wherever program is located.
- 13 Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on Maine's Essential Programs and Services school funding formula.
- 14 Schools are required to provide a local match to draw down their per-pupil state subsidy. This is specified in the school funding formula.
- 15 A community program must hold a quality certificate from the Department of Health and Human Services in order for a school district to partner or subcontract with it. This certificate is achieved by being at the top star level of the QRS.
- 16 All public schools must have a comprehensive educational plan which includes ways to monitor effectiveness of programs. However, the state does not have a formal monitoring system specific to public pre-K and the monitoring process is determined at the local level.
- 17 If the program is partnered with Head Start, it must meet Head Start requirements for family engagement. The program approval process asks for information about type of planned family engagement activities.

MARYLAND – Prekindergarten Program 2009-2010

- 1 Local districts may contract pre-K to qualified vendors (accredited centers or nonpublic nursery schools).
- 2 Enrollment for the 2009-2010 school year includes only 4-year-olds enrolled in state-funded pre-K, including those enrolled in Judy Centers.
- 3 Funding cannot be blended but can be coordinated. Preschool special education funds are considered dedicated funds and must be spent for preschool children with disabilities.
- 4 In the 2009-2010 school year, 52 percent of all prekindergartners were in school day and 48 percent were in half-day programs. The state does not fund child care except through child care subsidy for eligible children.
- 5 Transportation to wrap-around, extended-day services is provided by full-day state pre-K programs. State funds can be used to extend the program to a full day but not for wrap-around services.
- 6 Local boards of education have established regulations for early admission to kindergarten. They may grant waivers on a case-by-case basis.
- 7 Any remaining vacancies are filled by enrolling 4-year-old applicants who are not from low-income families but who exhibit a lack of readiness in identified domains. Eligibility can be determined by using other state-specified risk factors.
- 8 A "body system head to toe" full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. Vision and health 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. Head Start requirements are more stringent.
- 9 All pre-K programs are required to adopt or align local school system curricula with Maryland content standards, indicators, and objectives for pre-K that are identified in the Maryland Model for School Readiness Framework & Standards for pre-K/State Curriculum for pre-K.
- 10 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the Para Pro assessment administered by ETS.
- 11 Some in-service requirements may be imposed locally. Pre-K program teachers receive Maryland Model for School Readiness training aligned with Maryland Teachers Professional Development Standards. In addition, teachers must meet highly qualified teacher requirements under NCLB. Local school systems provide professional development for classroom assistants.
- 12 Scholarship programs are available through the Maryland Higher Education Community. Mentors and literacy coaches are supplied by local school systems.
- 13 State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the total enrollment for K-12. Compensatory funds account for weight associated with low-income, English Language Learners, and special education students. Local school systems must provide services for all eligible 4-year-olds using state and/or local funds. As of the 2007-2008 school year, there is no dedicated prekindergarten funding.
- 14 A quality rating system is in development and will go into effect in winter 2011.
- 15 A prekindergarten assessment was proposed in the business plan for preschool for all and presented to the governor's office in December 2009. The prekindergarten assessment has not been put into place due to a lack of funding for the expansion of prekindergarten.
- 16 Family engagement activities are only required in Title I schools.

MASSACHUSETTS – Universal Pre-Kindergarten (UPK) and Grant 391 Program 2009-2010

- 1 Grant 391 funds go to the school districts and then funding can be used at the schools/programs as decided by the district. The 391 program is also offered in one agency that runs center-based programs. UPK is at a school/site level.
- 2 UPK is awarded on a competitive basis. Funds for Grant 391 are not competitive, with the funding given to programs who apply based on a funding formula.
- 3 There were 9,831 children in UPK and 3,637 children in Grant 391.
- 4 UPK and Grant 391 funds may be used for comprehensive services or teacher salaries but cannot be used for services in a child's IEP plan, and services should benefit the entire classroom.
- 5 The majority of Grant 391 children are located in public schools.
- 6 Hours and operating schedule vary by type of program and setting. Programs providing care to children with financial assistance must operate based on the requirements determined in their contract or voucher agreement. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to full-day, full-year services. For Grant 391, grantees follow the public school calendar, which is determined locally.
- 7 For UPK, full day is 10 or more hours, school day is 5 to 10 hours, and half day is fewer than 5 hours.
- 8 Children must be in the classroom by the renewal date of the grant. The state does not have a cut-off date.
- 9 Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten age eligibility, and the UPK funding formula is based on the number of children who are not yet eligible for kindergarten.
- 10 A child with special needs could remain in the preschool program, but they would no longer be counted in the UPK formula.
- 11 Any child may enroll in any program, but programs are selected to receive UPK funding based on program characteristics and on the characteristics of the children in the program.
- 12 The income requirement applies to all children in UPK receiving subsidy money. Tuition paying families do not have an income requirement. There is no income requirement for Grant 391.
- 13 It is determined by UPK if a child is part of the financial assistance system, and the sliding fee scale for parent co-pay is determined by income. Any program receiving subsidy money may use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.
- 14 Programs operating fewer than 4 hours per day must provide snacks. Programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks. Parents or providers may provide snacks.
- 15 For UPK, the program must design and implement a nutrition program that meets the USDA guidelines.
- 16 Programs are not required to provide screenings directly. However, all LEAs are required to provide screening and referrals under "child find," and screenings and referrals are available to children in non-LEAs through services in public schools. Health screenings are not specified.
- 17 Comprehensive services are not required by UPK programs; however, funding may be used for comprehensive services that benefit the entire classroom.
- 18 All teachers must have an early childhood certification. Public school teachers must have a pre-K–grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Lead teachers must be either be 21 years old or have a HSD and must complete a three-credit college course in child growth and development.
- 19 Total spending for Grant 391 was \$12,898,221 and \$39,564,596 for UPK.
- 20 UPK program classrooms receive \$500 for each tuition-paying child in the classroom. An additional \$2,000 is given for each child receiving the financial assistance of a voucher or contract.
- 21 EEC is currently piloting a Quality Rating and Improvement System. Full implementation is scheduled to occur in January 2011 based on funding.
- 22 For programs funded through the UPK programs, EEC directly collects information on staff qualifications, child information, child assessment, program curriculum, etc. All EEC-funded programs are subject to periodic financial reviews and all licensed programs receive site visits by EEC staff to verify health and safety standards are met.
- 23 In spring of 2009, EEC contracted with a vendor to conduct a study of program quality in UPK and non-UPK programs statewide. The evaluators used the CLASS tool and found that across the board the quality of instructional support in programs was low. EEC has used this information to tailor child assessment policy to program practice and individualization of instruction for children.
- 24 Programs that receive a full-day kindergarten grant are required to assess children's learning and development. All kindergarten programs are required to provide progress reports; however, programs are not instructed on how the progress reports must be completed.

MICHIGAN – Great Start Readiness Program (GSRP) 2009-2010

- 1 In addition, 33 agencies and one independent school district also competed successfully for grants. In the 2009-2010 school year, there was a legislative allowance for the repurposing of GSRP funds to fill shortfalls as a result of K–12 per-pupil reductions. Fifty-one of the reported school districts repurposed some portion of funds; another 10 districts repurposed 100 percent of funds and are not included in this report.
- 2 This is the number of children that was planned to be served in center-based pre-K programs rather than the number of slots. Children served in the full-day programs using two half-day slots are only counted once in the enrollment. In addition, 234 children are served in a home-based option.
- 3 Special education children are also enrolled in separate classrooms, but those children are not counted in the total enrollment count. Some children enrolled in GSRP are also receiving additional services paid for through ECSE funds.
- 4 Grantees may choose part-day, alternate-day, or school-day classroom options, or a home-based (home visiting + cluster meetings) model. Part-day, alternate-day, and home-based models are reimbursed at one slot per child (\$3,400). School-day classroom programs are reimbursed at two slots per child (\$6,800).
- 5 The minimum is 4 days per week, except for the all-day/alternate-day classroom model of 2 days per week, which is reimbursed the same as the part-day model.
- 6 If there is a new grantee, it is allowable to operate only for 20 weeks during its first year. Subsequent years must be 30 weeks per year.
- 7 All of these options are available if programs can afford them or work out agreements with other funding sources. Parents may pay tuition for extended time.
- 8 Districts may enroll children in kindergarten who are not yet 5 by December 1, but the state does not forward any funding for them, so this rarely occurs.
- 9 Per the School Aid Act, more than 50 percent of the children in each grantee's enrollment must meet the income requirement. The State Board of Education adopted a new requirement in May 2009 that more than 75 percent meet low or extremely low income.
- 10 The Michigan State Board of Education adopted a revised risk factors document in May 2009. There are now eight factors that determine eligibility: extremely low family income (below 200 percent of FPL), low family income (between 200 and 300 percent of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent/s with low educational attainment, abuse/neglect of child or parent, and environmental risk. A state determined prioritization process was adopted along with the revised risk factors, allowing extremely low family income to automatically qualify a child, then low family income plus two risk factors, then low family income plus one risk factor, then family income above 300 percent of FPL plus two risk factors with a cap of 25 percent of the total slots that can fall under this level.
- 11 Part-day programs provide a snack, and full-day programs provide one meal and two snacks or two meals and one snack. Part-day programs are encouraged to offer a meal and extend the minimum time to 3 hours, which is aligned with kindergarten for transportation.
- 12 Programs must assure that children have health screenings, although they are often provided by the local health department. All programs must make appropriate referrals. The physical exam for licensing typically includes height/weight or BMI, blood pressure, and immunizations.
- 13 Program policies and procedures are required to promote, support, and respect the home language, culture, and family composition of each child. The state encourages the hiring of at least some staff who speak the dominant languages of the community and provides translators for parents. All staff are expected to learn key words from each child's home language.

- 14 Programs are required to assess children's progress using instruments that address the standards.
- 15 All public school teachers must have BAs and elementary teaching certification with an early childhood endorsement. If training is incomplete, they may be considered "out of compliance" but must be enrolled in a training program and in compliance within four years. Teachers in nonpublic programs may have a BA in EE and an elementary teaching certificate with an early childhood endorsement, a BA with teaching certificate and CDA, or a BA in CD with a focus on preschool training.
- 16 The state has its own equivalent to a CDA, which includes the same requirements but teachers do not have to take the CDA exam. The state approves each candidate individually instead. An assistant teacher may have a CDA or equivalent as approved by the State Board of Education, or an AA in ECE/CD. If a suitable person cannot be hired, someone can start "out of compliance" but must have completed at least one credit-bearing course in CD and have a plan to complete the requirements within two years.
- 17 All classroom staff must complete 12 clock hours per year to keep required child care licenses current plus current CPR, first aid, and blood borne pathogen training. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.
- 18 Most recent data indicate that about 60 percent of GSRP teachers are paid on the teacher salary scale. It is recommended but not required.
- 19 Other state supports include state-sponsored webinars, workshops, conference calls, conferences, and other trainings, plus a listserv for pre-K teachers and administrators.
- 20 For the 2009-2010 school year only, there was a legislative allowance for repurposing of GSRP funds to fill shortfalls in K-12 as a result of per-pupil reductions. Only school districts/public school academies were allowed to repurpose so all repurposed funds came from the state school aid fund, not the general fund. GSRP cannot operate solely on the state funding, but the state does not collect data on local spending. Local districts may choose to use Title I funds for preschool programming. Grantees typically spend roughly another \$1,500-\$2,000 per child to cover costs not paid for by the state. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.
- 21 There are two funding streams. The community agency stream is a statewide competition. The school district portion has both a needs and capacity assessment and a formula component.
- 22 School districts and competitive grantees can subcontract with for-profit or non-profit, public or private agencies.
- 23 The state did not have a quality rating system in the 2009-2010 school year. Several locations around the state piloted a system.
- 24 The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. GSRP collects electronic data on all programs every year. On-site monitoring is limited due to staff numbers, but programs are also monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information.
- 25 Each grantee must annually define and report on a program goal, a child development goal and a family involvement goal. The goals are chosen using data collected by the program quality assessment tool, aggregation of child assessment information, and parent surveys and other response tools. Michigan Department of Education staff review and send comments on each goal's plan, and then review the final reports.
- 26 Studies of Michigan's program include: an ongoing longitudinal study covering kindergarten through eighth grade thus far (began 1995); a regression discontinuity study of 865 students assessed in pre-K and K (2005); a quasi-experimental/longitudinal study of 403 students in private child care, Head Start, and GSRP (2004-2007); a mixed methods regression discontinuity and quasi-experimental/longitudinal study of 482 pre-K and 443 kindergarten students followed (2007-present). Studies since 2004 have measured both child outcomes (direct assessments and teacher/parent reports) and process quality in pre-K and elementary classrooms (independent observation).
- 27 The current, ongoing evaluation of GSRP combines a point in time regression discontinuity design study and a longitudinal, comparison group design that follows children through first grade. Language and literacy, early math, and social-emotional child outcomes have been measured through direct assessment as well as parent and teacher report (tools include the Woodcock-Johnson III Test of Achievement, the Peabody Picture Vocabulary). The longitudinal evaluation is funded in state legislation.
- 28 Programs may choose tools that assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also recommends supplemental tools in particular areas to meet particular needs.

MINNESOTA – Minnesota Head Start 2009-2010

- 1 By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, seven tribal governments, and 27 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- 2 Total enrollment in the program has decreased over time due to a growing trend to allocate funds to both Early Head Start and Head Start. Local Head Start programs did not report the number of children served by age.
- 3 Programs comply with the federal Head Start requirement of at least 3.5 hours per day, 4 days per week for 32 weeks, which is the most common schedule.
- 4 Extended hours are primarily supported with child care assistance funds administered through the Minnesota Department of Human Services.
- 5 Programs may also use state funds to provide Early Head Start services for children who are under the age of 3. Federal Head Start requirements determine eligibility. Independent school districts may establish an early entrance policy for kindergarten.
- 6 State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Other criteria for eligibility include homeless families and foster children. Also, families may be income eligible if they qualify for child care services as a participant in Minnesota's TANF program.
- 7 These factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots.
- 8 Eligibility can be reassessed if there is a major change in family circumstances such as income. Children are usually but not always allowed to continue enrollment through the end of the program year.
- 9 Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of daily nutritional needs.
- 10 State authorizing statute requires compliance with federal Head Start requirements. Translators or bilingual staff must be available if 50 percent or more of the children in a class speak a language other than English.
- 11 The Head Start Reauthorization Act of 2007 requires that by 2011, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. Currently, about 80 percent of Minnesota Head Start teachers have at least an AA and 60 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a BA.
- 12 Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a HSD. By 2013, all assistant teachers must have a CDA or be enrolled in a program to receive an AA, BA, or CDA in two years. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- 13 The requirement for in-service professional development is 2 percent of total work hours. However, as of December 2007, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2 percent standard.
- 14 Minnesota is piloting a quality rating system in three geographic areas with large populations of at-risk children. The pilot phase is anticipated to conclude during the 2010-2011 school year.
- 15 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

MISSOURI – Missouri Preschool Project (MPP) 2009-2010

- 1 Special education funds are used for itinerant services. Services required by the child's IEP are funded through IDEA. Other educational services may be paid with state pre-K or other funding. The amount and source of the funding is dependent on the IEP for the child.
- 2 The program must provide 6.5 hours of school per day, 5 days per week for 12 months per year and operate between the hours of 7:30am and 5:00pm. Only governmental entities or public school districts can provide a half-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title I and/or special education, and can provide services for no less than the school year.
- 3 A sliding payment scale is required for all programs charging a fee.
- 4 Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.
- 5 A full physical must meet child care licensing requirements.
- 6 Lead teachers with less than a BA have been grandfathered in as long as they continue to pursue college credit toward a BA.
- 7 Teachers with certification are also required to attend 30 clock hours within the first four years and 15 clock hours annually thereafter until they have achieved two of the following: 10 years of teaching, an MA, and/or National Board Certification.
- 8 The family engagement plan must address how parents will be informed about their child's development, opportunities to be involved in the preschool program, and how the preschool program will communicate with parents on an ongoing basis. Locally determined activities include newsletters, parent-teacher conferences, notes home, phone calls, and incorporating Strengthening Families strategies.

NEBRASKA – Nebraska Early Childhood Education Programs – Ages 3 to 5 2009-2010

- 1 Some school districts begin or add capacity with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval. The 2009-2010 school year was the first year in which schools that funded a program without state grants were included in the geographic availability count. The Early Childhood Education Grant Program now counts the approved school numbers rather than just the grant numbers.
- 2 For the last two years, legislation has allowed school districts that do not have an early childhood education grant or were receiving state aid to enroll kindergarten age-eligible children. These children are reported for the first time this year, while previously only children in grant-funded programs had been reported.
- 3 School districts/educational service units may use federal and state special education funding, local district funds, Early Childhood Education Grant funds, state aid, Head Start funds, and/or other funding as appropriate to fund the inclusive classroom.
- 4 Most programs operate part day, 3.5 to 4 hours per day, 4 or 5 days per week.
- 5 Districts may enroll children under age 3, but they would have to meet staffing and group size requirements established for younger children. Kindergarten-age children with disabilities may be allowed to remain in district-operated programs only if the IEP team determines that the child's needs cannot be met in kindergarten. For this school year, legislation allowed school districts that did not receive state funding (either a grant or state aid) to serve kindergarten-eligible 5-year-olds in pre-K.
- 6 While all prekindergarten age-eligible children are eligible to be served in a school district early childhood program, regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children while others may use locally determined risk factors in addition to those specified by the state.
- 7 Children with an IEP cannot be required to pay if the placement is identified in the IEP.
- 8 Programs must provide a meal and/or a snack.
- 9 If the majority of children use a common language other than English, at least one staff member who speaks the language must be an active participant in the classroom. If less than a majority of children speak a different language, a staff member, community resource person, or parent who speaks the language must be identified to serve as a resource to the program.
- 10 If teachers have endorsements other than one of these, they must take college coursework and make annual progress until they obtain an early childhood endorsement.
- 11 The Nebraska Department of Education collects federal, state, and local data from districts that have some Nebraska Early Childhood Education Grant fund. However, they do not have data (other than state aid figures) regarding programs that have never had an Early Childhood Education Grant.
- 12 Funding for the program includes an allocation for the grant program as well as through the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year. Educational Service Units may receive grant funds but cannot receive state aid funding.
- 13 Although a 100 percent match of state grant funds is required, it does not have to come from a local source. State aid requires that districts use federal and/or local sources to support the operation of the early childhood program in addition to state aid.
- 14 Self-assessments are required for districts that have operated successfully for a number of years. Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected percent of districts will also receive an assessment by a reliable observer for comparison. Programs less than three years old continue to receive a visit by a reliable observer. Randomly selected programs not visited through one of the other means will receive a site visit as well. However, due to random sampling, it is possible that not all sites will receive a visit.
- 15 While an evaluation is required for grant-funded programs every other year, a subset of these programs receive annual evaluations, which cover program quality and child outcomes, both short-term and long-term. Due to fiscal constraints, evaluation is not being planned for programs not funded by grants.

NEVADA – Nevada State PreKindergarten Education Program 2009-2010

- 1 In addition to the 10 school districts that have a program, one community-based program (Great Basin College) also administers a state-funded pre-K program.
- 2 All state pre-K programs are half-day programs as determined locally by individual programs due to limited funding. Programs are required to provide services a minimum of 10 hours per week. Local programs determine specific hours and schedule depending on location and track. Most programs operate 4 days per week for 2 to 4 hours per day.
- 3 Some programs are able to provide some extended services by collaborating with other partners.
- 4 Specific priorities for enrollment may be determined locally. Other eligibility requirements that may be used include low-income status, being an English Language Learner, and homelessness.
- 5 Meals are not required, but all programs provide snack for half-day programs.
- 6 Nevada is currently in the process of creating infant and toddler standards that are also aligned with existing pre-K standards.
- 7 If teachers started with the program prior to 2002, they are grandfathered in. Positions that are deemed "difficult to fill" may develop a professional development plan that the hired teacher would follow if they do not currently have the approved certification.
- 8 Nonpublic schools are encouraged to follow the local district's teacher salary scale so as to be competitive and promote high-quality standards.
- 9 Programs are not required to have other funding sources but are encouraged to collaborate with other sources to be more competitive. For the 2009-2010 program year, the program was flat-funded. However, through increased collaboration and blended funding streams such as Title I, programs have been able to serve more children.
- 10 Family engagement activities may include but are not limited to: parent workshops, volunteering in the classroom, literacy activities, parent and child time together activities, and ESL classes.

NEW JERSEY – Former Abbott and Expansion Districts 2009-2010

- 1 Primary oversight of the preschool education program is through the state Department of Education's Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services oversees the before- and after- school portion of the preschool program.
- 2 Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four are required to offer the program after applying to expand their existing program starting in the 2008-2009 school year.
- 3 Enrollment in any faith-based centers would be included in the count of children in private agencies.
- 4 The Department of Education funds the program to operate for at least 6 hours per day for an academic year. Districts and private providers may also operate for an additional 4 hours and/or extend to a full calendar year in the form of a wrap-around program, funded by the Department of Human Services based on income-eligibility requirements. The Department of Education no longer mandates that programs provide wrap-around care. The Department of Human Services reported 30,625 students receiving wrap-around services in the former Abbott districts. The percentage represents participation within the 31 former Abbott districts and does not include whether the 622 children in the four "expansion districts" participated in wrap-around.
- 5 All students receive at least a school-day program, but the state does not have a breakdown of the number of students who attend a full-day versus school-day program.
- 6 Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 7 Only district residents are eligible for the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program. Children who move outside of the district would no longer be eligible to attend the program.
- 8 Requirements of a physical exam, beyond those already listed, are locally determined.
- 9 Teachers with an Elementary School (N-8) certificate may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 10 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 11 Assistant teachers must attend professional development sessions as they are offered by their district, but the district is not required to provide a specific number of hours.
- 12 Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district's aid amount reverts back to what it was in the 2008-2009 school year.
- 13 When a district contracts with a private provider, the provider has to meet a minimum score on the ECERS (as set by the district) to be in compliance.
- 14 The Self-Assessment Validation System (SAVS) is an annual process conducted by all 35 participating districts. The SAVS requires a review of district records on finances, professional development, curriculum, administration, community collaboration, and several other program areas.
- 15 Funding for consultant visits was not available for the 2009-2010 school year.
- 16 Districts are required to design and provide a parent involvement program based on identified needs and parent survey responses. Districts are also required to include parents on the Early Childhood Advisory Council.

NEW JERSEY – Former Early Childhood Program Aid Districts (ECPA) 2009-2010

- 1 Primary oversight of the preschool education program is through the state Department of Education's Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services oversees the before- and after-school portion of the preschool program.
- 2 The number of districts decreased from last year due to the transfer of districts from this program to the former Abbott program.
- 3 Only districts where 20 to 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children and either half- or full-day preschool to all 4-year-olds.
- 4 If districts or providers participate in the wrap-around program, funding is provided by the Department of Human Services.
- 5 Head Start, private agencies, and faith-based centers are all considered private providers. At this time, there are not any family child care homes included in the program.
- 6 Length of program day varies by district. In some cases, both half- and full-day programs are offered. Half-day programs are most common.
- 7 Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 8 Eligibility is based on residency. If a child moved to another district mid-year that does not offer the program, the child would no longer be eligible to participate. A resident student enrolled in the program would not be reassessed during the school year.
- 9 Meals are required for full-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs would have to meet USDA guidelines.
- 10 Requirements of a physical exam, beyond those already listed, are locally determined.
- 11 Teachers with an Elementary School (N-8) certificate may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 13 Assistant teachers must attend professional development sessions as they are offered by their district, but the district is not required to provide a specific number of hours.
- 14 All state funding is technically run from the state aid formula. However, for the 2009-2010 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula.
- 15 When a district contracts with a private provider, the provider has to meet a minimum score on the ECERS (as set by the district) to be in compliance.
- 16 The district must include parent education activities in the program with strategies that assist parents in remaining active in their child's education.

NEW JERSEY – Former Early Launch to Learning Initiative (ELLI) 2009-2010

- 1 Primary oversight of the preschool education program is through the state Department of Education's Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services oversees the before- and after-school portion of the preschool program.
- 2 Nine of the 24 districts also receive funding as former ECPA districts.
- 3 Districts also reported serving 104 3-year-olds, but those children are not funded with state dollars. Also, this number reflects only the districts that do not receive funding through the former ECPA program, so as not to double count any students.
- 4 In some districts, the before- and after-care program may be supported locally or with parent payments. If districts or providers participate in the wrap-around program, funding is provided by the Department of Human Services. Transportation is not provided in all districts, and ELLI funding cannot support transportation costs.
- 5 This program funds only 4-year-old general education students. Children with special needs may be permitted to enter/exit the program outside the age requirements if written in the child's IEP that it is necessary and appropriate for the child. However, these children would be funded through special education funding. If a student is age-eligible for kindergarten, the district may make an exception for that student (with documented disabilities and if written in the child's IEP), but the student would not be paid for with the funding for this program.

- 6 In addition to children needing to qualify for free and reduced-price lunch and being a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program.
- 7 Eligibility is based on residency. If a child moved mid-year to another district that does not offer the program, the child would no longer be eligible to participate. A resident student enrolled in the program would not be reassessed during the school year.
- 8 Breakfast, lunch, and snack are required for full-day programs. Provision of meals is not addressed for this program. However, as all students are served in district buildings, USDA requirements would need to be met for all meals served.
- 9 Requirements of a physical exam, beyond those already listed, are locally determined.
- 10 Teachers with an Elementary School (N-8) certificate may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 11 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 12 Assistant teachers must attend professional development sessions as they are offered by their district, but the district is not required to provide a specific number of hours.
- 13 Funding was frozen for the 2009-2010 school year.
- 14 All state funding is technically run from the state aid formula. However, for the 2009-2010 school year, funding for these districts was kept the same as in prior years, which was not according to the funding formula.
- 15 District must use local funds or charge tuition to serve regular income general education students and must also use special education funding to serve children with IEPs.
- 16 When a district contracts with a private provider, the provider has to meet a minimum score on the ECERS (as set by the district) to be in compliance.
- 17 The district must include parent education activities in the program with strategies that assist parents in remaining active in their child's education.

NEW MEXICO – New Mexico PreK 2009-2010

- 1 All age-eligible children in locations offering the program are eligible, but funding priority is children who will attend Title I schools with the highest percentages of children failing to meet No Child Left Behind's AYP in math and reading. Sixty-six percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 2 Children may receive ancillary services while attending the program. Children receiving classroom-based special education services may be in an integrated classroom but are funded separately.
- 3 The state funds 2.5 hours per day, but programs can extend the day. The most common schedule is 2.5 to 3 hours daily for 5 days a week.
- 4 If a child has a developmental delay, the IEP group and parents may recommend a pre-K placement instead of kindergarten. This is handled on a case-by-case basis and requires permission from state agencies.
- 5 All age-eligible children in locations offering the program are eligible, but funding priority is children who will attend Title I schools with the highest percentages of children failing to meet NCLB AYP in math and reading. Sixty-six percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 6 Lead teachers must get an early childhood education birth to grade 3 certification within five years of being hired. Programs are permitted to employ someone without this licensure with a professional development plan to achieve the requirement within five years of being hired. All teachers, regardless of degree type, begin receiving specialized training immediately.
- 7 Assistant teachers in public and nonpublic schools are expected to obtain an AA in early childhood education within five years of being hired.
- 8 Nonpublic school settings that hire staff with equivalent qualifications to public school licensure are expected to pay commensurate salary for the specific hours of New Mexico PreK.
- 9 Total spending does not include \$2,456,819 for training, technical assistance, and professional development funds and \$488,687.40 for evaluation.
- 10 In previous years the half-day funding formula used was half the unit value applied kindergarten students, which is 1.44 times the per-pupil allocation or unit value. Because of budget shortfalls the unit value did not increase as it has previously.
- 11 Mentors visit each program on a scheduled basis to assist with the implementation of the observational assessment process and program standards based upon individual program needs.

NEW YORK – Universal Prekindergarten (UPK) 2009-2010

- 1 Funding had been made available to all 677 districts in the past but for the 2009-2010 school year, the UPK program was flat funded, meaning only districts that had previously had a program would be offered an allocation. All districts that had previously done so operated a program in the 2009-2010 school year.
- 2 Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2009-2010 school year, three districts were able to offer the program to 215 3-year-olds.
- 3 UPK funding supports 2.5 hours of the children's instructional program while the rest of the day is funded through other sources.
- 4 This breakdown does not include the 215 3-year-olds reported in the total program enrollment. Of the 25,212 children in full-day programs, 21,032 are in the public schools.
- 5 The UPK funding is for a minimum of 2.5 hours, but many programs opt to run a full-day program using other funding sources. Programs must operate 5 days per week for a minimum of 180 days per year.
- 6 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack.
- 7 A full physical exam includes a medical history, Tanner scale, scoliosis, and asthma and hypertension screenings. The state also requires a social and emotional assessment as part of initial screening, progress monitoring, and outcomes assessment for UPK students.
- 8 The New York State Board of Regents adopted the Prekindergarten Learning Standards in January 2011.
- 9 Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in early childhood education or a related field. New hires must also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the childhood grades within five years. Until all UPK teachers in nonpublic settings possess a NYS teaching license or certificate, programs must employ an on-site education director who has a NYS teaching license or certificate for the early childhood or childhood grades.
- 10 Of the 5,153 UPK teachers, 4,131 are certified, meaning they have or are about to complete an MA. Another 811 have a BA and are working toward initial certification, while 211 are working towards a BA and initial certification.
- 11 Level I Teaching Assistant Certificate, the entry level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have a HSD or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
- 12 The state aid formula takes into account several factors including: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (the proportion of pupils eligible for free and reduced-price lunch), regional cost index, and expected local contribution.

- 13 QUALITYstarsNY is New York state's voluntary quality rating and improvement system for early care and learning programs. Some UPK sites participate in this system. New York is currently field testing the QRIS with plans to implement it statewide in the 2010-2011 school year in centers, schools, and family-based programs.
- 14 School districts may select a valid and reliable instrument that assesses, at a minimum, a developmental baseline for language and literacy skills, cognitive skills, and social skills. An assessment of the UPK program must be conducted to determine the extent that goals and objectives have been met.
- 15 Each school operating a prekindergarten program shall develop procedures to ensure the active engagement of parents and/or guardians in the education of their children.

NORTH CAROLINA – More at Four Pre-Kindergarten Program 2009-2010

- 1 The Office of Early Learning contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency, the local Smart Start partnership for children, or another agency such as Head Start. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.
- 2 More at Four funds may be blended with IDEA funds to support children receiving special education and to provide for inclusive classroom settings.
- 3 Faith-based centers may be included in the count of private agencies.
- 4 Before- and after-school care may be provided for children in a More at Four class, but More at Four funds may not support this activity and this number is not tracked.
- 5 State statute allows for a child's early entry into kindergarten using state established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
- 6 Twenty percent of a county's More at Four slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.
- 7 A full physical exam is required, though components are not specified.
- 8 More at Four is developing new policies that will strengthen supports for children who do not speak English as their primary language, including encouraging practices such as screenings in the child's primary language.
- 9 Programs must provide information to families on access to health insurance and the importance of a medical home for their children. Parent conferences and home visits are strongly recommended but not required.
- 10 An online orientation to state standards, which was piloted in the 2008-2009 school year, was available in the 2009-2010 school year.
- 11 All lead teachers in More at Four classrooms are required to hold a BA in ECE or a related field and a North Carolina birth-kindergarten teacher licensure. Teachers in nonpublic settings may begin in a More at Four classroom with a minimum of an AA but must work to achieve a BA in ECE or a related field and a birth-kindergarten licensure within four years of the classroom beginning to receive More at Four funds. There are a limited number of lead teachers working in the private sector with a HSD as the highest degree completed. However, these teachers are granted an exception due to their near completion of a BA.
- 12 Assistant teachers in public schools must meet requirements specified by NCLB. NCLB generally requires assistant teachers to hold a two-year degree. More at Four requires assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in early childhood education is highly encouraged for assistant teachers.
- 13 Licensed teachers will participate in professional development at a rate of 15 CEUs every five years. Teachers and assistant teachers working toward licensure requirements will participate in a minimum of six documented semester hours per year.
- 14 Teachers in nonpublic settings are required to receive comparable salary and benefits once they obtain a birth-kindergarten licensure, based on available state and local resources.
- 15 The Teacher Licensure Unit in the Office of Early Learning supports teachers in nonpublic settings in obtaining a birth-kindergarten licensure. The unit facilitates the development and completion of professional growth plans and provides mentors and evaluation services to support teacher growth. The Teacher Licensure Unit is also implementing the North Carolina Teacher Evaluation Process with state-funded pre-K teachers in nonpublic schools.
- 16 In the 2009-2010 school year, More at Four received \$28,001,161 in federal TANF funds in lieu of state general fund monies.
- 17 There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.
- 18 Programs in nonpublic schools must hold a four- or five-star license under the North Carolina Division of Child Development's five-star rated licensing system.
- 19 Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desk-top monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted on all second-year classrooms, as well as randomly through QRS evaluations of licensed programs.
- 20 An RDD study was conducted of 1,020 children who were entering More at Four compared to children who had completed More at Four the previous year and were entering kindergarten, along with observations of the pre-K classrooms.
- 21 Preliminary planning has begun for a random assignment experimental design evaluation following children through to at least sixth grade with a possible start date of the 2011-2012 school year, and a quasi-experimental design cohort analysis comparing third grade reading and math scores of previous More at Four participants to other low-income household students who had not previously participated in More at Four is being completed. Two other cohorts are also being followed.
- 22 Specific activities are not required, but a comprehensive list is offered as guidance to programs to establish meaningful parent/family engagement activities.

OHIO – Early Childhood Education (ECE) 2009-2010

- 1 Since the 2006-2007 school year, new ECE grants were awarded based upon a poverty index. Districts that have been receiving ECE funds since 1986 could not receive additional funding to serve more children.
- 2 In the 2009-2010 school year, Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,367. Enrollment breakdowns are estimated figures based on the funded enrollment of 5,700 children only and not the total enrollment.
- 3 Although legislation says that children should not be age eligible for kindergarten (age 5) when in pre-K, there are two school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in the program if they turn 5 after August 1 but before September 30.
- 4 The number of children receiving special education services in the ECE program increased significantly from the 2008-2009 school year. Per legislation for the ECE program, children with IEPs do not have to meet income eligibility requirements. In addition, ODE has been working with districts to assure the least restrictive environment and meet the commitment of serving children in community-based programs.
- 5 Children receiving a portion of funding via ECE funds may also be receiving center-based or itinerant special education services (preschool special education services are funded at the teacher level rather than the child level).
- 6 State funding is for a half-day program (3-3.5 hours per day), 5 days per week. Districts may elect to use other funding sources to extend the day to a full day. On average, programs operate 4 days per week due to transportation issues, but they are required to provide home visits, parent conferences, parent education, professional development, or link families to social services on the fifth day.
- 7 Age eligibilities are based on the kindergarten cutoff dates of August 1 or September 30. These are the only two dates possible, but each district may choose which one to use.
- 8 Family income is the determining factor for this program. The program is free for families up to 100 percent FPL. Families between 101 and 200 percent FPL pay a fee based on the district's sliding fee scale. Districts may offer services to children over 200 percent FPL, but those families pay full tuition.
- 9 Programs are required to provide breakfast, lunch or snack depending on hours of attendance.
- 10 Components of the full physical exam are not specified, though a report from a licensed physician is required.
- 11 Ohio currently has draft revisions to pre-K English language arts, mathematics, social studies, and science standards being reviewed.

- 12 Teachers in public schools are required to have one of these licenses/certificates. The Intervention Specialist License would only be acceptable if the teacher also had an endorsement related to early childhood or a second license in early childhood. The Pre-K Associate license requires an AA in ECE; the others require a BA. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. As of July 1, 2009, all teachers in programs that began in fiscal year 2006 are required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.
- 13 Assistant teachers receive in-service training in one or more of four areas: child development or early childhood education, child abuse recognition and prevention, first aid, or prevention of communicable diseases.
- 14 Although the amounts are unknown, Title I and local sources may be used by districts to fund the additional 3,667 children who are receiving services through ECE but are not funded through the state.
- 15 Starting with the district with highest poverty rate, the Ohio Department of Education funded awards of up to two classrooms per district until all dollars were allocated.
- 16 For review of program self-assessments, beginning in fiscal year 2010 all ECE programs are required to complete and submit a program plan.
- 17 Due to budget cuts for the 2009-2010 school year, site visits are no longer required for monitoring and program quality. Annual visits are conducted for basic health and safety compliance indicators, and these visits also include the monitoring of quality in many cases, although it is not required. In addition, programs must engage in a continuous improvement process by developing a program plan and rating themselves on a set of compliance and performance indicators of program quality. Programs annually report the results of this process through a program monitoring tool, IMPACT (Integrated Monitoring Process and Continuous Improvement Tool). The Ohio Department of Education reviews the results and provides feedback to individual programs annually.
- 18 A 1.5-year external evaluation of the quality of the literacy environment of this program was completed in the spring of 2009. A new 1.5-year external evaluation using ELLCO and again focusing on the quality of the literacy environment began in the spring of 2010 and continues through the 2010-2011 school year.
- 19 Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.

OKLAHOMA – Early Childhood Four-Year-Old Program 2009-2010

- 1 The program is voluntary for school districts to offer and voluntary for families to attend.
- 2 State funding is not available for the 2,325 3-year-olds in the prekindergarten program, and some 5-year-olds may be in the program although age eligible for kindergarten. Oklahoma also has a pilot early childhood program for at-risk children from birth through age 3, which served 611 3-year-olds in the 2009-2010 school year.
- 3 There are also 2,923 children under 3 years old and 1,436 3-year-olds with special needs served by the public schools, but they do not receive state funding. There are also 586 5-year-olds who received special education services in the pre-K program.
- 4 Even in collaboration programs, all students are considered public school enrollees and are matched with a site elementary school. They receive the same services as on-site public school students. Public school numbers also indicate on-site Head Start facilities, while Head Start settings are strictly off-site Head Start facilities. Enrollment by auspice and total enrollment are reported from different systems.
- 5 Programs have the option of operating a part-day or a full-day program or a combination of both. Districts can choose to offer a longer day but will not receive additional state funds through the state aid formula. Programs must be offered at least 175 days per year.
- 6 Enrollment information by schedule and total enrollment are reported from different systems.
- 7 Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.
- 8 At least one meal is provided through the federal Child Nutrition Program. The federal government does not provide snacks for 4-year-olds in public schools during regular class time, so snacks are determined locally.
- 9 Other support services include mental health services (counselor), health services (school nurse), and all other typical public school program services, such as early intervention, transition programs, and literacy coaches.
- 10 Assistant teachers must meet requirements to be highly qualified under NCLB. They must have an AA, 48 hours of college credit, or pass one of the two state-approved tests that do not have specific educational requirements. One test is the Oklahoma general education test (an exam required for pre-K–12 public school teachers) and the other is a national test for paraprofessional status.
- 11 There is no state mandate on the professional development of assistant teachers in general education classrooms. However, paraprofessionals in special education classrooms are required to complete training to be in compliance with state and federal regulations and to complete six hours annually of professional development.
- 12 State law requires equivalent salary and benefits of on-site public school teachers for offsite teachers. Pay for assistant teachers is a local district decision.
- 13 Mentors are available to support a licensed teacher becoming a certified teacher after one year as a paraprofessional and after taking the Oklahoma Subject Area Test.
- 14 This is an estimate of total spending as the state did not report actual spending.
- 15 All funding flows through the public school system, regardless of the type of setting.
- 16 Districts receive the funds directly and then have the option of choosing with what facility/agency they collaborate. Typically, districts choose a three-star facility although it is not state policy.
- 17 The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the beginning and the end of the school year.
- 18 It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of three assessments for reading: DIBELS, Literacy First, or Basic Early Assessment of Reading (BEAR).

OREGON – Oregon Head Start Prekindergarten 2009-2010

- 1 Children receiving special education use IDEA funding to support their IFSPs and also receive all state pre-K comprehensive services that other children receive.
- 2 Programs must be offered for at least 3.5 hours per day. Full-day programs are supported with other funding. Programs operate 3-4 days per week, plus required home visits. Full year programs are supported with other funding.
- 3 State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- 4 If grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet the income requirement. If a grantee only has state pre-K funding, 80 percent must meet the income requirement. A minimum of 10 percent of total enrollment must be for children with disabilities.
- 5 Programs are required to offer meals and snack that provide one-third of the child's daily nutritional needs.
- 6 All programs follow Head Start Performance Standards, which require doctor's note confirming up-to-date age appropriate prevention and health care, including medical, dental, and mental health. Programs that receive state funding are required to follow Oregon's "Interventions Considered and Recommended for the Periodic Health Examination," which guides requirements for a full physical exam.
- 7 If 50 percent or more of children speak a language other than English, programs must ensure that all non-English speaking children are provided language support as needed.
- 8 In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. In nonpublic schools, half of grantee teachers must have at least an AA or higher in ECE or a related credential with a minimum of 15 credits in ECE. Teachers in nonpublic settings who do not have an AA must have a CDA. The Head Start Reauthorization Act of 2007 requires that by 2011, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 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.

- 9 All staff with the position title of “teacher” are considered to be lead teachers. These figures may include assistant teachers who were recently promoted to teachers during a major expansion.
- 10 Programs are required to use a developmentally appropriate assessment determined by the local grantee. Most programs use the Creative Curriculum Developmental Continuum, but some use the Galileo Assessment.

PENNSYLVANIA – Education Accountability Block Grant (EABG) 2009-2010

- 1 The Office of Child Development and Early Learning (OCDEL), which is funded through both the Departments of Education and Public Welfare, administers EABG, but funding for EABG comes from the Department of Education.
- 2 Pre-K is one option for spending resources that all districts receive as part of EABG allocation.
- 3 This is a school district-administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in partnership with Head Start or child care where the other agency is the lead. Numbers of children served in such programs are not available.
- 4 Most programs operate either 2.5 or 5 hours per day, 5 days per week, for a minimum of 180 days per year (programs operate 450 hours for a half day or 900 hours for a full day).
- 5 EABG can pay for coordination of wrap-around services but not the service itself.
- 6 Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. Districts determine the eligibility requirements. Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended cut-off for kindergarten is 5 years old by September 5, but this is determined locally.
- 7 Districts determine their own prioritization for services and eligibility requirements.
- 8 For nonpublic school settings contracted by an LEA prior to September 2006, teachers have until September 2012 to become ECE certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. Beginning in January 2012, only PK–4 will be applicable for certification; prior to that, all ECE certifications apply.
- 9 Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 10 Seventy-five percent of allocated funding is for students who have not achieved state-test proficiency on the Pennsylvania System of School Assessment, and 25 percent of all allocated funding is for students who have achieved proficiency.
- 11 Transition to kindergarten, parent-teacher conferences, referrals to social services, volunteerism, and parent education are recommended but they are not required.

PENNSYLVANIA – Head Start Supplemental Assistance Program (HSSAP) 2009-2010

- 1 For the 2009-2010 school year, funds were ordered solely as continuation grants from previous year’s grantees. No new grants were opened or awarded.
- 2 There are an additional 159 home-based children funded. Breakdown by age is unavailable. By program requirements, children cannot be under 3 or eligible for kindergarten and be counted in the total enrollment.
- 3 Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, 4 days per week. Full day for HSSAP is considered greater than 5.5 hours per day. Center-based programs can operate 4 or 5 days per week; home-based programs offer home visits once per week with socialization days. Most programs operate between 128 to 180 days a year with a few offering full year services of approximately 240 days a year.
- 4 Most children who are age eligible for kindergarten will not be eligible for HSSAP. The recommended age cut-off is 5 by September 5, but this is determined locally. More than 80 percent of districts are currently using September 1 as the cut-off date.
- 5 If a child with special needs remains in the pre-K program, they are not funded by HSSAP, but instead by other resources. HSSAP funds cannot be used to support a child who is eligible for kindergarten, but another funding source may be available to support the continued participation of the child in the HSSAP program. Therefore, these children are not identified as HSSAP and cost allocation applies.
- 6 State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- 7 In addition to income requirements, priority for enrollment slots is determined locally based on children having multiple risk factors.
- 8 The Head Start Reauthorization Act of 2007 requires that by 2011, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. If teachers are employed by a school district, ECE certification is required.

PENNSYLVANIA – Kindergarten for Four-Year-Olds (K4) and School Based Pre-K (SBPK) 2009-2010

- 1 The Office of Child Development and Early Learning (OCDEL) administers the early childhood programs with funding from both the Departments of Education and Public Welfare.
- 2 The enrollment total includes children in the Kindergarten for Four-Year-Olds program and children in the School Based Pre-K program that are not already enrolled in public schools in EABG and Pre-K Counts.
- 3 Early intervention funds may supplement other pre-K funds.
- 4 Enrollment by operating schedule is estimated from enrollment totals and includes children not already enrolled in EABG and Pre-K Counts.
- 5 The recommended age cut-off for kindergarten is 5 by September 5, but this is determined locally.
- 6 K4 programs follow kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-to-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-to-child ratio of 1:10.
- 7 Beginning in the 2009-2010 school year, all assistant teachers in SBPK will be required to meet the highly qualified requirements of NCLB.
- 8 The state funding amount is based on an estimated calculation using an average K–12 per-child expenditure.

PENNSYLVANIA – Pennsylvania Pre-K Counts 2009-2010

- 1 Special education services are paid for with federal and state special education funding.
- 2 Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age eligible are not eligible for Pre-K Counts. The recommended kindergarten age cut-off is 5 by September 5, but this is determined locally.
- 3 Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts. Children who are not age eligible for enrollment in Pre-K Counts may be enrolled if funding is provided by a non-state source.
- 4 Risk factors are in addition to the income requirement of 300 percent of FPL.
- 5 The support services are required via guidance, not law or regulation, and they are monitored.
- 6 By December 2011 lead teachers in all settings must have a BA and ECE certification.

- 7 Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 8 Pay is based on salaries in public schools in the area, but exact equivalency is not required, although it must fall within a specified range.
- 9 The minimum rating of STAR 3 is required.
- 10 There was a 2009 study, "Pre-K Counts in Pennsylvania for youngster's early school success: Authentic outcomes for an innovative prevention and promotion initiative," but it is not available online.
- 11 Providers are required to have a plan for family engagement.

RHODE ISLAND – Rhode Island Prekindergarten Demonstration Project 2009-2010

- 1 Competitive funding was available in six selected communities. The programs selected to administer pre-K are located in four communities.
- 2 The project blends state funds with federal Title I funds to support 50 children. Another 76 children are funded by state funds only.
- 3 Participation in the pre-K classroom is supported using state funds. Additional special education services are provided by the local school district using IDEA or local funds.
- 4 The children reported under public school attended a pre-K classroom provided by a charter school in collaboration with a private agency. In private agencies, 40 children were funded by the state and 50 children were funded by Title I.
- 5 Extended-day services were offered by all programs but were not funded with state dollars. Families were responsible for the costs associated with extended-day programming.
- 6 Districts have the option to adopt policies which allow for early entry based on the determination that a child is developmentally ready for kindergarten.
- 7 Each pre-K program is required to collaborate with its local child outreach program, which conducts screenings and referrals. Programs must also follow child care licensing regulations related to immunizations and physical examinations. Child outreach screening is conducted by the LEA and referrals are made according to screening protocols.
- 8 Child outreach developmental screenings include required speech and language screening in the child's native language and a home language survey. Additional services are locally determined.
- 9 Title I funds were used to support the enrollment of 50 additional children.
- 10 Pre-K programs are required to engage families in meaningful activities in support of their child's learning and development.

SOUTH CAROLINA – Half-Day Child Development Program (4K) 2009-2010

- 1 Those districts not participating in CDEPP are required to offer 4K.
- 2 Districts are required to have at least one half-day program. Some districts offer full-day programs but they are locally funded.
- 3 Districts may decide to offer programs for 3-year-olds as an exception and they are locally funded.
- 4 Effective in the 2009-2010 school year, the income requirement applies to all children; prior to that it applied to 95 percent of children.
- 5 Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in the State Board of Education regulations.
- 6 Because of budget reductions, technical assistance is used as requested by school districts.
- 7 Total state spending is the appropriated amount rather than actual spending. Federal and local spending reflects the 2008-2009 levels as the state was unable to provide federal or local spending for the 2009-2010 school year.
- 8 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.
- 9 During the 2009-2010 school year, budget reductions only allowed for site visits in the full-day program.
- 10 Because of budget reductions, state department staff provide mentoring and technical assistance at the request of districts and upon past knowledge of district programs. Adjustments to curricula come as a result of technical assistance.

SOUTH CAROLINA – Child Development Education Pilot Program (CDEPP) 2009-2010

- 1 The state Department of Education provides oversight for public providers, and the South Carolina First Steps State Office oversees private providers.
- 2 Those districts involved in a funding lawsuit are required to offer CDEPP.
- 3 Enrollment includes 524 children served through First Steps in private/community settings.
- 4 Other sources include preschool handicapped funds and IDEA funds.
- 5 Funding for wrap-around or extended-day services is not provided by the state, but the services are offered to parents for a fee.
- 6 There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.
- 7 Income eligibility for Medicaid and/or free or reduced-price lunch are the primary criteria for eligibility. If classes are not full, developmental delay can be considered.
- 8 Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in and demonstrating progress toward the completion of a teacher education program within four years. A large percentage of lead teachers in nonpublic settings have a BA.
- 9 Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers to the assistant teacher specialization requirement if assistant teachers have been working in early childhood for a number of years.
- 10 State spending includes \$550,000 in carryover funds from the state general fund from the prior year.

TENNESSEE – Voluntary Pre-K 2009-2010

- 1 Pre-K funds pay for pre-K class components, while special education funds pay for the special services identified students are required to receive.
- 2 Naptime cannot be counted in the 5.5 hour minimum.
- 3 Forty-two of the 133 systems offering VPK programs operate for 5.5 hours a day. Fifteen LEAs offered 6-hour days, 25 offered 6.5 hours per day, and 51 offered 7-hour days.
- 4 Another state agency might pay for wrap-around services if the family qualifies for Families First or other child care certificate programs offered through the Department of Human Services and adequate funding is available.
- 5 Pilot pre-K programs may serve 3-year-olds as well.
- 6 Five-year-olds may participate if they have an IEP that identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP.
- 7 The LEA is required to identify and enroll all children meeting income eligibility first. If vacancies exist after this other children may be enrolled.
- 8 Tennessee has a three-tier eligibility system. Tier 1 includes those who qualify for free or reduced-price lunch as well as children who are homeless or in foster care. The second tier includes students with an IEP, a history of abuse or neglect, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) students whose parents have low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.

- 9 In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.
- 10 Vision and hearing screenings may or may not be separate from the general physical health exam. Statewide, the only requirements for the physical exam are forms verifying the student was seen by a doctor in the last 12 months and that all shots are up to date.
- 11 The state regulates ELL services for K–12 students but because pre-K is not mandatory, LEAs are not required to provide ELL services. However, all programs include pre-K children in ELL screening and do provide some level of service.
- 12 The pre-K–4 early childhood certification is no longer issued, but it is still accepted for pre-K teachers in public and nonpublic settings.
- 13 Assistant teachers hired prior to the 2005–2006 school year were required to hold a minimum of a CDA. For VPK, if one is not available, the LEA may hire an assistant with a HSD and relevant experience working with ECE programs. He or she must demonstrate completion toward a CDA or he or she will not be rehired.
- 14 All lead teachers working in schools must meet the state requirement of 30 hours of in-service credit per year. The 18 hours required in early childhood may be included in the 30 hours. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.
- 15 If teachers are hired by the LEA, they are paid the same salary regardless of location of classroom. If a non-LEA agency hires the teacher, they can determine salary independently regardless of classroom location.
- 16 Various institutions of higher education offer intensive summer workshops to assist teachers in receiving an add-on pre-K endorsement. Each candidate must successfully complete the workshop and pass the Early Childhood Praxis exam to be recommended for a pre-K endorsement.
- 17 The LEA is required to provide a local match. However, the local match does not have to be in dollars. It can be in facilities, utilities, staffing, etc. The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is 75 percent.
- 18 State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Department of Human Services, the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community-based and Head Start child care facilities must have received the highest star rating in order to partner with the LEA.
- 19 Program level outcomes are incorporated into a Plan of Action, which identifies areas of weakness found as a result of the ECERS-R and ELLCO. The program also documents progress toward these goals biannually.
- 20 Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. Education consultants visit every classroom every year and conduct structured observations of classroom quality using the ECERS-R and ELLCO.
- 21 The Peabody Research Institute study was not mandated by the state.

TEXAS – Texas Public School Prekindergarten 2009-2010

- 1 Districts are required to offer a program if they have 15 or more eligible 4-year-olds.
- 2 As per state policy, the extent to which funding can be blended depends on the child's needs and instructional arrangement.
- 3 The Texas Education Agency (TEA) does not collect enrollment information for settings other than public schools. The majority of children are served in public settings.
- 4 The Texas Public School Prekindergarten Program provides funding for half-day classrooms. Districts that receive pre-K expansion grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only. Students receiving multiple funding sources may attend full day. Including these students, the breakdown is: Full day, 71,672; Half day, 141,721; Locally determined/other, 1,301.
- 5 The TEA specifically established the pre-K program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K and are paid for by the school district if enrolled.
- 6 Districts are required to verify documentation of eligibility prior to enrolling students in the pre-K program. Once a student is determined to be eligible for pre-K, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to Foundation School Program benefits.
- 7 Class size is mandated for grades K–4 only. Pre-K classes no larger than 15 3-year-olds and 18 4-year-olds are preferred but not required.
- 8 Districts are not required to serve meals to pre-K students. However, most districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.
- 9 Translators are used for Language Proficiency Assessment Committees for parents who do not speak English and during parent/teacher meetings. Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program.
- 10 In previous years, the Generalist Teacher Certificate covered ECE through grade 4. In 2009, it changed to extend through grade 6.
- 11 TxBESS is a systemic initiative to support beginning teachers that includes standards-based trainings involving mentoring, professional development, and formative assessment.
- 12 Of this amount, \$77,496,704 was included for the Early Start Program.
- 13 Prekindergarten students generate formula funding based on average daily attendance (ADA) in the same manner as K–12 students with the provision that they are eligible for a maximum of one half day ADA.
- 14 The Texas School Readiness Certification System (SRCS) is a state-funded voluntary QRS that is being phased in across the state. Funds for serving students are not directly tied to the SRCS.
- 15 Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and end of the year.

VERMONT – Vermont Prekindergarten Education - Act 62 2009-2010

- 1 The Department of Education (DOE) and the Department for Children and Families (DCF) within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).
- 2 Other sources include IDEA 619, State Essential Early Education (EEE) funds, and local pre-K funds.
- 3 Most programs operate about 3 hours a day, 6 to 10 hours per week, 3 to 4 days per week, for at least 35 weeks per year.
- 4 Depending on the type of setting, the child may receive wrap-around or extended-day services. Extended-day services are sometimes paid for through child care subsidies and medical/dental services.
- 5 Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally but needs to be between August 31 and December 31. In addition, Act 62 caps the number of children towns can count in their school census, so some towns limit their program to just 4-year-olds, since one of the possible caps is universal pre-K for 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age eligible for kindergarten in a pre-K program.
- 6 There is a cap on the number of pre-K children, which is roughly one half of all 3- and 4-year-olds, or all 4-year-olds who may be included. Except for serving all children with disabilities, communities cannot prioritize which children have this opportunity.
- 7 Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Effective July 2008, nonpublic centers only must have one licensed teacher per center rather than one per classroom, and registered child care homes require only brief supervision by a licensed teacher. All other teachers in nonpublic settings are not required to have a minimum degree or certification.
- 8 Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 and depends on the type of pre-K provider.

- 9 The state education fund provides funding for pre-K–12 education spending. Budgets are determined at the local level and then funded through the education fund.
- 10 Effective July 1, 2009, programs must be NAEYC accredited or have four STARS (Vermont’s quality rating system). Programs with at least three STARS may participate as long as they have a plan approved by the commissioners of the Departments of Education and Children and Families to obtain the fourth STAR within three years.
- 11 The 2009-2010 school year was the first year that pre-K programs were required to collect child progress data.
- 12 Child assessments will be used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.
- 13 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey. Schools collect ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined.

VERMONT – Early Education Initiative (EEI) 2009-2010

- 1 EEI grants are given to supervisory unions or school districts.
- 2 Some children receiving services through EEI are not included in a school district’s pre-K count.
- 3 Other sources include IDEA 619, State Essential Early Education (EEE) funds, and local pre-K funds.
- 4 EEI supports various services (e.g., home visiting, playgroups) that are not considered part of the state’s pre-K program.
- 5 Several full-day child care centers administer or host EEI programs. The EEI funds only pay for a portion (6 to 10 hours per week) of the time the child is in a full-day program. Most EEI programs are half-day, 6 to 10 hours per week, for 2 to 3 days per week.
- 6 Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wrap-around services, although EEI funds do not support those services.
- 7 EEI is for children ages 3 to 5, but grantees determine which ages within those parameters they will serve.
- 8 State law mandates the date must be between August 31 and December 31, but local school boards establish the date within these parameters.
- 9 There is no policy on meals. Some of the EEI programs serve snacks or meals, but that depends upon the service delivery model of the grantee.
- 10 Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth–grade 3 or Early Childhood Special Educator (ECSE) birth–age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years of experience.
- 11 Assistant teachers must have an AA or equivalent and must meet “highly qualified” standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching associates need to have an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years experience; teaching assistants only need to have a high school diploma and a 30-hour course in child development. Other training is not specified and depends on the type of pre-K provider.
- 12 If a teacher is not licensed in a nonpublic setting, the requirement is 12 clock hours per year.
- 13 All EEI programs must conduct child progress assessments. However, only center-based programs must participate in the state quality rating system.
- 14 State policy does not formally require monitoring for EEI, except financial reports and a program’s annual report, including child progress data.
- 15 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey. Schools collect ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined.
- 16 Grantees propose a set of family engagement activities when they apply for the EEI grant.

VIRGINIA – Virginia Preschool Initiative 2009-2010

- 1 Localities are eligible as long as they are determined to serve 4-year-olds eligible for free lunch who are not served by Head Start.
- 2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.
- 3 Funds from federal, state, and local sources may be used to support special education children in preschool classrooms. The state encourages the use of single point of entry for enrollment and use of blended classrooms.
- 4 The majority of students are enrolled in public school settings though some students are served in private agencies. Student level information is not collected.
- 5 Local school divisions may select full-day or part-day schedules. One locality offered extended services during the 2009-2010 year.
- 6 School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program.
- 7 While allocations to local school divisions are made based on free lunch eligibility, enrollment criteria are based on locally determined risk factors.
- 8 The Appropriation Act does not mandate meals, but the state offers the opportunity for all programs to provide meals. In the 2009-2010 school year, all but six programs provided at least one meal.
- 9 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program’s curriculum and instructional practices. This individual must be on-site for a substantial portion of instructional time. Based on this clarification, this policy does not meet NIEER’s benchmark requirement.
- 10 The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of \$6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. Beginning in the 2009-2010 school year, the local match is capped at one-half the per-pupil amount.
- 11 The General Assembly directed the Joint Legislative Audit and Review Commission (JLARC) to study the initiative.
- 12 Through the support of the state-funded Early Intervention Reading Initiative, localities may choose to use the Phonological Awareness Literacy Screening (PALS). All but one school division uses PALS.

WASHINGTON – Washington Early Childhood Education and Assistance Program (ECEAP) 2009-2010

- 1 The most recent competitive request for proposal was in 2008. In 2009, the legislature reduced the slots by 176 due to state revenue shortfall.
- 2 These numbers represent children who were already on an IEP at the time of enrollment. The state does not have data on how many children are identified and receive IEPs after enrollment.
- 3 The children counted in the special education enrollment total were in state pre-K classrooms but received additional special education services provided by their school district either during the ECEAP class or in addition.
- 4 A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. A typical program operates 3 hours a day, 3 or 4 days a week for the school year.
- 5 These children receive child care subsidies for care outside of pre-K hours, which may be provided as wrap-around services by the same program or may be provided by a different agency in a different location. Transportation is provided in some programs.
- 6 Younger children can be admitted via testing, but this is rare.
- 7 Risk factors are determined locally but must be prioritized to serve children with the greatest need. Priority is given to children identified as homeless, in foster care, from low-income families, or displaying multiple risk factors.
- 8 Contractors offering sessions lasting fewer than three hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors must participate in the USDA CACFP or National School Breakfast and Lunch program.

- 9 A full physical exam must meet EPSDT requirements.
- 10 The pre-K curriculum must support ongoing development of each child's home language, while helping each child learn English. Many programs present information to parents in their home language and employ translators and/or bilingual staff.
- 11 Additional support services include intensive family support services with goal setting and mental health follow-up, including three hours of one-on-one meetings per family per year as well as health coordination and follow-up, dietician services, and oral dental health services.
- 12 Standards were revised in spring 2010 and in effect July 1, 2010. Benchmarks are under revision in 2010 and this revision will likely be in effect for the 2011-2012 school year.
- 13 All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an AA or higher degree with the equivalent of 30 college quarter credits in early childhood education or a valid Washington state teaching certificate with an endorsement in early childhood education (pre-K–grade 3) or early childhood special education.
- 14 In parts of the state with a shortage of qualified teachers, some teachers currently have a HSD or CDA, but they are on an approved professional development plan to attain the full qualifications.
- 15 Exceptions to these requirements are made for assistant teachers employed by the same agency since before July 1, 1999.
- 16 Scholarships only apply to pre-K teachers within licensed child care centers.
- 17 Non-required local spending amounts are unknown and include both financial resources and in-kind aid.
- 18 The state's rating system is in the pilot stage.
- 19 The intensive program review is similar to Head Start reviews and occurs every four years. Interim site visits are based on risk factors.
- 20 The longitudinal study required by state statute has not been funded since 1998.
- 21 Each program chooses additional tools to assess social-emotional, physical, and cognitive development at least twice per year.
- 22 Pilot for a kindergarten assessment will occur in fall 2010.
- 23 Per ECEAP performance standards, parents must be invited to participate in family engagement activities but are not required to do so. Family support services, including informing and providing assistance to parents about accessing community resources, are mandatory for all programs.

WEST VIRGINIA – West Virginia Universal Pre-K 2009-2010

- 1 State aid allocation and federal special needs funds are used to support universal pre-K classrooms and inclusive settings.
- 2 These numbers are estimates based on percentages of children by auspice from the state-approved county collaborative plans. Data for the 2008-2009 school year were based on enrollment by partnerships in pre-K rather than actual location or setting. For the 2009-2010 program year, these numbers reflect the total enrollment in collaborative settings, which indicates the number of children in universal pre-K Head Start collaborative settings who are not necessarily enrolled in Head Start.
- 3 Programs must operate for at least 12 hours per week, with a maximum of 30 hours per week, and at least 108 instructional days. Full-day is defined as 24 to 30 hours per week and part-day is defined as 12 hours per week. In the 2009-2010 school year, 88 percent operated 4 days per week and 12 percent operated 5 days per week.
- 4 Three-year-olds with special needs may attend state pre-K. Some special exceptions are made for kindergarten age-eligible children with documented disabilities.
- 5 By 2013, the program will be universal, available in all counties to all 4-year-olds and 3-year-olds with disabilities. Until then, every program must fill their slots by prioritizing risk factors. About half of the programs currently prioritize by risk factor and the rest can serve all children.
- 6 Revised state policy requires two adults present with children, regardless of group size.
- 7 Effective with the 2009-2010 school year, breakfast and/or lunch are required regardless of the number of hours a program operates per day, but which one is served depends on the time of day for the program. Half-day programs must offer one, and full-day programs typically offer both. Snacks are provided depending on the meal pattern.
- 8 A full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, pulses, genitalia, and extremities.
- 9 If a classroom is a community collaborative site, the teacher may acquire a permanent authorization for community programs, provided the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core early childhood courses. However, policy revisions allow use of the permanent authorization only until August 2013, at which time all newly hired teachers in nonpublic settings must have a minimum of a BA in a related field.
- 10 Counties conduct a self-assessment as part of the auditing process for universality, which includes standards and curriculum implementation. Universal counties prepare an annual report reviewing ECERS-R data as well as professional development. Programs must also submit information on program structure and funding each year.
- 11 REL-A is performing a follow-up study for the 2010-2011 school year.
- 12 State policy was revised in July 2010 to adopt a state on-line assessment tool, which is in development, for all.

WISCONSIN – Four-Year-Old Kindergarten Program (4K) 2009-2010

- 1 There are 415 elementary school districts, not including high school-only districts. Of these districts, 102 work with child care or Head Start partners to implement the program in community settings.
- 2 There is a slight discrepancy in the total and age breakdown as the total comes from the audited pupil count and the breakdown comes from the public enrollment report.
- 3 The enrollment total of children receiving special education services is a duplicated count. Age breakdown does not equal to total enrollment because it includes children who are not between the ages of 3 and 5.
- 4 Districts receive state membership aid for each child in 4K and also receive funding for children in the IDEA child count.
- 5 The state does not collect data on the number of children enrolled in specific locations. In the 2009-2010, 102 districts implemented 4K in child care and/or Head Start settings, an increase from 80 in the previous year.
- 6 The number of hours required varies. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day 4-5 days per week, but districts may offer full-day programs 2-3 days per week.
- 7 The 4K program may be provided through community approach models with Head Start or child care so that extended-day or extended-year services are available. Some children with disabilities get extended services as per their IEP.
- 8 Districts may adopt early entrance policies.
- 9 Districts may consider the following staff-to-child ratios and class sizes: a 1:10 staff-to-child ratio with a maximum class size of 20; a 1:13 staff-to-child ratio with a maximum group size of 24; a 1:15 ratio, required by the Student Achievement Guarantee in Education class size reduction program and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC.
- 10 Programs in child care or Head Start must follow those requirements. If a school-based program operates longer than 2.5 hours per day, they provide a meal or snack through the school nutrition program.
- 11 State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required. Students entering 4K must have a physical exam (unless waived for religious reasons). There is a standard form but the physician has some discretion in what is done. Referrals and follow-up policies are locally determined.
- 12 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license. In-service requirements for assistants vary as per Title I funding, 4K contracts with community programs, and local school district policy.

- 13 When children with disabilities are enrolled in 4K, IDEA funds support their services as per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services based on the agreements and program models.
- 14 4K funding is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach.
- 15 Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.
- 16 Local property taxes are part of the funding formula.
- 17 The state did not have a quality rating system during the 2009-2010 school year. However, the state plans to implement one during the 2010-2011 school year.

WISCONSIN – Wisconsin Head Start State Supplement 2009-2010

- 1 Funds are available to federal Head Start grantees choosing to implement the supplement.
- 2 School districts receive IDEA funding for all children with IEPs. If children are enrolled in Head Start, the district may provide special education and related services in the Head Start setting. Head Start programs fund separate services for children with IFSP/IEPs enrolled in federal Head Start.
- 3 Head Start may collaborate with child care or schools for programs but data are not collected on the number of children in each setting. Head Start grantees may be public schools but are still considered Head Start settings.
- 4 Local programs determine operating schedule by the approved federal grant application model. Half-day is the most common schedule for hours per day, and summer school and full-year programs exist.
- 5 Districts and Head Start programs can establish early entrance policies.
- 6 State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Income is the primary determinant of eligibility. However, children in foster care and who are experiencing homelessness are also eligible. With a federal waiver, children eligible for free lunch are also eligible. Regulations also allow 10 percent of the children to be over-income and 10 percent with disabilities. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment.
- 7 The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.
- 8 School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. The federal Head Start program requires teachers to have at least a CDA. The Head Start Reauthorization Act of 2007 requires that by 2011, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 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.
- 9 As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.
- 10 The state did not have a quality rating system during the 2009-2010 school year. However, the state plans to implement one during the 2010-2011 school year.

DISTRICT OF COLUMBIA – Pre-Kindergarten Enhancement and Expansion Program 2009-2010

- 1 The program supports access to high-quality pre-K for all age-eligible children across all educational sectors in D.C. Public Schools (DCPS) and community-based organizations (CBO).
- 2 For mixed age groups, the maximum is 16 for class size and 2:16 for staff-to-child ratio.
- 3 All nonpublic, community-based teachers must hold at least an AA in child development, early childhood education, or child and family studies and must be enrolled in a BA program and on track to receive the degree by September 1, 2017.
- 4 In public settings, an assistant teacher must have an AA, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. For nonpublic assistant teachers, they must be enrolled at the time of employment in an early education degree program.
- 5 Although there are no district-specified required hours, assistant teachers attend the same professional development as the lead teachers.
- 6 The CBO lead teacher must be paid a salary comparable to DCPS teachers with equivalent education and experience.
- 7 Spending was based on the per-pupil funding amount of \$11,401.
- 8 The program uses Going for the Gold, which is a tiered rate reimbursement system tied to quality indicators.
- 9 The evaluation covered program operations, curriculum, parent involvement, support of English language learners, and classroom observations.
- 10 Programs are assessed using the ECERS-R, ELLCO and CLASS measures but programs do not assess individual child outcomes and learning and development.
- 11 The CBO require monthly meetings with parents and their participation in classroom related activities, which are outlined in monthly reports.

DISTRICT OF COLUMBIA – D.C. Public Charter School Pre-K Program 2009-2010

- 1 D.C. Public Charter Schools that are approved by way of their charters to provide preschool offer programming to all age-eligible students who are D.C. residents.
- 2 Charter schools access D.C. local funds as well as federal funds for special education students.
- 3 LEAs can choose their operating schedule as long as they are offering at least 180 days or 900 hours of instruction per year. Most LEAs offer 5 days a week although some opt to offer a longer school day to accommodate a half-day for professional development within a 4.5 day per week schedule for students. LEAs vary in the wrap-around services they provide.
- 4 Charter schools have the option of choosing one of the given cutoff dates for their pre-K students.
- 5 Most LEAs also provide breakfast and snack.
- 6 Charter schools are free to choose assessments as long as they are aligned with the ELS.
- 7 Teacher supports were not offered in the 2009-2010 school year but will be in the future.
- 8 Spending data were based on the per-pupil funding amount of \$11,752 for 3-year-olds and \$11,401 for 4-year-olds. Charter schools receive an additional \$2,800 per-pupil for facilities allotment in addition to the per-pupil allotment. This amount is not included in the total spending amount.
- 9 The Uniform Per Pupil Funding Formula is used to determine funding for pre-K in charter schools.
- 10 Charter law prevents the Public Charter School Board from mandating any specific assessment.
- 11 The Public Charter School Board holds charter schools accountable to what is outlined in their respective charter agreements. The majority of charter school agreements have parent engagement activities that the Board in turn monitors.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START			FEDERAL HEAD START					
	State funding (Fiscal Year 2010)	State enrollment: additional funded slots for 3- and 4- year-olds (Program Year 2009-2010) ¹	Federal actual spending (Fiscal Year 2010) ²	Funded enrollment by state (Program Year 2009-2010) ³		American Indian/ Alaskan Native enrollment (Program Year 2009-2010)		Migrant enrollment (Program Year 2009-2010)	
				3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$128,795,386	5,853	9,618	0	0	70	58
Alaska	\$7,292,600	53 ¹	\$26,088,946	483	740	453	529	0	0
Arizona			\$190,893,444	3,251	8,619	1,840	3,317	270	327
Arkansas			\$79,686,440	4,564	5,222	0	0	120	91
California			\$1,023,119,647	31,123	59,008	237	325	1,531	1,462
Colorado			\$86,426,170	3,487	4,991	76	66	89	63
Connecticut	\$4,982,838 ⁴	421 ¹	\$58,684,386	2,779	3,306	0	0	0	0
Delaware	\$5,727,800	843	\$15,322,257	785	639	0	0	0	0
District of Columbia			\$27,834,801	1,007	1,746	0	0	0	0
Florida			\$343,981,599	12,728	19,811	0	0	638	499
Georgia			\$201,990,482	12,020	10,171	0	0	84	61
Hawaii			\$25,564,131	907	1,768	0	0	0	0
Idaho	\$1,500,000 ⁵	195 ¹	\$37,102,374	528	2,052	77	120	172	0
Illinois			\$318,393,527	15,328	19,223	0	0	84	86
Indiana			\$115,065,187	4,807	8,246	0	0	0	0
Iowa			\$59,193,525	2,822	3,782	0	0	0	0
Kansas			\$60,402,087	2,879	3,667	26	36	0	0
Kentucky			\$126,735,890	5,946	8,912	0	0	37	37
Louisiana			\$167,769,210	11,619	8,909	0	0	0	0
Maine	Not reported ⁶	218 ¹	\$32,153,323	1,004	1,637	28	32	0	0
Maryland	\$1,800,000 ⁷	0	\$89,282,638	4,993	4,546	0	0	0	0
Massachusetts	\$7,500,000 ⁸	264 ¹	\$123,525,886	4,561	5,556	0	0	31	19
Michigan			\$285,081,505	11,172	19,794	158	191	259	221
Minnesota	\$13,682,074	1,732 ¹	\$99,705,881	3,472	5,383	289	409	171	143
Mississippi			\$182,385,869	10,956	14,383	145	63	0	0
Missouri			\$138,784,655	6,384	8,662	0	0	0	0
Montana			\$40,141,416	1,032	1,627	630	658	0	0
Nebraska			\$45,235,012	1,580	2,603	106	107	11	8
Nevada			\$33,886,592	1,155	1,393	181	179	0	0
New Hampshire	\$312,730 ⁹	0	\$15,520,982	595	819	0	0	0	0
New Jersey			\$151,222,061	6,097	7,659	0	0	46	24
New Mexico	\$800,000 ¹⁰	36 ¹⁰	\$78,047,977	2,638	3,850	547	650	0	0
New York			\$500,805,950	18,678	24,824	78	65	123	94
North Carolina			\$182,226,238	6,174	11,108	77	99	185	143
North Dakota			\$29,354,771	709	1,106	391	431	0	0
Ohio			\$286,301,051	14,696	19,209	0	0	0	0
Oklahoma	\$2,452,533 ¹¹	0	\$125,111,754	6,023	6,646	1,187	1,323	0	0
Oregon	\$54,897,578	6,406 ¹	\$98,816,371	1,935	3,615	107	185	572	463
Pennsylvania	\$38,645,052	5,108 ¹	\$265,563,416	10,990	16,197	0	0	96	81
Rhode Island	\$1,000,000 ¹²	156	\$25,013,144	565	1,211	0	0	0	0
South Carolina			\$103,567,362	5,991	5,782	42	38	71	55
South Dakota			\$38,038,186	960	1,412	484	719	0	0
Tennessee			\$139,485,096	4,954	10,122	0	0	60	42
Texas			\$635,812,037	28,116	35,683	18	16	2,247	1,552
Utah			\$51,267,889	1,267	3,811	93	122	68	78
Vermont			\$15,125,641	450	667	0	0	0	0
Virginia			\$118,228,838	4,728	7,505	0	0	64	54
Washington	Not reported ¹³	321 ¹	\$163,359,624	2,939	6,366	440	575	738	574
West Virginia			\$58,127,999	2,182	4,890	0	0	0	0
Wisconsin	\$6,960,062	1,160 ¹	\$118,438,485	5,931	5,937	346	403	99	68
Wyoming			\$15,605,794	568	898	97	102	0	0
50 States + DC ¹⁴	\$147,553,267	16,913	\$7,378,283,397	296,411	425,331	8,154	10,761	7,936	6,485
Data sources	a	a	b	b	b	c	c	c	c

APPENDIX B: HEAD START DATA (continued)

STATE	AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2009-2010)						
	Percent of children enrolled full-day five days per week, all ages (Program Year 2009-2010)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	92%	\$21,090	\$20,720	\$20,573	\$25,251	\$28,488	\$15,792
Alaska	5%	\$25,407	\$22,762	\$28,247	\$30,192	\$30,240	\$18,905
Arizona	2%	\$27,443	\$23,266	\$26,475	\$29,080	\$28,295	\$16,714
Arkansas	97%	\$25,782	\$20,275	\$23,560	\$29,006	\$31,996	\$16,930
California	26%	\$33,244	\$29,125	\$31,865	\$34,938	\$40,823	\$21,356
Colorado	12%	\$27,534	\$22,042	\$23,253	\$28,544	\$35,822	\$15,777
Connecticut	54%	\$36,696	\$25,507	\$28,461	\$34,972	\$42,083	\$19,288
Delaware	10%	\$20,822	\$17,263	\$20,874	\$21,623	\$30,436	\$12,715
District of Columbia	68%	\$40,227	\$26,649	\$30,060	\$40,705	\$61,507	\$25,308
Florida	93%	\$27,884	\$22,740	\$24,929	\$30,208	\$35,654	\$16,927
Georgia	93%	\$26,127	\$20,273	\$23,894	\$28,176	\$33,466	\$16,854
Hawaii	37%	\$33,713	\$29,334	\$33,145	\$35,095	\$32,375	\$22,132
Idaho	1%	\$22,044	\$16,544	\$20,316	\$22,664	\$27,761	\$12,224
Illinois	35%	\$28,993	\$23,239	\$25,215	\$30,519	\$36,837	\$19,971
Indiana	18%	\$23,535	\$18,554	\$21,316	\$24,686	\$32,597	\$13,935
Iowa	46%	\$28,005	\$21,621	\$23,337	\$28,589	\$35,230	\$16,699
Kansas	20%	\$28,687	\$19,719	\$22,911	\$30,016	\$40,104	\$15,366
Kentucky	23%	\$27,375	\$20,344	\$22,701	\$29,542	\$37,190	\$14,142
Louisiana	78%	\$32,483	\$22,848	\$68,897	\$30,237	\$30,171	\$16,224
Maine	14%	\$26,327	\$22,333	\$26,839	\$27,553	\$25,075	\$17,251
Maryland	51%	\$32,251	\$22,771	\$28,683	\$33,000	\$40,541	\$18,149
Massachusetts	36%	\$28,774	\$25,375	\$27,978	\$31,348	\$31,031	\$19,300
Michigan	6%	\$31,926	\$26,485	\$26,181	\$30,261	\$37,943	\$17,546
Minnesota	6%	\$27,038	\$25,917	\$25,362	\$26,679	\$31,178	\$16,541
Mississippi	80%	\$19,485	\$16,877	\$18,171	\$19,955	\$20,204	\$13,958
Missouri	34%	\$22,168	\$18,278	\$20,896	\$23,194	\$26,893	\$14,438
Montana	6%	\$18,042	\$16,794	\$18,911	\$17,864	\$21,599	\$11,533
Nebraska	18%	\$27,698	\$16,714	\$22,142	\$28,200	\$35,369	\$14,063
Nevada	7%	\$32,997	\$29,894	\$33,811	\$32,840	\$32,740	\$20,298
New Hampshire	6%	\$22,122	\$20,879	\$22,512	\$22,929	\$21,137	\$16,264
New Jersey	90%	\$36,412	\$23,161	\$27,695	\$38,229	\$44,874	\$19,394
New Mexico	26%	\$27,158	\$20,622	\$23,467	\$31,743	\$40,106	\$15,188
New York	56%	\$34,773	\$23,892	\$26,279	\$31,609	\$38,453	\$31,435
North Carolina	89%	\$26,599	\$19,605	\$22,283	\$28,560	\$32,942	\$17,236
North Dakota	10%	\$27,399	\$24,625	\$27,272	\$27,932	\$29,525	\$14,530
Ohio	18%	\$23,645	\$20,776	\$22,487	\$24,304	\$31,722	\$16,034
Oklahoma	60%	\$27,594	\$21,075	\$22,480	\$30,731	\$35,084	\$16,607
Oregon	13%	\$26,420	\$21,971	\$23,855	\$27,161	\$28,221	\$16,802
Pennsylvania	44%	\$25,492	\$21,940	\$22,701	\$25,531	\$31,710	\$15,123
Rhode Island	10%	\$25,938	\$17,991	\$24,813	\$27,747	\$24,459	\$17,320
South Carolina	91%	\$21,001	\$18,832	\$19,302	\$22,305	\$23,350	\$14,469
South Dakota	7%	\$25,728	\$22,830	\$17,951	\$25,226	\$32,126	\$13,798
Tennessee	69%	\$37,395	\$18,609	\$22,737	\$29,073	\$34,662	\$15,795
Texas	73%	\$32,423	\$21,408	\$24,887	\$34,696	\$43,004	\$16,679
Utah	3%	\$20,358	\$18,800	\$19,826	\$21,491	\$20,515	\$14,498
Vermont	25%	\$25,266	\$19,027	\$22,651	\$25,088	\$29,110	\$17,865
Virginia	65%	\$31,500	\$23,515	\$25,411	\$32,898	\$40,248	\$17,225
Washington	11%	\$27,170	\$21,587	\$26,267	\$27,986	\$30,977	\$18,297
West Virginia	5%	\$29,122	\$18,720	\$20,813	\$31,148	\$41,006	\$16,900
Wisconsin	9%	\$31,244	\$23,042	\$24,417	\$31,253	\$42,537	\$16,133
Wyoming	1%	\$28,222	\$19,801	\$23,798	\$29,286	\$43,406	\$15,483
50 States + DC ¹⁴	47%	\$28,824	\$22,385	\$26,004	\$29,494	\$35,766	\$17,584
Data sources	c	c	c	c	c	c	c

APPENDIX B: HEAD START DATA (continued)

DATA SOURCES

- a Data were reported by Head Start State Collaboration Office directors.
- b Federal spending and enrollment data from Association for Children and Families (ACF).
- c Data from Head Start Program Information Reports (PIR) for 2009-2010.

NOTES

- ¹ Several states providing Head Start supplements were not able to report the number of children served with these state funds. In some cases, this was because a portion of state funds were used to enhance services for federally funded Head Start participants rather than for separate, additional slots. For these states, and states where enrollment was not available by single year of age, enrollment was estimated based on non-ACF-funded enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2009-2010 Head Start PIR.
- ² This 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 Native American and Migrant programs. Total federal Head Start funding, including U.S. territories, was \$7,673,316,241 in FY 2010. These totals may include funding awarded through the American Recovery and Reinvestment Act (ARRA) for one year of operation of Head Start and Early Head Start expansion. Funding for support activities such as research, training and technical assistance, and monitoring was \$238,352,000 in fiscal year 2010.
- ³ Funded enrollment was not available by single year of age. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled, as reported in the 2000-2010 Head Start PIR, and the enrollment by state as reported by ACF. These numbers do not include children funded by state match.
- ⁴ In addition to funding slots, funds are used to provide additional services, extend the program day and year, and support program quality enhancement. State funding to federal Head Start for the 2009-2010 school year began as \$5,521,150 but subsequently received two 5 percent cuts.
- ⁵ This sum represents TANF funds dedicated to Head Start and Early Head Start.
- ⁶ The most recent funding data obtained from the Maine Head Start State Collaboration Office is \$3,937,668 for the 2007-2008 school year.
- ⁷ Due to decreased funding, programs were limited in the 2009-2010 school year to providing extended-day/year services only and no new slots or quality improvements were funded by the state. The state provided extended-day/year services for 2,232 children ages 3 to 5.
- ⁸ In addition to funding slots, Massachusetts's state Head Start funds are used for teacher salary enhancement and other quality improvements.
- ⁹ New Hampshire's state Head Start funds are used for teacher salary enhancement.
- ¹⁰ This sum represents TANF funds dedicated to Head Start. Funding also provided slots for eight 5-year-olds and 130 infants and toddlers. Funding represents the allocated amount for the program. However, the program was only funded for September 2009-December 2009, after which the supplement was eliminated by a legislative action designed to curb state spending.
- ¹¹ Funds are used to provide extended-day and additional services.
- ¹² This sum also represents \$200,000 in TANF funds dedicated to Head Start.
- ¹³ According to the Head Start State Collaboration Office, Washington does not provide any supplemental funds aside from a state match.
- ¹⁴ National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2009)			
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)	SMI Year
Alabama	\$23,808	\$1,984	47%	2009
Alaska	\$46,236	\$3,853	77%	2002
Arizona	\$30,216	\$2,518	54%	2010
Arkansas	\$27,144	\$2,262	60%	2007
California	\$45,228	\$3,769	75%	2007
Colorado	\$54,108	\$4,509	85%	2009
Connecticut	\$41,028	\$3,419	50%	2009
Delaware	\$36,624	\$3,052	55%	2010
Florida	\$27,468	\$2,289	50%	2009
Georgia	\$26,556	\$2,213	47%	2009
Hawaii	\$47,124	\$3,927	85%	2004
Idaho	\$23,184	\$1,932	46%	2010
Illinois	\$36,624	\$3,052	60%	2008
Indiana	\$23,256	\$1,938	41%	2009
Iowa	\$26,556	\$2,213	45%	2010
Kansas	\$33,876	\$2,823	59%	2009
Kentucky	\$27,468	\$2,289	59%	2008
Louisiana	\$37,896	\$3,158	75%	2009
Maine	\$45,775	\$3,815	81%	2010
Maryland	\$29,988	\$2,499	50%	2001
Massachusetts	\$39,204	\$3,267	50%	2009
Michigan	\$23,880	\$1,990	38%	2010
Minnesota	\$32,940	\$2,745	47%	2009
Mississippi	\$35,004	\$2,917	85%	2004
Missouri	\$22,620	\$1,885	40%	2010
Montana	\$27,468	\$2,289	54%	2009
Nebraska	\$21,756	\$1,813	37%	2010
Nevada	\$43,248	\$3,604	75%	2010
New Hampshire	\$45,780	\$3,815	62%	2009
New Jersey	\$36,624	\$3,052	46%	2009
New Mexico	\$36,620	\$3,052	79%	2009
New York	\$36,624	\$3,052	56%	2010
North Carolina	\$37,476	\$3,123	75%	2008
North Dakota	\$29,556	\$2,463	59%	2008
Ohio	\$35,208	\$2,934	59%	2010
Oklahoma	\$35,100	\$2,925	79%	2008
Oregon	\$33,876	\$2,823	65%	2008
Pennsylvania	\$36,624	\$3,052	59%	2009
Rhode Island	\$32,964	\$2,747	50%	2009
South Carolina	\$27,468	\$2,289	55%	2009
South Dakota	\$36,624	\$3,052	69%	2009
Tennessee	\$31,044	\$2,587	60%	2009
Texas	\$27,468	\$2,289	55%	2010
Utah	\$30,792	\$2,566	56%	2010
Vermont	\$35,484	\$2,957	83%	2000
Virginia	\$45,780	\$3,815	67%	2010
Washington	\$36,624	\$3,052	56%	2010
West Virginia	\$27,468	\$2,289	59%	2009
Wisconsin	\$33,876	\$2,823	57%	2008
Wyoming	\$45,780	\$3,815	75%	2010
Data sources	a	a	a	a

APPENDIX C: CHILD CARE DATA (continued)

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2009)						
	Child Care and Development Fund: Federal allocations ¹	Child Care and Development Fund: State maintenance of effort	Child Care and Development Fund: State matching funds	Total CCDF funding (federal and state)	TANF transfers to the Child Care and Development Fund	Percent TANF transfer of total CCDF funds	TANF direct spending on child care
Alabama	\$121,020,605	\$6,896,417	\$11,967,814	\$139,884,836	\$2,000,000	2%	\$0
Alaska	\$15,914,643	\$3,544,811	\$3,978,576	\$23,438,030	\$10,608,900	10%	\$4,050,223
Arizona	\$163,546,702	\$10,032,936	\$20,307,203	\$193,886,841	\$0	0%	\$0
Arkansas	\$73,036,660	\$1,886,543	\$5,979,788	\$80,902,991	\$5,000,000	3%	\$0
California	\$750,713,619	\$85,593,217	\$211,811,933	\$1,048,118,769	\$10,000,000	0%	\$198,092,301
Colorado	\$87,860,996	\$8,985,901	\$27,654,144	\$124,501,041	\$29,925,276	11%	\$0
Connecticut	\$65,164,077	\$18,738,358	\$18,261,647	\$102,164,082	\$0	0%	\$0
Delaware	\$19,210,751	\$5,179,325	\$4,676,609	\$29,066,685	\$6,458,196	14%	\$4,969,234
Florida	\$351,613,808	\$33,415,872	\$73,922,330	\$458,952,010	\$122,549,157	18%	\$23,783,211
Georgia	\$265,437,267	\$22,182,651	\$32,154,201	\$319,774,119	\$0	0%	\$0
Hawaii	\$24,747,305	\$4,971,630	\$5,298,388	\$35,017,323	\$18,950,000	9%	\$0
Idaho	\$36,859,253	\$1,175,819	\$4,075,702	\$42,110,774	\$7,554,900	18%	\$0
Illinois	\$281,692,067	\$56,873,825	\$72,070,798	\$410,636,690	\$0	0%	\$0
Indiana	\$150,392,704	\$15,356,947	\$20,136,244	\$185,885,895	\$37,158,599	14%	\$0
Iowa	\$61,864,851	\$5,078,586	\$9,590,108	\$76,533,545	\$26,236,177	16%	\$0
Kansas	\$63,662,195	\$6,673,024	\$10,599,780	\$80,934,999	\$20,792,923	15%	\$0
Kentucky	\$111,319,080	\$7,274,537	\$9,710,376	\$128,303,993	\$54,386,300	22%	\$3,366,377
Louisiana	\$120,739,520	\$5,219,488	\$9,868,551	\$135,827,559	\$32,526,386	16%	\$0
Maine	\$22,992,609	\$1,749,818	\$3,352,130	\$28,094,557	\$0	0%	\$5,861,844
Maryland	\$103,369,511	\$23,301,407	\$30,594,603	\$157,265,521	\$5,885,667	2%	\$0
Massachusetts	\$126,292,039	\$44,973,368	\$31,996,348	\$203,261,755	\$91,874,224	15%	\$0
Michigan	\$206,932,377	\$24,411,364	\$35,655,235	\$266,998,976	\$103,526,180	9%	\$46,019,065
Minnesota	\$105,632,277	\$19,690,299	\$28,558,200	\$153,880,776	\$34,061,000	8%	\$0
Mississippi	\$87,530,546	\$1,715,430	\$5,567,169	\$94,813,145	\$19,116,519	14%	\$0
Missouri	\$136,485,608	\$16,548,755	\$18,764,848	\$171,799,211	\$23,000,000	10%	\$0
Montana	\$19,891,732	\$1,313,990	\$2,289,479	\$23,495,201	\$7,676,010	9%	\$0
Nebraska	\$45,110,812	\$6,498,998	\$6,954,390	\$58,564,200	\$16,000,000	18%	\$0
Nevada	\$47,414,184	\$2,580,421	\$15,373,785	\$65,368,390	\$0	0%	\$0
New Hampshire	\$20,872,141	\$4,581,866	\$6,543,419	\$31,997,426	\$3,441,455	5%	\$0
New Jersey	\$143,161,293	\$26,374,178	\$46,599,284	\$216,134,755	\$80,701,284	15%	\$0
New Mexico	\$56,401,352	\$2,895,259	\$4,695,256	\$63,991,867	\$32,409,714	17%	\$0
New York	\$399,357,809	\$101,983,998	\$98,195,618	\$599,537,425	\$413,976,257	13%	\$0
North Carolina	\$259,834,651	\$37,927,282	\$28,054,937	\$325,816,870	\$84,330,900	13%	\$0
North Dakota	\$13,199,835	\$1,017,036	\$1,864,380	\$16,081,251	\$0	0%	\$0
Ohio	\$272,267,821	\$45,403,943	\$37,722,306	\$355,394,070	\$0	0%	\$0
Oklahoma	\$107,667,643	\$10,630,233	\$10,707,728	\$129,005,604	\$29,056,288	12%	\$0
Oregon	\$85,281,725	\$11,714,966	\$11,753,947	\$108,750,638	\$0	0%	\$15,740,681
Pennsylvania	\$240,779,564	\$46,629,051	\$51,440,157	\$338,848,772	\$141,305,000	16%	\$0
Rhode Island	\$22,521,475	\$5,321,126	\$4,630,841	\$32,473,442	\$15,875,472	16%	\$406,284
South Carolina	\$108,551,652	\$4,085,269	\$10,229,189	\$122,866,110	\$0	0%	\$0
South Dakota	\$17,414,413	\$802,914	\$2,674,633	\$20,891,960	\$0	0%	\$0
Tennessee	\$157,460,686	\$18,975,782	\$18,595,892	\$195,032,360	\$50,600,000	12%	\$25,423,928
Texas	\$657,131,465	\$34,681,421	\$105,860,998	\$797,673,884	\$0	0%	\$0
Utah	\$78,075,884	\$4,474,923	\$8,059,810	\$90,610,617	\$0	0%	\$9,504,462
Vermont	\$12,584,541	\$2,666,323	\$1,929,857	\$17,180,721	\$9,224,074	19%	\$0
Virginia	\$141,045,810	\$21,328,762	\$41,738,446	\$204,113,018	\$13,056,465	8%	\$1,464,961
Washington	\$145,242,491	\$38,707,605	\$33,443,012	\$217,393,108	\$104,574,062	16%	\$0
West Virginia	\$44,300,353	\$2,971,392	\$3,108,032	\$50,379,777	\$0	0%	\$13,576,570
Wisconsin	\$116,759,831	\$16,449,406	\$20,176,838	\$153,386,075	\$62,899,870	17%	\$0
Wyoming	\$10,976,062	\$1,553,707	\$2,838,131	\$15,367,900	\$0	0%	\$0
Data sources	b	b	b	b	c	c	c

APPENDIX C: CHILD CARE DATA (continued)

STATE	MAXIMUM CHILD:STAFF RATIOS IN CHILD CARE CENTERS (2008)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2008)	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	8:1	18:1	NR	NR
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	24	30
California	12:1	12:1	NR	NR
Colorado	10:1	12:1	20	24
Connecticut	10:1	10:1	20	20
Delaware	10:1 ²	12:1 ²	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	Not licensed	Not licensed	Not licensed	Not licensed
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	20	24
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	14:1	16:1	NR	NR
Maine	8:1/10:1 ³	8:1/10:1 ³	24/20 ³	24/20 ³
Maryland	10:1	10:1	20	20
Massachusetts	10:1 ⁴	10:1 ⁴	20 ⁴	20 ⁴
Michigan	10:1	12:1	NR	NR
Minnesota	10:1	10:1	20	20
Mississippi	14:1	16:1	14	20
Missouri	10:1	10:1	NR	NR
Montana	8:1	10:1	NR	NR
Nebraska	10:1	12:1	NR	NR
Nevada	13:1	13:1	NR	NR
New Hampshire	8:1	12:1	24	24
New Jersey	10:1	12:1	20	20
New Mexico	12:1	12:1	NR	NR
New York	7:1	8:1	18	21
North Carolina	15:1	15:1	25	25
North Dakota	7:1	10:1	14	20
Ohio	12:1	14:1	24	28
Oklahoma	12:1	15:1	24	30
Oregon	10:1	10:1	20	20
Pennsylvania	10:1	10:1	20	20
Rhode Island	9:1	10:1	18	20
South Carolina	13:1	18:1	NR	NR
South Dakota	10:1	10:1	20	20
Tennessee	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	10:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30
Data sources	d	d	d	d

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (2008)				
	Child care center teachers: education/training requirements	Child care center teachers: experience required?	Child care center directors: education/training requirements	Child care center directors: experience required?	Average annual child care worker salary (May 2009)
Alabama	12 clock hours training	N	124 clock hours training	Y (1 year)	\$17,560
Alaska	None	N	CDA	N	\$23,670
Arizona	None	N	60 clock hours ECE/CD training	Y (2 years)	\$19,970
Arkansas	None	N	None	N	\$16,750
California	CC certificate + 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$23,730
Colorado	Vocational CD program	Y (1 year)	18 ECE credits	Y (2 years)	\$22,890
Connecticut	None	N	CDA	Y (1,080 hours)	\$23,280
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	\$20,030
Florida	40-hour CC training	N	State director credential	N	\$19,660
Georgia	None	N	None	N	\$18,360
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$19,660
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	\$17,850
Illinois	CDA or CCP credential	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$22,010
Indiana	None	N	AA in ECE	Y (3 years)	\$18,940
Iowa	None	N	75 clock hours CD training	Y (> 1 year)	\$19,210
Kansas	None	N	CDA	Y (1 year)	\$18,980
Kentucky	None	N	None	N	\$18,430
Louisiana	None	N	Vocational CC program	Y (1 year)	\$18,190
Maine	None	N	135 clock hours training	Y (5 years)	\$21,780
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	\$21,940
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$24,480
Michigan	None	N	CDA + 12 child-related credits	N	\$21,590
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or supervisory	Y (1,040 hours)	\$20,340
Mississippi	None	N	CDA or CC director credential	Y (2 years)	\$16,950
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$19,880
Montana	None	N	None	N	\$17,740
Nebraska	None	N	None	N	\$18,150
Nevada	None	N	CDA	N	\$19,850
New Hampshire	2-year vocational CC course	N	CDA	Y (4,000 hours)	\$20,520
New Jersey	CDA or CCP credential	Y (1 year)	BA	Y (1 year)	\$22,710
New Mexico	45-hour or 3 credit ECE course	N	1-year vocational certificate	Y (2 years)	\$18,960
New York	None	N	CDA	Y (4 years)	\$24,040
North Carolina	None	N	None	N	\$18,800
North Dakota	None	N	CDA	Y (1 year)	\$17,440
Ohio	None	N	CDA	Y (2 years)	\$22,030
Oklahoma	None	N	Director credential (bronze level)	N	\$17,880
Oregon	None	N	None	N	\$21,340
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$20,170
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	\$22,530
South Carolina	None	N	None	N	\$17,960
South Dakota	None	N	None	N	\$18,300
Tennessee	None	N	TN EC training alliance certificate	N	\$17,800
Texas	None ⁵	N ⁵	Director credential	Y (2 years)	\$18,210
Utah	None	N	National administrator credential + 6 CCR&R courses	N	\$18,640
Vermont	CDA	N	CDA	Y (2 years)	\$22,100
Virginia	24 clock hours CC training	N	120 hours training	Y (3 years)	\$21,400
Washington	None	N	CDA	Y (2 years)	\$22,520
West Virginia	None	N	None	N	\$18,070
Wisconsin	2 non-credit ECE courses ⁶	Y (80 days)	2 non-credit ECE courses	Y (80 days)	\$23,080
Wyoming	None	N	100 clock hours training	Y (2 years)	\$20,720
Data sources	e	e	f	f	g

DATA SOURCES

- a Data were retrieved from the U.S. Department of Health and Human Services report *Child Care and Development Fund: Report of State and Territory Plans FY 2010-2011*. Available at <http://nccic.acf.hhs.gov/pubs/stateplan2010-11/index.html>.
- b Child Care Bureau, FY 2009 CCDF Final Allocations (Including Reallotted Funds). Available at: http://www.acf.hhs.gov/programs/ccb/law/allocations/current/state2009/final_allocations2009.htm.
- c Fiscal year 2009 TANF financial data were retrieved from the U.S. Department of Health and Human Services, Administration for Children and Families. Available at http://www.acf.hhs.gov/programs/ofs/data/2009/tanf_2009.html.
- d State Requirements for Child-Staff Ratios and Maximum Group Sizes for Child Care Centers in 2008. Data compiled from the results of *The 2008 Child Care Licensing Study* (2010) by National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration (NARA). Available at <http://nccic.acf.hhs.gov/resource/state-requirements-child-staff-ratios-and-maximum-group-sizes-child-care-centers-2008>.
- e Minimum Requirements for Preservice Qualifications and Annual Ongoing Training Hours for Center Teaching Roles in 2008. Data compiled from the results of *The 2008 Child Care Licensing Study* (2010) by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration (NARA). Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-teachers.html>.
- f Minimum Requirements for Preservice Qualifications, Administrative Training, and Annual Ongoing Training Hours for Center Directors in 2008. Data compiled from the results of *The 2008 Child Care Licensing Study* (2010) by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration (NARA). Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-directors.html>.
- g U.S. Department of Labor, Bureau of Labor Statistics (2009). Available at <http://www.bls.gov>.

NOTES

- ¹ These data represent the sums of mandatory, discretionary, and the federal share of the matching funds. For FY 2009, discretionary funds included funding from the American Recovery and Reinvestment Act (ARRA).
- ² Centers licensed before January 1, 2007, have four calendar years, or no later than January 1, 2011, to achieve compliance with child-staff ratio requirements.
- ³ As of September 15, 2006, the child:staff ratio for 3 to not yet school-age 5 years old is 8:1 with a maximum group size of 24, or 10:1 with a maximum group size of 20.
- ⁴ This ratio applies to 3- and 4-year-old children who attend full-day programs. The ratio for half-day programs is 12:1 with a maximum class size of 24.
- ⁵ Teachers with less than 6 months prior experience in a regulated child care center must attain 8 hours of preservice training in child development or have documentation of equivalent child care training.
- ⁶ Approved non-credit courses involve at least 36 clock hours of training.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2009		
	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	62,645	61,923	124,568
Alaska	10,471	10,258	20,729
Arizona	103,600	102,947	206,547
Arkansas	40,487	40,358	80,845
California	543,121	538,269	1,081,390
Colorado	72,663	72,361	145,024
Connecticut	42,380	42,662	85,042
Delaware	11,894	11,800	23,694
Florida	233,050	229,036	462,086
Georgia	150,183	148,605	298,788
Hawaii	17,174	16,758	33,932
Idaho	24,650	24,230	48,880
Illinois	176,798	176,466	353,264
Indiana	89,435	87,416	176,851
Iowa	40,933	39,426	80,359
Kansas	40,388	39,550	79,938
Kentucky	57,414	56,811	114,225
Louisiana	56,467	63,047	119,514
Maine	14,287	14,274	28,561
Maryland	75,227	74,379	149,606
Massachusetts	77,155	76,332	153,487
Michigan	122,941	123,089	246,030
Minnesota	72,336	70,921	143,257
Mississippi	43,215	42,811	86,026
Missouri	80,137	78,623	158,760
Montana	12,236	11,878	24,114
Nebraska	26,348	26,068	52,416
Nevada	41,015	39,626	80,641
New Hampshire	15,635	15,853	31,488
New Jersey	109,511	111,062	220,573
New Mexico	29,877	30,194	60,071
New York	239,951	237,986	477,937
North Carolina	131,882	130,453	262,335
North Dakota	8,543	8,028	16,571
Ohio	147,683	145,469	293,152
Oklahoma	53,528	52,837	106,365
Oregon	49,118	48,410	97,528
Pennsylvania	149,714	147,600	297,314
Rhode Island	11,957	11,619	23,576
South Carolina	62,196	60,208	122,404
South Dakota	11,512	11,483	22,995
Tennessee	84,513	82,286	166,799
Texas	414,474	411,247	825,721
Utah	54,014	51,777	105,791
Vermont	6,232	6,474	12,706
Virginia	105,934	104,296	210,230
Washington	90,301	86,958	177,259
West Virginia	21,275	20,835	42,110
Wisconsin	72,192	71,285	143,477
Wyoming	7,889	7,608	15,497
50 states	4,216,581	4,173,892	8,390,473
District of Columbia	7,015	6,794	13,809

Source: U.S. Census Population Estimates, State Population Datasets (State by Age, Sex, Race, and Hispanic Origin - 6 Race Groups).
 Downloaded from: <http://www.census.gov/popest/datasets.html>

APPENDIX E: PRE-K SPECIAL EDUCATION ENROLLMENT

STATE	NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2009-2010					
	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	1,412	2.3%	2,401	3.9%	3,813	3.1%
Alaska	420	4.0%	677	6.6%	1,097	5.3%
Arizona	3,520	3.4%	5,339	5.2%	8,859	4.3%
Arkansas	3,329	8.2%	5,333	13.2%	8,662	10.7%
California	18,034	3.3%	25,464	4.7%	43,498	4.0%
Colorado	2,818	3.9%	4,054	5.6%	6,872	4.7%
Connecticut	2,239	5.3%	2,765	6.5%	5,004	5.9%
Delaware	620	5.2%	881	7.5%	1,501	6.3%
Florida	7,511	3.2%	11,919	5.2%	19,430	4.2%
Georgia	3,450	2.3%	5,381	3.6%	8,831	3.0%
Hawaii	658	3.8%	850	5.1%	1,508	4.4%
Idaho	918	3.7%	1,360	5.6%	2,278	4.7%
Illinois	8,790	5.0%	12,752	7.2%	21,542	6.1%
Indiana	4,677	5.2%	6,089	7.0%	10,766	6.1%
Iowa	1,530	3.7%	2,095	5.3%	3,625	4.5%
Kansas	2,493	6.2%	3,631	9.2%	6,124	7.7%
Kentucky	4,084	7.1%	6,710	11.8%	10,794	9.4%
Louisiana	2,054	3.6%	3,155	5.0%	5,209	4.4%
Maine	969	6.8%	1,407	9.9%	2,376	8.3%
Maryland	3,322	4.4%	4,205	5.7%	7,527	5.0%
Massachusetts	4,023	5.2%	5,853	7.7%	9,876	6.4%
Michigan	5,881	4.8%	7,758	6.3%	13,639	5.5%
Minnesota	3,403	4.7%	5,117	7.2%	8,520	5.9%
Mississippi	1,767	4.1%	2,969	6.9%	4,736	5.5%
Missouri	3,116	3.9%	5,770	7.3%	8,886	5.6%
Montana	320	2.6%	599	5.0%	919	3.8%
Nebraska	1,247	4.7%	1,702	6.5%	2,949	5.6%
Nevada	1,559	3.8%	2,486	6.3%	4,045	5.0%
New Hampshire	865	5.5%	1,120	7.1%	1,985	6.3%
New Jersey	4,265	3.9%	5,956	5.4%	10,221	4.6%
New Mexico	1,657	5.5%	2,392	7.9%	4,049	6.7%
New York	20,049	8.4%	24,676	10.4%	44,725	9.4%
North Carolina	4,119	3.1%	6,204	4.8%	10,323	3.9%
North Dakota	414	4.8%	573	7.1%	987	6.0%
Ohio	5,616	3.8%	8,384	5.8%	14,000	4.8%
Oklahoma	1,436	2.7%	2,485	4.7%	3,921	3.7%
Oregon	2,395	4.9%	3,292	6.8%	5,687	5.8%
Pennsylvania	8,232	5.5%	11,635	7.9%	19,867	6.7%
Rhode Island	685	5.7%	997	8.6%	1,682	7.1%
South Carolina	2,121	3.4%	3,523	5.9%	5,644	4.6%
South Dakota	612	5.3%	921	8.0%	1,533	6.7%
Tennessee	2,321	2.7%	4,340	5.3%	6,661	4.0%
Texas	9,634	2.3%	13,448	3.3%	23,082	2.8%
Utah	2,123	3.9%	3,180	6.1%	5,303	5.0%
Vermont	485	7.8%	638	9.9%	1,123	8.8%
Virginia	3,751	3.5%	5,944	5.7%	9,695	4.6%
Washington	3,235	3.6%	4,797	5.5%	8,032	4.5%
West Virginia	1,028	4.8%	1,878	9.0%	2,906	6.9%
Wisconsin	3,600	5.0%	5,362	7.5%	8,962	6.2%
Wyoming	845	10.7%	1,269	16.7%	2,114	13.6%
50 states	173,652	4.1%	251,736	6.0%	425,388	5.1%
District of Columbia	122	1.7%	242	3.6%	364	2.6%

Source: U.S. Department of Education, Office of Special Education Programs, Data Accountability Center (DAC). IDEA Data, Part B, Child Count 2009. Data updated as of January 2011.

ACKNOWLEDGEMENTS—This publication was made possible through the support of The Pew Charitable Trusts. The Trusts' *Advancing Quality Pre-Kindergarten for All* initiative seeks to advance high-quality prekindergarten for all the nation's 3- and 4-year-olds through objective, policy-focused research, state public education campaigns, and national outreach. The opinions expressed in this report are those of the authors and do not necessarily reflect the views of The Pew Charitable Trusts.



RUTGERS
Graduate School of Education

ISBN 0-9749910-7-4

\$79.99