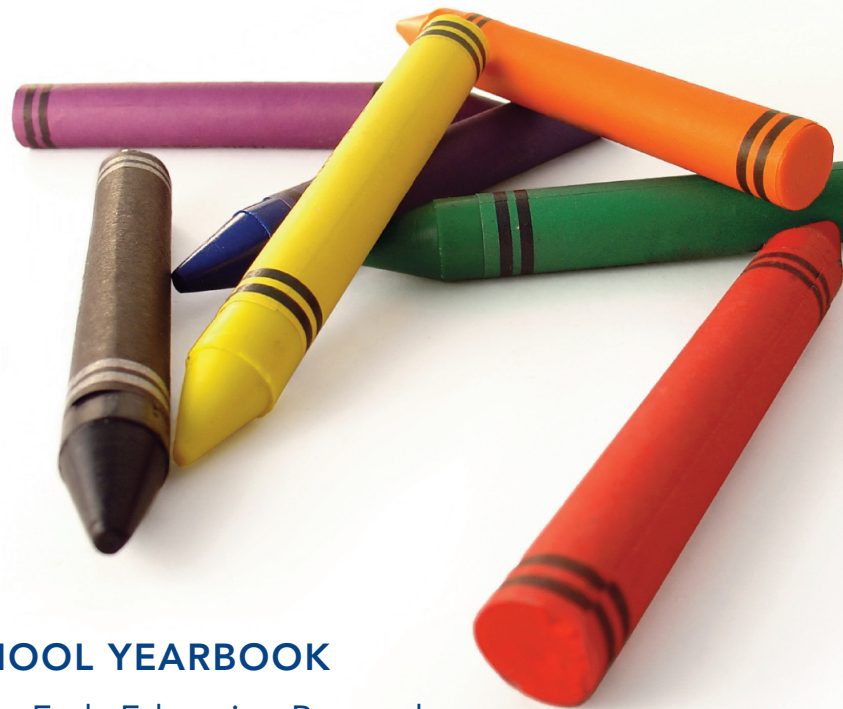


The
State of
Preschool
2012



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research



THE STATE OF PRESCHOOL 2012

STATE PRESCHOOL YEARBOOK

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Executive Summary

DRASTIC FUNDING CUTS THREATEN PROGRESS OF EARLY EDUCATION

The 2011-2012 school year was the worst in a decade for progress in access to high-quality pre-K for America's children. To some extent this reflects the effects on state governments of the worst economic downturn most living Americans have ever experienced. Yet, this is not the whole story. The 2011-2012 results also reflect the effects of long-term trends that predate the Great Recession and have moved in the wrong direction over an entire decade.

State funding for pre-K decreased by over half a billion dollars in 2011-2012, adjusted for inflation, the largest one year drop ever. The size of these unprecedented budget cuts can be attributed to the lingering effects of the recession on state budgets, especially as at least \$127 million in American Recovery and Reinvestment Act (ARRA) funds from the previous year were no longer available. Although the recession is technically over, the recovery in state revenues has lagged the recovery of the general economy and has been slower and weaker than following prior recessions. This does not bode well for digging back out of the hole created by years of cuts.

The consequences of this declining state support for pre-K is evident in two other historic "firsts." After a decade of growth, enrollment has stalled. This marks the first time we have seen no increase in the percentage of children served in state pre-K. And, despite stagnant enrollment, state funding per child fell by more than \$400 compared to the previous year, bringing funding down to \$3,841 per child. State spending per child has decreased by more than \$1,100 since 2001-2002. This is the first year that average real funding per child across the states slipped below \$4,000 since the *Yearbook's* inception. Reductions in funding per-child were widespread with 27 of the 40 states that offer state-funded pre-K reporting declines in 2011-2012. While much of the economy is now recovering from the Great Recession, the nation's youngest learners are still bearing the brunt of budget cuts.

The adverse consequences of declining funding were also evident in a disastrous year for meeting quality standards benchmarks. While three programs posted gains against quality standards benchmarks, seven programs lost of a total of nine benchmarks. Among these, five programs failed to meet benchmarks because of decreases in required monitoring of program quality through site visits. Four programs lost this site visits benchmark in the previous year. Lax monitoring and technical support threaten to undermine program quality at the same time that local program capacity to produce high quality has been undercut by reduced financial support. Regular site visits are necessary to ensure that state policies are actually implemented as intended in the classroom and as part of a continuous improvement process in which local providers and the state obtain valuable feedback regarding program performance.

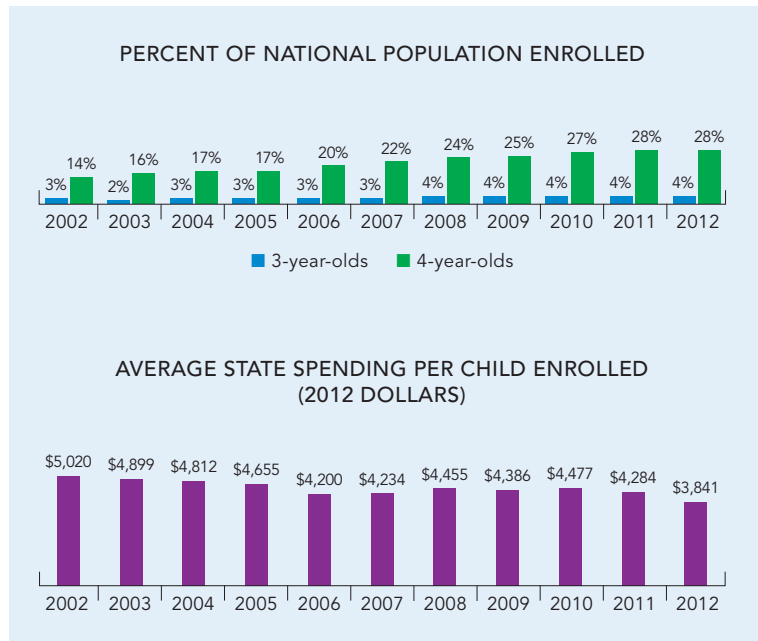
Despite this year's bad news, state-funded pre-K has been one of education's biggest success stories. Enrollment increased rapidly over the last decade, and quality standards kept apace and even increased in many states despite some declines in funding. Enrollment remained at a historic high in 2011-2012. More children than ever are served by state programs designed to enhance learning and healthy development, putting them on track for success in later schooling and in life. For a brief period mid-decade the downward trend in funding per child appeared to reverse, before the recession turned it down again. However, the research is clear that only high-quality pre-K has produced substantial gains in school readiness, achievement and educational attainment, higher productivity in the labor force, and decreases in social problems like crime and delinquency. The promised high economic returns associated with these positive outcomes have only been found for programs that were adequately funded and met or exceeded the benchmarks for quality set out in our report.

This year's report shows that as states emerge from the recession, pre-K continues to suffer, even as the number of students whose families lack the means to provide them with high-quality preschool education programs has increased to an all time high. Much work remains to be done to put pre-K back on track. Appropriations for 2012-2013 were up modestly, though how well actual expenditures track these figures remains to be seen. Reports on proposed state budgets for 2013-2014 are also hopeful, though nothing we have seen indicates that pre-K nationally has fully recovered from past cuts, much less reversed the negative trend in funding per child. Indeed, the most positive recent development may be at the federal level. The president put pre-K on the national agenda in his State of the Union address and subsequently proposed to provide states with \$75 billion in matching funds to increase access to high-quality pre-K over the next 10 years.



WHAT'S NEW?

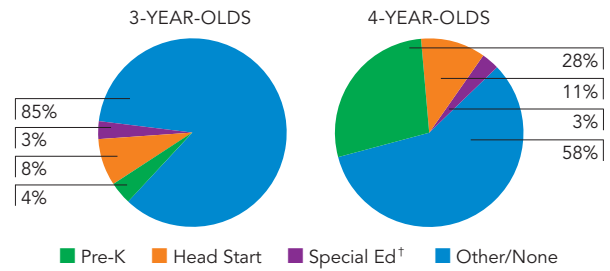
- Total state funding for pre-K programs decreased by more than \$548 million across the 40 states that offer pre-K.
- State pre-K funding per child decreased by \$442 (inflation-adjusted) from the previous year to \$3,841. This is the first time since NIEER began tracking state pre-K in 2002 that funding per child spending has fallen below \$4,000.
- State funding per child for pre-K declined in 27 of 40 states with programs, when adjusted for inflation. In 13 states per-child spending fell by 10 percent or more from the previous year. Only 12 states increased funding per child in 2011-2012.
- For the first time we include Arizona's First Things First Prekindergarten Scholarships. Arizona had previously been included for its Early Childhood Block Grant (ECBG) initiative, but the ECBG was defunded in 2010-2011.
- Only 15 states plus D.C. could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only about 20 percent of the children enrolled in state-funded pre-K attend those programs, the vast majority of children served are in programs where funding per child may be inadequate to provide a quality education.
- More than 1.3 million children attended state-funded pre-K, 1.1 million at age 4.
- Enrollment increased by fewer than 10,000 children, which was not enough to offset population growth and increase the percentage of children served. Four percent of 3-year-olds and 28 percent of 4-year-olds were served in state-funded pre-K, the same as in the previous year.
- Combining general and special education enrollments, 31 percent of 4-year-olds and 7 percent of 3-year-olds are served by public pre-K. When including Head Start programs as well, 41 percent of 4-year-olds and 14 percent of 3-year-olds are served in these publicly funded programs. These percentages are similar to last year, indicating that enrollment in publicly-funded programs more generally has stagnated.
- Seventeen states—fewer than half—plus D.C. increased enrollments, with increases ranging from 1 percent in Alabama, Louisiana, New Jersey, and Tennessee to 21 percent in Oregon. Sixteen states reduced enrollment, from 1 percent in Connecticut, Kansas, and New York to 19 percent in North Carolina.
- Three programs improved against NIEER's Quality Standards Benchmarks checklist, while seven fell back. This was a total of nine fewer benchmarks met, five of which were for site visits to monitor program quality.
- Four states plus one of Louisiana's three programs met all 10 of NIEER's benchmarks for state pre-K quality standards, down from five states the previous year. Another 16 states met eight or more.
- More than half a million children, or 42 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.
- For the first time we list additional rankings that compare Washington, D.C. to the states while recognizing its special status. When compared to the states, D.C. ranks first for percentage of children served at both age 3 and 4 and for funding per child. Although it is a city, in sheer numbers, D.C. serves more 4-year-olds in pre-K than 15 states with programs and more 3-year-olds than all but five states. It meets 7 quality standards benchmarks in programs operated through D.C. Public Schools and Community-Based Organizations and 2 quality standards benchmarks in Charter Schools.



NATIONAL ACCESS

Total state program enrollment, all ages	1,332,663
State-funded preschool programs	52 programs in 40 states ¹
Income requirement	32 state programs have an income requirement
Minimum hours of operation	23 part-day; 10 school-day; 1 extended-day; 18 determined locally ²
Operating schedule	38 academic year, 14 determined locally
Special education enrollment, ages 3 & 4	433,973
Federal Head Start enrollment, ages 3 & 4	749,984 ³
Total federal Head Start enrollment, all ages	829,747 ³
State-funded Head Start enrollment, ages 3 & 4	16,582 ⁴

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



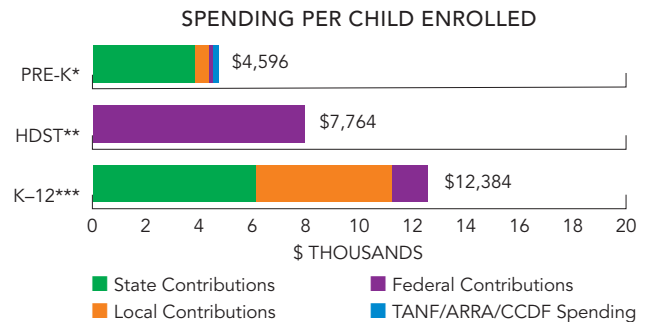
† This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 52 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	51
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	44
Assistant teacher degree	CDA or equivalent	15
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower	44
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	45
3-year-olds		
4-year-olds		
Screening/referral and support services	Vision, hearing, health; and at least 1 support service	37
Meals	At least 1/day	24
Monitoring	Site visits at least every five years	32

NATIONAL RESOURCES

Total state preschool spending	\$5,119,322,047 ⁵
Local match required?	13 state programs require a local match
State Head Start spending	\$152,622,246
State spending per child enrolled	\$3,841 ⁵
All reported spending per child enrolled*	\$4,596



* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '10-'11 school year, unless otherwise noted.

¹ The District of Columbia serves an additional 11,267 3- and 4-year-olds through its program serving children in district public schools, community-based organizations, and charter schools.

² NIEER's definitions of hours of operations are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours but fewer than 8 hours per day; and extended-day programs serve children for 8 or more hours per day. Some pre-K initiatives offer multiple hours of operation, such as a combination of part-day and school-day programs, but only the minimum one offered is listed here.

³ 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, all ages,

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.

⁴ This figure includes 15,552 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.

⁵ This figure includes federal TANF funds directed toward preschool at states' discretion. It has previously contained funding through the American Recovery and Reinvestment Act (ARRA) but these funds are no longer available to states. The District of Columbia spends an additional \$157,440,000 in district-level spending on their pre-K program.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	33	None Served	12	12	10
Alaska	38	None Served	4	8	10
Arizona	35	25	32	30	6
Arkansas	11	5	10	5	9
California	24	6	16	20	4
Colorado	20	10	38	32	6
Connecticut	29	8	3	1	6
Delaware	32	None Served	6	15	8
Florida	1	None Served	35	38	3
Georgia	6	None Served	25	31	8
Illinois	17	1	29	34	8
Iowa	7	17	26	26	6.9
Kansas	21	None Served	37	39	7
Kentucky	15	9	24	13	9
Louisiana	13	None Served	14	22	8.0
Maine	14	None Served	36	21	6
Maryland	12	15	23	6	8
Massachusetts	27	16	17	24	6
Michigan	22	None Served	15	23	7
Minnesota	39	22	5	10	9
Missouri	34	18	33	37	8
Nebraska	18	4	40	40	6
Nevada	36	24	34	29	7
New Jersey	16	2	1	2	8.8
New Mexico	26	None Served	31	35	8
New York	9	26	21	28	7
North Carolina	23	None Served	11	9	10
Ohio	37	20	18	25	3
Oklahoma	2	None Served	22	11	9
Oregon	30	13	2	7	8
Pennsylvania	28	12	9	18	5.0
Rhode Island	40	None Served	27	3	10
South Carolina	10	14	39	36	6.2
Tennessee	19	23	13	17	9
Texas	8	11	28	33	2
Vermont	3	3	20	27	4
Virginia	25	None Served	19	16	6
Washington	31	19	7	14	9
West Virginia	5	7	8	4	8
Wisconsin	4	21	30	19	5.0
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
D.C.	1*	1*	1*	1*	4.6

* While Washington, D.C. is not a state but a city with a unique status as our nation's capital, to be inclusive we indicate how D.C. ranks compared to the 50 states.

Executive Summary (continued)

With the inclusion of Arizona's First Things First Prekindergarten Scholarship program, 40 states plus D.C. offered pre-K in school year 2011-2012. That is one of the few pieces of good news in a year dominated by significant negative changes in enrollment, resources, and quality standards. The sections below provide further details for each one of these areas.

ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,332,663 children in 2011-2012, plus an additional 11,267 children in D.C. State pre-K continues to be primarily a program for 4-year-olds in most states, with more than 1.1 million of the children served at that age.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled, with no growth in access relative to population. Total enrollment increased by only 9,535 from the prior year. Table 2 shows both numbers enrolled and enrollment as a percentage of total population by state. Table 3 reports enrollment changes in numbers of children and percentage of the total population for 3- and 4-year-olds from the prior year and the past decade.

Since states also serve children in preschool special education, the total number of children served by states is somewhat larger than indicated by state-funded pre-K enrollment alone. Table 4 presents numbers and percentages of children enrolled in state pre-K and special education programs; it also shows totals that include students in the federal Head Start program. These are unduplicated estimates in that children served by multiple programs are only counted once. Including both state pre-K and special education programs brings state enrollment up to 31 percent at age 4 and 7 percent at age 3. These figures should be interpreted cautiously for two reasons. First, while every effort is made to ensure children are not double counted, we may not have perfectly unduplicated the counts. Second, and more important, some children in preschool special education receive limited therapeutic services and are not enrolled in a quality pre-K in which all of their educational needs are met. Adding in the federal Head Start program, enrollment in all public programs is 41 percent at age 4 and 14 percent at age 3. Again there may be some duplication we have not eliminated and our prior caveat regarding special education services applies.

In some previous years, we have estimated total enrollment in all public and private programs. Some public schools enroll children in pre-K classes who are not part of state-funded pre-K, including schools in states with no state preschool funding. In addition, children attend private programs including some that are subsidized by public funding and tax credits for child care. Our most recent estimates for 2010 are available elsewhere. Various sources provide substantially different estimates regarding total enrollment and the recession has likely influenced enrollment in public and private programs which prevents us from applying them to current year's enrollment. We eagerly await the release of estimates from the 2012 National Household Education Survey for this information.

The 2005 National Household Education Survey and our previous estimates provide some important information regarding the distribution of enrollment that is not available from our survey of states. Public programs substantially increase access to children in families with the lowest income. Nevertheless, participation rates are strongly associated with income and education—far below average for children whose parents have not completed high school and far above average for children whose parents have graduate degrees. Many families in the middle do not yet enroll their children in pre-K. Participation rates are lowest for Latino and Pacific Islander children. Also striking is that access itself is not enough to ensure enrollment in a high-quality program. At age 4, only 35 percent of those in a program attended a high-quality program as measured by the Early Childhood Environment Rating Scale. African-American children had relatively high enrollment rates, but the least access to quality when they were enrolled.



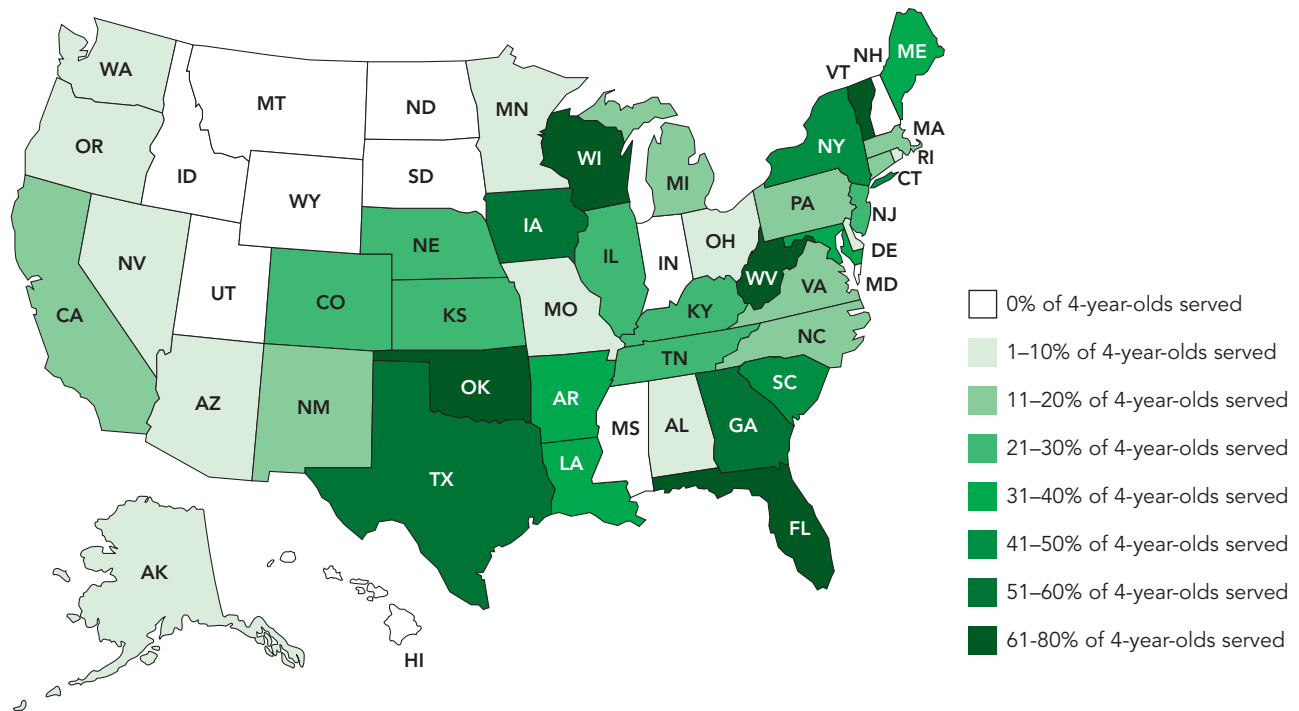
Our 2012 *Yearbook* makes apparent that enrollment in state-funded programs varies dramatically across the states. Figure 1 displays state pre-K enrollment at age 4 by state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Among states, Florida and Oklahoma rank 1st and 2nd in enrollment of 4-year-olds. Both served more than 70 percent of 4-year-olds. With 65 percent of 4-year-olds enrolled, Vermont ranks 3rd on 4-year-old enrollment. Vermont is notable for also enrolling a high percentage of 3-year-olds, ranking 3rd on this measure as well.

Other states enrolling more than half of 4-year-olds include Wisconsin, West Virginia, Georgia, Iowa, and Texas. Enrollment drops off fairly rapidly from there, and 10 states with programs served fewer than 10 percent of 4-year-olds, while 10 more had no program. The observation data cited earlier indicated that access alone does not ensure children receive a high-quality education. Data on state quality standards are consistent with that picture. Florida and Vermont, two of the top three states for enrollment are particularly concerning as both met fewer than half of quality standards benchmarks. Also of concern among the top 10 is Texas, which enrolled the largest number of preschoolers in the nation, about 225,000, but met only two of 10 benchmarks for quality.

State pre-K remains primarily a program for 4-year-olds, but there are notable exceptions. The District of Columbia serves more than half of its 3-year-olds. Illinois and New Jersey each serve about 20 percent of children at age 3. Vermont, Nebraska, and Arkansas serve more than 10 percent at age 3, with California serving the largest number (48,175, or 9 percent) despite a decline from last year. Only six states increased enrollment of 3-year-olds from the previous year—Arkansas, Iowa, Maryland, Nebraska, Oregon, and South Carolina.

The lack of enrollment growth nationally is due in some measure to 16 states that reduced enrollment of 3- and 4-year-olds from the previous year. While many of these reductions were minor, reductions of over 10 percent were particularly troubling in Alaska, North Carolina, Pennsylvania, and Rhode Island. Arizona has rejoined the list of states providing pre-K with the inclusion of Arizona’s First Things First Prekindergarten Scholarships. Note that this does not constitute entirely new enrollment and funding for early learning programs generally, as this program has operated since 1996, but operational changes now qualify it as state-funded pre-K. This means that only 10 states did not provide any state-funded pre-K in the 2011-2012 school year. These states are Hawaii, Idaho, Indiana, Montana, Mississippi, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming.

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



QUALITY STANDARDS: LOSING GROUND AS BUDGETS FALTER

The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. Although the benchmarks against which NIEER checks states are not guarantees of quality, they are consistent with what research has found to be highly effective. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. A list of benchmarks and a summary of the supporting research are provided on page 22.

Figure 2: Percent of State Pre-K Programs Meeting Benchmarks 2002–2012



Figure 2 displays the number of quality standards benchmarks met by state preschool programs each year from 2001-2002 through 2011-2012. Only three states had policy changes that met additional benchmarks in 2011-2012. California's newly released state early learning standards fully met the definition of comprehensive standards. Ohio met an additional benchmark this year by requiring site visits for quality monitoring, though it remains at the bottom in terms of standards. It permits up to 28 children in a class while teachers need have no more than an associate's degree. Pennsylvania's Pre-K Counts program required all lead teachers to have a bachelor's degree. With that change, Pre-K Counts edged closer to the top ranks for quality standards, and the remaining benchmarks would add little to cost.

Nevertheless, the 2011-2012 year was the worst year we have seen for quality standards overall, with nine losses against quality standards benchmarks. Policy changes in five programs led them to lose the benchmark for conducting site visits on a regular schedule to monitor pre-K program quality: Louisiana's 8g and LA4 programs, the Missouri Preschool Project, Pennsylvania's EABG program, and the Virginia Preschool Initiative. Four other programs lost this benchmark in 2010-2011. This dramatic reduction in the number of programs monitoring quality and pursuing continuous improvement through regular site visits is extremely troubling. State capacity to ensure program performance is been cut at the same time that decreased funding per child erodes program capabilities.

Funding cuts are clearly implicated in the other observed reductions in quality standards. Georgia lost benchmarks for both class size and student-teacher ratio as it sought to maintain enrollment in the face of reduced funding. Pennsylvania's EABG and K4/SBPK programs lost benchmarks due to a two-year moratorium on professional development. As state revenues rebound, both states expect to return to their prior standards. It could not be more obvious that when state revenues decline, pre-k quality goes on the chopping block.

With Georgia's changes to class size and ratio, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California and Vermont met four; Florida and Ohio met three; and Texas met only two benchmarks. In addition, two of Pennsylvania's programs, Pennsylvania's EABG and K4 programs, met four and two benchmarks respectively. Excluding Vermont, these are large states making their low quality standards particularly distressing. More than 400,000 children, 42 percent of enrollment nationally, are served in these programs. Texas and Pennsylvania (for the K4 program) are the only two states to limit neither class size or staff-child ratio. Weak standards in large states with significant enrollments are a serious concern because they permit inadequate services. It seems unlikely that it would be the wealthiest communities that take advantage of this flexibility to operate pre-K with low standards.

RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRESS

In 2011-2012, 40 states spent over \$5.1 billion on pre-K with the District of Columbia spending an additional \$157 million, not including special education funds. The 10 remaining states did not contribute to this spending amount as they had no pre-K initiative meeting our definition of state-funded prekindergarten. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from slightly less than half a million in Rhode Island to more than \$727 million in Texas. As noted earlier, total state spending declined by about half a billion dollars, adjusting for inflation, with average per-child spending declining by more than \$400. States spent \$3,841 per child as a nationwide average. At the top D.C. spent nearly \$14,000 per child, with New Jersey leading the states at \$11,659. At the other end, Colorado, South Carolina, and Nebraska spent less than \$2,000 per child. Further details on funding for pre-K by state are reported in Tables 6 and 7.

Many state-funded pre-K programs require or depend on additional funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. In some, states and the local schools share the costs through a formula just as they do for K-12 education. As a result, funding from all sources often is a much better indicator of the total resources available to support pre-K (though not a better indicator of state financial commitment). Unfortunately, states often have difficulty fully reporting this spending so these reports are likely underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added nearly another \$1 billion to pre-K funding in 2011-2012, or \$755 per child. The largest source of these funds comes from required local school spending of \$414 million. The true figure is certainly higher, as some states require a match but do not report other funds, while in other states it is virtually impossible to meet state standards without substantially adding to state funds. Total funding for state pre-K programs from all sources was at least \$6.12 billion, still down from the previous year. Reported funding per child from all sources equaled \$4,596, down more than \$400 (inflation-adjusted) from 2010-2011.

Several states relied upon funding from the American Recovery and Reinvestment Act (ARRA) during the recession to prevent large cuts to pre-K funding. At least \$127 million was used in 2010-2011 school year, but ARRA funds were no longer available in 2011-2012. Of the six states that reported using ARRA funding last year (California, Florida, Maine, Massachusetts, Nebraska, and North Carolina), all but Maine and Massachusetts cut state spending in 2011-2012.

Inadequate funding can seriously impair pre-K quality and effectiveness. As can be seen in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states and Washington, D.C. Some other states may raise enough funds from local sources to adequately fund quality pre-K, but it also seems likely that in many of the other states program quality will vary with local fiscal capacity. In far too many states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Among these states is the nation's leader for enrollment, Florida.

LONG-TERM TRENDS



The *Yearbook* has surveyed state-funded pre-K programs since 2001-2002, providing data on trends in access, quality standards, funding and other policy issues through 2011-2012. Here we summarize major long-term findings.

In the past decade, enrollment in state pre-K has grown dramatically, nearly doubling the percentage of the population served. State standards for quality improved, as well, over most of the decade, but the Great Recession produced a dramatic drop-off in quality standards together with a downturn in state funding for pre-K.

The period spanned by the *Yearbook* actually begins with the aftermath of the 2001 recession, which might have contributed to the decline in state spending per child at the beginning of the decade. However, as revenues rebounded, states increased enrollment but did not increase funding enough to reverse the downward trend in per-child expenditure. Only with the peak in state revenues

just before the economy was hit with the Great Recession did we see a reversal and an increase in spending per child enrolled in pre-K. As state revenues declined again, state financial commitments to pre-K also fell (and by more than our charts suggest because the reclassification of a large California program in 2010 boosted average spending per child even though no new funds were being spent).

For the decade, state funding per child has fallen by more than \$1,000, adjusting for inflation. Apparently there is a general tendency to favor expanding enrollment over increasing quality, but this has been exacerbated by two recessions. State pre-K has to some extent been a “fair weather” initiative of states that suffers when storm clouds roll over their budgets. Such an approach serves children and taxpayers poorly as the benefits to both are lost when quality slips. Only high-quality programs produce the substantive gains in learning and development associated with long-term benefits.

ENROLLMENT

- Over the decade, pre-K access was expanded to more than 650,000 additional children of all ages. The percentage of 4-year-olds enrolled increased from 14 percent to 28 percent, but expansion virtually ceased in 2011-2012.
- Enrollment of 3-year-olds made little progress over the entire decade as the vast majority of state programs focused on 4-year-olds. Nine states decreased the number of 3-year-olds enrolled despite a modest national trend to expand access to pre-K for younger children.
- The number of state pre-K programs grew more rapidly than the number of states with programs. The first *Yearbook* profiled 42 programs in 37 states. Today, there are 52 programs in 40 states (as well as one in D.C.). Two of the new state programs are still quite small, as Alaska and Rhode Island both began pilot programs in 2009-2010 school year that have not yet transitioned into larger statewide initiatives. In both Arizona and Ohio, programs have come and gone, indicating the tenuous nature of pre-K in some states and that entire programs are susceptible to a state’s political and fiscal conditions.

QUALITY

- States have made some impressive improvements in quality standards since 2001-2002. The most dramatic change has been the adoption of comprehensive early learning standards, which were rare in 2001-2002. The only state still lacking these standards, Ohio, is anticipated to adopt them this year.
- Remarkable gains also have been seen in requirements for specialized preparation of staff in early childhood, ongoing professional development, and limits on class size and ratio.
- Standards regarding staff credentials have improved, but at a slower pace. Only 58 percent of programs require that all lead teachers have a bachelor’s degree and fewer than one third require that assistant teachers have at least a CDA. Low qualifications requirements typically are linked to low salaries and inadequate funding.
- Since 2004-2005, NIEER has tracked whether programs require site visits to ensure program standards are followed. Programs made some progress in meeting this goal, improving from 70 percent of programs meeting the benchmark in 2004-2005 to 78 percent in 2008-2009. However, as budgets faltered during the Great Recession, these gains were reversed. By 2011-2012, only 62 percent of programs met this benchmark for accountability.

RESOURCES

- Total spending by states has risen from \$3.47 billion to \$5.12 billion. Adjusting for inflation, this is a real increase of \$1.65 billion in current dollars or 48 percent. In allocating these increases states have tended to favor expansion of enrollment over adequate funding for quality.
- By 2011-2012, per-child spending had fallen below \$4,000, the lowest in a decade. This reflects a drop of more than \$1,000, adjusting for inflation, since 2001-2002 year, and is a 23 percent decline.
- Of the 37 states that offered pre-K in 2001-2002, only eight had increased their per-child spending a decade later. Reducing per-child spending significantly increases the risk that students are served in lower quality programs. As noted above, state quality standards have begun to decline, with the strongest decline in requirements that states verify through actual site visits that their policies are being implemented in practice.

RECOMMENDATIONS

For state pre-K and the children and families these programs serve, the last year was an unprecedented disaster. The recession intensified the negative effects of a longer term trend toward lower funding per child, which undermines quality standards and educational effectiveness. If the states are to regain their momentum, it is imperative that they plan for high-quality pre-K as a long-term priority. States should set goals to not just increase enrollment, but to raise standards and increase funding to a level that can be reasonably expected to support highly effective early education. The *Yearbook* provides a basis for setting such goals to be achieved by a certain date. The president's proposed 10-year plan to support state pre-K offers financial incentives for states to set and achieve ambitious goals. Yet, whether or not that proposal becomes law, states should develop and implement strong plans for pre-K progress. The benefits of pre-K far exceed the costs and every year states delay is another year of lost opportunities for their children and increased future costs for taxpayers. NIEER has arrived at the following recommendations for the next decade.

- The president's 2014 Preschool for All budget proposal offers the most significant opportunity to improve access to highly effective pre-K to date. Should an approach like this become law, every state could offer pre-K to the majority of its children--perhaps even all children at age 4—a decade from now. Such an approach leaves states firmly in the driver's seat with respect to policy, but provides substantial financial assistance contingent on expanding access to programs with adequate standards and funding.
- Regardless of federal policy developments, all 50 states should support a state-funded pre-K program. Many of the states without pre-K are sparsely populated and largely rural, which tends to raise cost. However, Alaska, Kansas, Maine, and Nebraska are among the 10 least densely populated states in the nation and have all managed to develop and provide relatively high-quality pre-K programs.
- Every state should set as a goal the provision of high-quality pre-K programs that significantly enhance children's learning and development, especially for the most disadvantaged children. The quality standards benchmarks set out in the *Yearbook* provide one set of guideposts regarding state policies that can assist states toward achieving that goal.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continual improvement process. The cost of this effort is relatively modest, but it is a key to obtaining high returns from an effective program. The course that too many states have taken in scaling back or removing monitoring of pre-K programs should be reversed immediately.
- As state revenues regain strength, states should prioritize pre-K quality improvement and expansion and develop more stable funding mechanisms for pre-K. Inclusion in state education funding formulas with pre-K funded at the same level as kindergarten is one way to achievement this goal.

Education in the years before kindergarten is increasingly recognized as playing an important role in preparing our youngest citizens for productive lives in the global economy. Yet, our nation's public investment in their future through pre-K declined during the recent economic downturn at the very time that parental financial capacity to invest in their children was hardest hit. America will pay the price of that lapse for decades to come. It is not enough for states to simply revert to the pre-recession trend. Now is the time to reverse that trend, emphasizing quality as well as enrollment, and renew state commitment to a better future for our children through high-quality pre-K.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Florida	79.4%	0.0%	39.8%	175,122	0	175,122
2	Oklahoma	74.1%	0.0%	37.2%	40,089	0	40,089
3	Vermont	65.2%	16.1%	41.0%	4,352	1,038	5,390
4	Wisconsin	61.0%	1.0%	31.2%	44,758	731	45,490
5	West Virginia	60.9%	8.9%	34.7%	12,833	1,907	14,740
6	Georgia	58.7%	0.0%	29.4%	82,868	0	82,868
7	Iowa	52.5%	2.6%	27.7%	21,665	1,062	22,727
8	Texas	51.4%	5.5%	28.5%	203,143	21,505	224,648
9	New York	44.2%	0.1%	22.1%	102,367	201	102,568
10	South Carolina	42.6%	4.1%	23.5%	26,610	2,511	29,121
11	Arkansas	37.4%	11.2%	24.4%	15,284	4,484	19,768
12	Maryland	34.5%	3.9%	19.2%	25,678	2,925	28,603
13	Louisiana	31.6%	0.0%	15.8%	20,421	0	20,421
14	Maine	31.6%	0.0%	15.9%	4,505	0	4,505
15	Kentucky	30.4%	6.4%	18.4%	17,477	3,683	21,160
16	New Jersey	28.2%	18.6%	23.4%	31,234	20,306	51,540
17	Illinois	27.7%	20.0%	23.9%	46,897	33,702	80,599
18	Nebraska	22.2%	13.4%	17.8%	5,907	3,572	9,479
19	Tennessee	21.6%	0.7%	11.1%	17,893	601	18,494
20	Colorado	21.0%	6.2%	13.7%	14,908	4,292	19,200
21	Kansas	20.9%	0.0%	10.4%	8,593	0	8,593
22	Michigan	19.4%	0.0%	9.8%	23,579	0	23,579
23	North Carolina	19.2%	0.0%	9.6%	24,836	0	24,836
24	California	18.1%	9.3%	13.7%	93,866	48,175	142,041
25	Virginia	16.0%	0.0%	8.0%	16,618	0	16,618
26	New Mexico	15.5%	0.0%	7.7%	4,591	0	4,591
27	Massachusetts	14.3%	3.3%	8.8%	10,714	2,425	13,139
28	Pennsylvania	14.0%	5.3%	9.6%	20,712	7,815	28,527
29	Connecticut	12.9%	7.5%	10.2%	5,396	3,057	8,453
30	Oregon	9.7%	5.0%	7.4%	4,729	2,440	7,169
31	Washington	8.2%	1.1%	4.7%	7,367	1,024	8,391
32	Delaware	7.4%	0.0%	3.7%	843	0	843
33	Alabama	6.3%	0.0%	3.1%	3,906	0	3,906
34	Missouri	3.9%	1.3%	2.6%	3,058	1,045	4,103
35	Arizona	3.1%	0.3%	1.7%	2,881	285	3,166
36	Nevada	2.7%	0.6%	1.7%	1,027	240	1,267
37	Ohio	2.4%	1.1%	1.8%	3,564	1,609	5,173
38	Alaska	2.0%	0.0%	1.0%	211	0	211
39	Minnesota	1.4%	1.0%	1.2%	1,044	687	1,731
40	Rhode Island	0.9%	0.0%	0.5%	108	0	108
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	28.0%	4.2%	16.1%	1,151,653	171,323	1,322,976
	D.C.	91.8%	68.9%	88%	6,945	4,722	11,667

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

¹ Nationwide, an additional 9,687 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,332,663.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	2001-2002 TO 2011-2012				2010-2011 TO 2011-2012			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percentage Point†	Number	Percentage Point†	Number	Percentage Point†	Number	Percentage Point†
Alabama	0	NA	3,150	+5%	0	NA	36	0%
Alaska	0	NA	211	+2%	0	NA	-37	0%
Arizona*	285	NA	-1,396	-3%	285	0%	2,881	+3%
Arkansas	3,542	+9%	13,060	+31%	367	+1%	-2,186	-7%
California	37,251	+7%	49,332	+10%	-3,862	-1%	-1,510	-1%
Colorado	3,562	+5%	6,588	+7%	6	0%	88	0%
Connecticut	1,522	+4%	979	+3%	-58	0%	-121	0%
Delaware	0	NA	0	-1%	0	NA	0	0%
Florida	0	NA	175,122	+79%	0	NA	10,734	+3%
Georgia	0	NA	19,255	+5%	0	NA	260	-1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,604	+12%	7,995	+6%	-685	0%	-2,215	-1%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	551	NA	20,109	+48%	516	+1%	402	0%
Kansas	0	NA	6,363	+15%	0	NA	-44	0%
Kentucky	-1,189	-3%	4,660	+7%	-366	-1%	-639	-2%
Louisiana	0	NA	12,902	+20%	0	NA	163	-1%
Maine	0	NA	3,065	+22%	0	NA	600	+5%
Maryland	1,517	+2%	7,304	+9%	2,925	+4%	-1,393	-3%
Massachusetts*	-7,007	-9%	1,282	+3%	-464	-1%	-468	-1%
Michigan	0	NA	-2,898	0%	0	NA	1,512	+1%
Minnesota*	-128	0%	-226	0%	-15	0%	-23	0%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,501	-2%	-628	-1%	-234	0%	118	0%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	3,448	+13%	5,551	+21%	1,054	+4%	-1,073	-4%
Nevada	129	0%	706	+2%	-45	0%	-5	0%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,521	+7%	7,353	+8%	-99	0%	432	0%
New Mexico	-470	-2%	4,221	+14%	0	NA	327	+1%
New York	-5,634	-2%	38,868	+20%	0	NA	-1,078	-1%
North Carolina	0	NA	23,596	+18%	0	NA	-5,931	-5%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,105	-5%	-10,321	-6%	-5	0%	-8	0%
Oklahoma	0	NA	14,210	+18%	0	NA	1,648	+1%
Oregon	1,331	+3%	2,140	+4%	195	0%	1,066	+2%
Pennsylvania*	7,815	+5%	18,162	+12%	-1,298	-1%	-3,045	-2%
Rhode Island	0	NA	108	+1%	0	NA	-18	0%
South Carolina	2,161	+3%	10,960	+13%	260	0%	2,343	+2%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-241	0%	16,135	+19%	-43	0%	196	0%
Texas	1,764	-1%	75,560	+12%	-2,113	-1%	2,962	0%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	669	+11%	3,732	+57%	-128	-1%	-35	-2%
Virginia	0	NA	10,740	+10%	0	NA	737	+1%
Washington	-125	0%	2,582	+2%	-348	0%	717	+1%
West Virginia	139	0%	7,748	+37%	-32	0%	645	+3%
Wisconsin*	43	0%	31,254	+42%	-25	0%	4,552	+6%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 States	68,455	+1%	589,533	+14%	-4,212	0%	12,590	0%
D.C.	3,597	+51%	3,934	+48%	654	+4%	916	+2%

* 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.

† This represents the change in the percent of the population served from the respective year to the 2011-2012 school year. In earlier editions, we reported the percent change in the number of children enrolled as opposed to the change in the percentage of children enrolled.

TABLE 4: 2011-2012 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	950	2%	5,373	8%	6,347	11%	15,008	24%
Alaska*	420	4%	798	7%	1,428	13%	2,249	21%
Arizona	3,399	4%	7,125	8%	8,411	8%	17,963	20%
Arkansas	6,495	16%	17,235	42%	10,978	27%	22,230	54%
California*	53,371	10%	100,900	19%	85,965	16%	161,515	31%
Colorado	6,804	10%	18,682	26%	10,881	16%	24,023	34%
Connecticut	4,850	12%	7,697	18%	7,556	19%	11,344	27%
Delaware [†]	504	4%	1,522	13%	940	8%	2,398	21%
Florida	6,492	3%	177,385	80%	19,830	9%	198,001	89%
Georgia	2,297	2%	84,038	60%	14,054	10%	94,471	67%
Hawaii	592	3%	707	4%	1,482	8%	2,501	14%
Idaho	712	3%	993	4%	1,671	7%	3,290	13%
Illinois	35,722	21%	51,820	31%	50,983	30%	71,642	43%
Indiana	4,012	5%	5,065	6%	8,186	10%	12,945	15%
Iowa	1,815	5%	22,615	54%	4,547	12%	26,399	64%
Kansas	2,090	5%	11,818	29%	5,323	13%	15,198	37%
Kentucky	3,747	6%	17,477	30%	9,439	16%	26,225	46%
Louisiana*	1,116	2%	21,583	33%	12,515	19%	30,100	47%
Maine*	678	5%	4,965	35%	1,715	12%	6,563	46%
Maryland	5,713	8%	29,726	40%	10,494	14%	34,314	46%
Massachusetts	5,612	7%	14,013	19%	10,281	13%	19,976	26%
Michigan	3,847	3%	23,579	19%	16,303	13%	42,349	34%
Minnesota [†]	3,522	5%	5,404	7%	7,564	11%	11,395	15%
Mississippi	760	2%	1,743	4%	11,123	26%	17,146	39%
Missouri	3,468	4%	7,501	10%	9,553	12%	16,018	21%
Montana	159	1%	321	2%	1,891	15%	2,622	20%
Nebraska	3,572	13%	5,907	22%	5,363	20%	8,535	32%
Nevada	1,773	5%	3,537	10%	2,908	8%	5,184	14%
New Hampshire	786	6%	1,046	7%	1,336	10%	1,927	13%
New Jersey	24,352	22%	37,007	33%	30,977	28%	44,263	40%
New Mexico	1,376	5%	6,684	23%	4,574	15%	11,108	38%
New York*	16,898	7%	110,050	47%	36,311	15%	134,736	58%
North Carolina	3,425	3%	28,353	21%	10,336	8%	39,985	30%
North Dakota	273	3%	386	4%	1,405	16%	2,099	23%
Ohio	5,978	4%	10,382	7%	19,282	13%	29,193	20%
Oklahoma	691	1%	40,089	74%	7,255	15%	47,201	87%
Oregon	4,390	9%	6,930	14%	7,145	15%	11,167	23%
Pennsylvania* [†]	13,615	9%	28,016	19%	25,199	17%	44,196	30%
Rhode Island	634	5%	954	8%	1,454	12%	2,421	21%
South Carolina*	3,626	6%	26,610	43%	9,645	16%	32,588	52%
South Dakota	468	4%	722	6%	1,981	16%	2,825	23%
Tennessee	2,315	3%	19,895	24%	7,984	10%	29,919	36%
Texas	23,807	6%	203,143	51%	52,321	13%	241,356	61%
Utah	2,143	4%	2,737	5%	4,030	8%	6,531	12%
Vermont	1,210	19%	4,352	65%	1,595	27%	4,943	74%
Virginia*	3,198	3%	19,210	19%	8,099	8%	26,735	26%
Washington	4,020	4%	11,102	12%	8,139	9%	18,580	20%
West Virginia	1,907	9%	12,833	61%	3,852	19%	17,352	82%
Wisconsin [†]	3,219	4%	45,560	62%	9,917	14%	51,726	71%
Wyoming	717	9%	1,048	13%	1,433	18%	2,030	25%
50 States	283,545	7%	1,266,639	31%	559,535	15%	1,705,564	42%
D.C. [§]	4,722	69%	6,945	92%	5,200	76%	7,471	100%

* 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.

§ D.C. enrollment figures may reflect out of district enrollments on precise population estimates estimates, and incomplete unduplication. These figures should be regarded as estimates.

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

TABLE 5: 2011-2012 STATE PRE-K QUALITY STANDARDS

STATE/ PROGRAM	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 2011-2012
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓	✓			✓	✓	✓			✓	6
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓		✓		✓		✓				4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas At-Risk	✓	✓		✓	✓	✓	✓	✓			7
Kansas Pilot Pre-K	✓	✓		✓	✓	✓	✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8g	✓	✓	✓		✓	✓	✓		✓		7
Louisiana LA4	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓			8
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓		✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio ECE			✓					✓		✓	3
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania EABG	✓		✓			✓	✓				4
Pennsylvania HSSAP	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania K4	✓	✓									2
Pennsylvania Pre-K Counts	✓	✓	✓		✓	✓	✓			✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K	✓	✓	✓		✓	✓	✓				6
South Carolina CDEPP	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓				✓						2
Vermont Act 62	✓				✓	✓	✓				4
Vermont EEI	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin 4K	✓	✓	✓		✓					✓	5
Wisconsin HdSt	✓		✓		✓	✓	✓	✓	✓		7
Totals	51	30	44	15	42	44	45	37	24	32	
D.C. (DCPS & CBO)	✓	✓	✓		✓	✓	✓		✓		7
D.C. (Charter)	✓								✓		2

Note: 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 red show new policy changes effective with the 2011-2012 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 2010-2011 to 2011-2012 Adjusted dollars	Total state preschool spending in 2011-2012	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,659	-\$383	\$600,893,867	2	\$11,659
Oregon	2	\$8,509	-\$216	\$61,000,000	7	\$8,509
Connecticut	3	\$8,388	-\$1,268	\$75,431,544	1	\$11,725
Alaska	4	\$8,057	\$983	\$1,700,000	8	\$8,057
Minnesota	5	\$7,592	-\$122	\$13,764,296	10	\$7,592
Delaware	6	\$6,795	-\$217	\$5,727,800	15	\$6,795
Washington	7	\$6,665	-\$332	\$57,055,931	14	\$6,800
West Virginia	8	\$6,002	\$218	\$91,644,229	4	\$8,901
Pennsylvania	9	\$5,474	\$115	\$157,591,897	18	\$5,474
Arkansas	10	\$5,409	\$227	\$111,000,000	5	\$8,753
North Carolina	11	\$5,160	-\$171	\$128,147,360	9	\$7,803
Alabama	12	\$4,887	\$197	\$19,086,953	12	\$7,198
Tennessee	13	\$4,528	-\$240	\$84,254,767	17	\$5,814
Louisiana	14	\$4,459	-\$359	\$91,065,707	22	\$4,557
Michigan	15	\$4,422	-\$174	\$104,275,000	23	\$4,422
California	16	\$4,136	-\$1,009	\$728,223,316	20	\$5,069
Massachusetts	17	\$4,058	\$250	\$53,839,631	24	\$4,344
Ohio	18	\$3,980	-\$87	\$22,688,446	25	\$3,980
Virginia	19	\$3,778	-\$152	\$62,780,182	16	\$5,872
Vermont	20	\$3,744	\$368	\$20,374,443	27	\$3,744
New York	21	\$3,707	-\$96	\$380,170,105	28	\$3,707
Oklahoma	22	\$3,652	\$81	\$146,406,556	11	\$7,427
Maryland	23	\$3,609	-\$946	\$103,262,453	6	\$8,599
Kentucky	24	\$3,533	\$26	\$74,765,158	13	\$6,876
Georgia	25	\$3,490	-\$945	\$289,222,657	31	\$3,490
Iowa	26	\$3,423	\$36	\$78,490,486	26	\$3,925
Rhode Island	27	\$3,315	-\$2,419	\$358,000	3	\$9,278
Texas	28	\$3,232	-\$650	\$727,213,344	33	\$3,291
Illinois	29	\$3,210	-\$349	\$259,770,892	34	\$3,210
Wisconsin	30	\$3,205	-\$373	\$153,864,100	19	\$5,111
New Mexico	31	\$3,161	-\$513	\$14,514,300	35	\$3,161
Arizona	32	\$2,913	\$2,913*	\$9,223,883	30	\$3,496
Missouri	33	\$2,682	-\$501	\$11,004,934	37	\$2,682
Nevada	34	\$2,592	\$46	\$3,338,875	29	\$3,584
Florida	35	\$2,281	-\$219	\$399,463,552	38	\$2,281
Maine	36	\$2,213	\$164	\$10,587,015	21	\$5,022
Kansas	37	\$2,123	-\$601	\$18,243,382	39	\$2,123
Colorado	38	\$1,912	-\$196	\$37,255,421	32	\$3,445
South Carolina	39	\$1,226	-\$159	\$35,708,905	36	\$2,888
Nebraska	40	\$944	-\$715	\$9,629,490	40	\$2,094
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 state		\$3,841	-\$442	\$5,119,322,047		\$4,596
D.C.		\$13,974	\$1,935	\$157,440,000		\$14,938

* Although Arizona's FTF has been newly added as a state funded pre-K program, the program and its funding are not new. 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 per-child spending needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	Connecticut*	\$11,725	\$7,543	Yes	\$0	6
2	New Jersey*	\$11,659	\$9,425	Yes	\$0	8.8
3	Rhode Island	\$9,278	\$8,859	Yes	\$0	10
4	West Virginia*	\$8,901	\$7,096	Yes	\$0	8
5	Arkansas	\$8,753	\$7,217	Yes	\$0	9
6	Maryland*	\$8,599	\$6,438	Yes	\$0	8
7	Oregon*	\$8,509	\$8,012	Yes	\$0	8
8	Alaska	\$8,057	\$4,545	Yes	\$0	10
9	North Carolina	\$7,803	\$8,276	No	\$473	10
10	Minnesota	\$7,592	\$4,628	Yes	\$0	9
11	Oklahoma*	\$7,427	\$6,229	Yes	\$0	9
12	Alabama	\$7,198	\$7,682	No	\$484	10
13	Kentucky	\$6,876	\$4,230	Yes	\$0	9
14	Washington*	\$6,800	\$5,411	Yes	\$0	9
15	Delaware	\$6,795	\$4,870	Yes	\$0	8
16	Virginia*	\$5,872	\$9,327	No	\$3,455	6
17	Tennessee	\$5,814	\$8,059	No	\$2,245	9
18	Pennsylvania*	\$5,474	\$7,467	No	\$1,993	5.0
19	Wisconsin	\$5,111	\$4,545	Yes	\$0	5.0
20	California*	\$5,069	\$6,594	No	\$1,525	4
21	Maine	\$5,022	\$3,998	Yes	\$0	6
22	Louisiana	\$4,557	\$7,602	No	\$3,045	8.0
23	Michigan*	\$4,422	\$5,904	No	\$1,481	7
24	Massachusetts*	\$4,344	\$9,450	No	\$5,106	6
25	Ohio	\$3,980	\$4,586	No	\$606	3
26	Iowa*	\$3,925	\$4,232	No	\$307	6.9
27	Vermont	\$3,744	\$4,050	No	\$306	4
28	New York*	\$3,707	\$6,424	No	\$2,717	7
29	Nevada	\$3,584	\$4,764	No	\$1,181	7
30	Arizona	\$3,496	\$4,387	No	\$891	6
31	Georgia	\$3,490	\$8,609	No	\$5,119	8
32	Colorado	\$3,445	\$4,593	No	\$1,148	6
33	Texas	\$3,291	\$4,738	No	\$1,446	2
34	Illinois	\$3,210	\$4,943	No	\$1,733	8
35	New Mexico	\$3,161	\$4,200	No	\$1,038	8
36	South Carolina*	\$2,888	\$5,029	No	\$2,141	6.2
37	Missouri*	\$2,682	\$6,777	No	\$4,094	8
38	Florida*	\$2,281	\$4,597	No	\$2,316	3
39	Kansas	\$2,123	\$4,052	No	\$1,929	7
40	Nebraska	\$2,094	\$4,050	No	\$1,956	6
NA	Hawaii	\$0	\$4,536	No	\$4,536	NA
NA	Idaho	\$0	\$3,856	No	\$3,856	NA
NA	Indiana	\$0	\$4,253	No	\$4,253	NA
NA	Mississippi	\$0	\$3,978	No	\$3,978	NA
NA	Montana	\$0	\$3,543	No	\$3,543	NA
NA	New Hampshire	\$0	\$4,457	No	\$4,457	NA
NA	North Dakota	\$0	\$3,839	No	\$3,839	NA
NA	South Dakota	\$0	\$3,642	No	\$3,642	NA
NA	Utah	\$0	\$4,387	No	\$4,387	NA
NA	Wyoming	\$0	\$3,877	No	\$3,877	NA
	D.C.	\$14,938	\$10,772	Yes	\$0	4.6

† For each state, a school-day, part-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. Estimates for no-program states are for part-day programs. 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 both school- and part-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 2011-2012 school year are those who are eligible to enter kindergarten two years later, during the 2013-2014 school year. Children considered to be 4 years old during the 2011-2012 school year were eligible to enter kindergarten one year later, during the 2012-2013 school year. Children considered to be 5 years old during the 2011-2012 school year were already eligible for kindergarten at the beginning of the 2011-201 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with a preschool education 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-old and 4-year-olds enrolled in the state prekindergarten program. The second set shows the state's spending per child enrolled in the state pre-K 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 2012 (which corresponds to the 2011-2012 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 2012 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. Several states—California, Florida, Massachusetts, Nebraska, and North Carolina—reported spending from the American Recovery and Reinvestment Act (ARRA) in the 2009-2010 and 2010-2011 school years, which was included as state funding. However, these funds were no longer available in the 2011-2012 school year. The percent of students enrolled is calculated using Census estimates of 3- and 4-year-olds children in each state, with the exception of the 2010-2011 school year when estimates were not available and actual Census data were used.



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, enrollment eligibility criteria, and evaluations if conducted. 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 2011-2012 school year and expected changes for the 2012-2013 school year. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from *Education Week*.

For the 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.

The District of Columbia provides pre-K to a substantial number of 3- and 4-year-olds through D.C. Public Schools (DCPS), community-based organizations (CBOs), and charter schools (authorized by the D.C. Public Charter Board). Programs in DCPS and CBO settings operate under similar program standards and so are profiled together.

Beginning in the 2009-2010 school year, data were included in the *Yearbook* on pre-K programs operating in D.C.'s charter schools. As the nature of charter schools allows for each school to set its own regulations and standards through its charter, programs operated in these settings are profiled separately to accurately portray this governance structure. Information is presented similarly to states that have more than one prekindergarten initiative. While D.C.'s unique situation as a city independent of a state makes it difficult to compare directly to state-funded programs, D.C. does have higher per-child spending and access figures than any state and so has been given a ranking of "1*" to indicate this position. However, state rankings also begin at position 1, to be interpreted as "first among states."

State profile pages are also given for the 10 states that did not fund preschool education initiatives in the 2011-2012 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 marked "NA" 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 2011-2012 school year except where noted.

ACCESS

The Access data table begins with the total state program enrollment, which is the number of children of all ages enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties or parishes) providing state-funded 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 2012 *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 established by state policy 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 research-based 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. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required in state policy.

The limitations of the 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 benchmarks 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 education benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., HighScope 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 based on coursework;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 staff member.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 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 allows more children per teacher than in programs that have demonstrated large gains in disadvantaged children and is the lowest (fewest number of children per teacher) 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 quality as they offer programs guidance and ensure that they cover the full range of areas essential to children’s learning and development.⁸ 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 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 other support services, such as parent education, parent conferences and/or home visits, or referrals for such services.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.

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 Therefore, programs should require at a minimum that all sites are visited for program quality at least once every five years to enforce 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 prekindergarten initiative; whether a local match, monetary or in-kind, 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 dedicated to pre-K, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available.

The bar chart in the Resources section compares per-child spending in state-funded programs to federal Head Start and K-12 per-child spending. Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start which made per-child amounts seem artificially higher. Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds that a state directs toward its preschool initiative. While TANF 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 preschool funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

Total state program enrollment	Number of all-age children in state pre-K program
School districts that offer state program	Percentage of school districts in state where program is offered
Income requirement	Maximum family income for participants
Hours of operation	Hours per day and days per week programs operate ¹⁴
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 (local, state, and federal) spent per child participating in pre-K program

¹⁴In an effort to ensure data is comparable from state to state, NIEER now provides guidelines for characterizing length of program day. "Part day" is defined as fewer than 4 hours per day; "school day" is at least 4 hours but fewer than 8 hours per day; and "extended day" is eight or more hours per day.

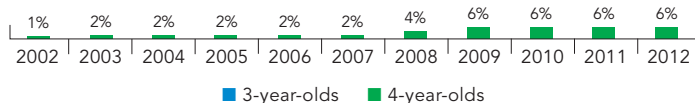
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ACF	Administration for Children and Families	ESI-R	Early Screening Inventory-Revised
AEPS(i)	Assessment, Evaluation, and Programming System for Infants and Children (interactive)	ESL	English as a Second Language
ARRA	American Recovery and Reinvestment Act	EVT	Expressive Vocabulary Test
ASQ(SE)	Ages and Stages Questionnaires (Social-Emotional)	FCCERS	Family Child Care Environment Rating Scale
AYP	Adequate Yearly Progress (No Child Left Behind)	FPL	Federal Poverty Level
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	FTE	Full-time Equivalent
BA	Bachelor of Arts	FY	Fiscal Year
BS	Bachelor of Science	GED	General Equivalency Diploma
BMI	Body Mass Index	GGG	Get It, Got It, Go
BRI	Basic Reading Inventory	HdSt	Head Start
BS	Bachelor of Science	HSD	High School Diploma
CACFP	Child and Adult Care Food Program	IDEA	Individuals with Disabilities Education Act
CBO	Community-Based Organization	IEP	Individualized Education Plan
CC	Child Care	IFSP	Individualized Family Service Plan
CCDF	Child Care and Development Fund	K	Kindergarten
CCSS	Common Core State Standards	KRAL	Kindergarten Readiness Assessment Literacy
CD	Child Development	LEA	Local Education Agency
CDA	Child Development Associate credential	LELA	Language and Emerging Literacy Assessment
CEU	Continuing Education Unit	MA	Master of Arts
CLASS	Classroom Assessment Scoring System	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
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
DLL	Dual Language Learner	NEGP	National Education Goals Panel
DOE	Department of Education	NSBP/NSLP	National School Breakfast/Lunch Program
DRA	Developmental Reading Assessment	NSLP	National School Lunch Program
DSC	Developing Skills Checklist	PALS	Phonological Awareness Literacy Screening
EC	Early Childhood	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
ECE	Early Childhood Education	PIR	Program Information Report (Head Start)
ECERS-R	Early Childhood Environment Rating Scale-Revised	PPVT	Peabody Picture Vocabulary Test
ECSE	Early Childhood Special Education	Pre-K	Prekindergarten
ECHOS	Early Childhood Observation System	QRIS	Quality Rating and Improvement System
Ed.D	Doctor of Education Degree	RTT	Race to the Top
Ed.S	Educational Specialist Degree	SMI	State Median Income
EE	Elementary Education	SpEd	Special Education
ELAS	Early Learning Assessment System	TANF	Temporary Assistance to Needy Families
ELL	English Language Learner	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
ELLCO	Early Language and Literacy Classroom Observation	USDA	United States Department of Agriculture
ELS	Early Learning Standards	WSS	Work Sampling System
EOWPVT	Expressive One-Word Picture Vocabulary Test		

State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Since 2000, the Alabama Pre-Kindergarten Program has offered state-funded preschool education to the state’s 4-year-olds. The only eligibility requirements for the program are being a resident of the state of Alabama and meeting the age criteria, but enrollment has remained low due to limited resources. For the 2007-2008 school year, an increase in state funding allowed the program to expand its access as well as provide technical assistance and scholarships for teachers working toward completing their degrees. The following year, the program was renamed First Class: Alabama’s Voluntary Pre-Kindergarten Program. After flat funding and no growth in access for several years, enrollment and appropriations increased slightly for the 2011-2012 school year. The state has made progress toward its goal of having at least one pre-K classroom per county with classrooms available in 94 percent of counties as of the 2011-2012 school year.

Through a competitive grant process, program sites are determined with grant amounts varying by location. First Class classroom locations include colleges and universities, community organizations, faith-based centers, Head Start programs, military agencies, private child cares, and public schools. Grantees must provide a local match of the grant award, and sliding scale parent fees can be included in the matching funds.

Teacher certification standards were revised during the 2005-2006 program year to require that newly hired pre-K educators have specialized training in early childhood education. With this requirement, the program met all 10 of the NIEER quality benchmarks for the first time and continues to do so. In the 2008-2009 school year, the program was evaluated for both process quality and program impact/child outcomes. The Office of School Readiness and the state Department of Education’s Special Education Services established an aligned set of standards for pre-K children, which are being implemented during the 2012-2013 school year. For the 2012-2013 school year, significant changes in guidelines and assessments are underway, which will simplify paperwork requirements. Programs will begin using the GOLD tool for formative assessments.

Since the 2009-2010 school year, pre-K in Alabama received significant support from the state’s business community. For instance, business leaders recommended funding increases for preschool education to the state Legislature. In addition, the Business Council of Alabama and the Alabama School Readiness Alliance formed a task force, which developed policy recommendations for expanding access to high-quality prekindergarten throughout the state.

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

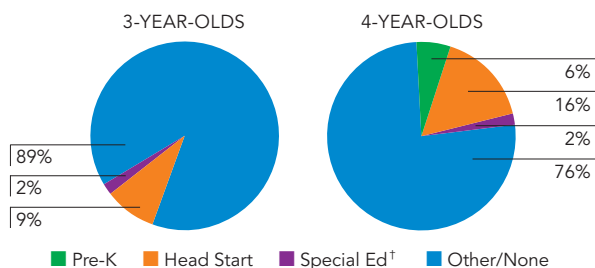
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	12

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	3,906
School districts that offer state program	94% (counties)
Income requirement.....	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	3,935
Federal Head Start enrollment, ages 3 & 4	15,032
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	ECE P-3 (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	30 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

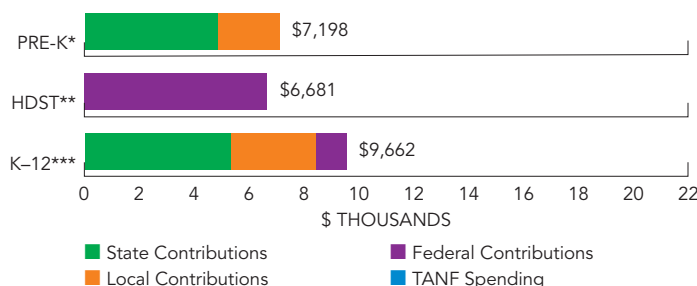
10

RESOURCES

Total state pre-K spending	\$19,086,953 ⁴
Local match required?	Yes, 25% ⁵
State spending per child enrolled	\$4,887
All reported spending per child enrolled*	\$7,198

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

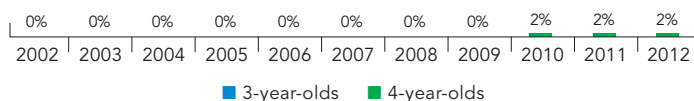


¹ Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2012. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor's degree in child development.
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.

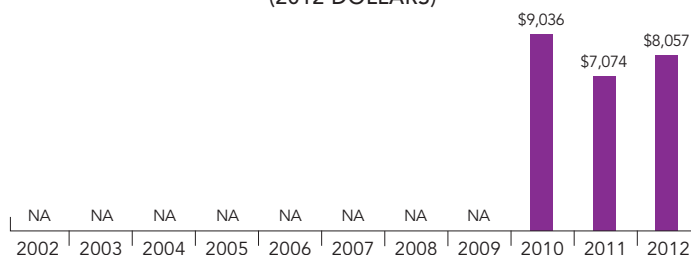
³ Support services include parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.
⁴ State funding includes the allocated amount for fiscal year 2012 as well as funds carried over from the previous fiscal year.
⁵ The match may include parent fees based on a sliding scale.

Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Since the 2009-2010 school year, the Alaska Pilot Pre-Kindergarten Project (AP3) has been available to 4-year-olds in six school districts through competitive grants. Half-day programs are provided by grantees, as well as outreach to those families choosing in-home care for preschoolers. Funding is awarded to public schools that may in turn subcontract with faith-based settings, family child care centers, Head Start programs, and private child care centers. A majority of programs operate in blended public school and Head Start programs.

Alaska's pre-K program eligibility requirements share similarities with the federal Head Start guidelines with eligibility based on family income at or below 100 percent of the federal poverty level. However, if space allows, programs can take a maximum of 35 percent of children from families between 100 and 130 percent FPL.

Renamed the Alaska Pre-Kindergarten Program, the pre-K program transitioned from pilot status in the 2011-2012 school year with a scheduled funding change and re-competition for state grants in fiscal year 2013. For the 2012-2013 school year, the state pre-K program has a total budget of \$2.5 million and serves children in eight districts.

During the 2011-2012 school year, the Teaching Strategies Gold assessment was piloted by the state three times per year in two-thirds of the programs. The state plans to require its use for all grantees in the new competition. An evaluation of the AP3 program was completed in the 2010-2011 school year, measuring process quality as well as program impact and child outcomes based on pre- and post-assessments using the DIAL II, PPVT, and ECERS instruments.

Since the 1980s, Alaska has offered a supplement to federally recognized Head Start programs. The funding is part of an effort to improve program quality through school readiness activities and professional development. The funds also provide access to additional children and families whenever possible. State funding through Alaska's Head Start supplement totaled \$7.2 million in the 2011-2012 school year.

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

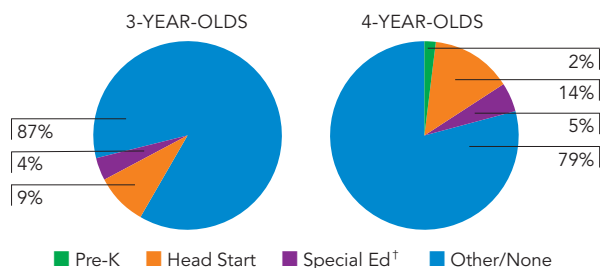
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	8

ALASKA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	211
School districts that offer state program	11%
Income requirement	100% FPL ¹
Hours of operation	3 to 5 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	1,199
Federal Head Start enrollment, ages 3 & 4	2,459
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	ECE endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA ³	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.....	Vision, hearing, health, developmental; and support services	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

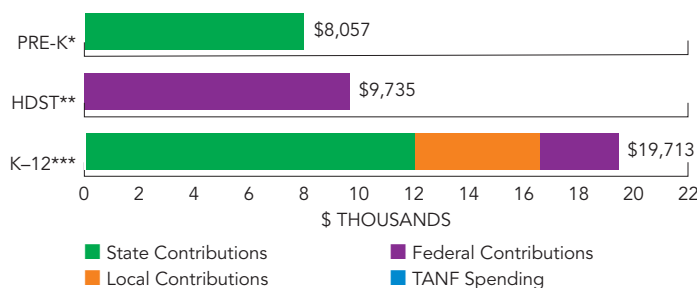
Total state pre-K spending	\$1,700,000
Local match required?	No
State Head Start spending	\$7,299,200 ⁵
State spending per child enrolled	\$8,057
All reported spending per child enrolled*	\$8,057

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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.

² 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.

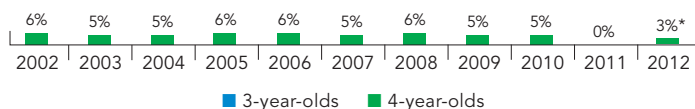
³ Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have an AA in ECE or a related field.

⁴ All programs follow state pre-elementary statute and regulations. School districts partnering with Head Start programs must follow federal Head Start requirements. Support services include parenting support or training, health services for children, and nutrition information.

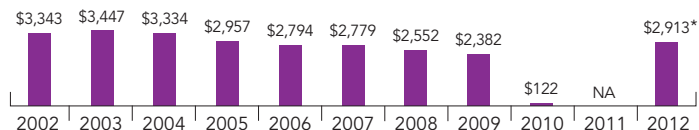
⁵ Alaska's state Head Start funds are used to enhance Head Start services and improve quality.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Starting in 1991, Arizona began funding preschool education programs. From 1996-2010, the Early Childhood Block Grant (ECBG) was used to support supplemental services for preschool, full-day kindergarten, and first through third grade education. The children of families with an income at or below 185 percent of the federal poverty level were eligible for ECBG-funded programs. The ECBG prekindergarten funds were dispersed to school districts, with the requirement that some of the funding was passed through to either faith-based or private child care centers depending on the parent's choice of setting for their children. Preschool programs that received ECBG funding were required to be accredited by an organization approved by the state, such as the National Association of the Education of Young Children (NAEYC). The ECBG allocation was frozen in the 2010 fiscal year due to budget constraints and subsequently repealed. No funding has been provided for this program in either the 2010-2011 or 2011-2012 school years.

In 2006, the voters of the state of Arizona established the Early Childhood Development and Health Board, known as First Things First (FTF). Among other initiatives, FTF administers two scholarship programs that provide enrollment in early childhood education programs. The Quality First Scholarship program provides quality-improvement scholarships and supports to child care providers. The Prekindergarten Scholarships are dispersed directly to early education programs and are available for children whose families are at or below 200 percent of the federal poverty level. Prekindergarten Scholarships are funded through a tobacco tax. FTF is the funding and administrative authority for the Prekindergarten Scholarships and has a partnership agreement with the Arizona Department of Education to provide services related to the application and selection process, as well as mentoring of prekindergarten program teachers and administrators. Another agreement between FTF and the local United Way provides for services related to scholarship processing and payment. FTF is administered through Regional Partnership Councils including 21 geographically defined Councils and 10 tribal Councils that span the entire state. Public schools, Head Start settings, private child care, faith-based centers, and tribal governments are eligible to receive grant funds. Beginning in 2013-2014 program year, each program funded through FTF Prekindergarten Scholarships must achieve a 3 star or higher rating on the FTF Quality First Rating Scale (Arizona's QRIS). Programs funded with Prekindergarten Scholarships were assessed for meeting the prekindergarten standards in the 2011-2012 school year, so this program is included in this report for the first time.

* The 2011-2012 school year was the first year we collected data on the First Things First initiative. Previous years' data are for the Early Childhood Block Grant initiative.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	25

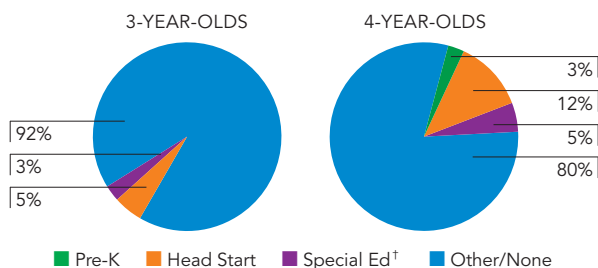
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	30

FIRST THINGS FIRST PREKINDERGARTEN SCHOLARSHIPS

ACCESS

Total state program enrollment	3,166
School districts that offer state program	42% (Regional Partnership Councils) ¹
Income requirement	200% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	9,217
Federal Head Start enrollment, ages 3 & 4	15,850
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

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public and nonpublic)	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	None ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	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	18		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:10		
Screening/referral	Vision, hearing, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depends 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

6

RESOURCES

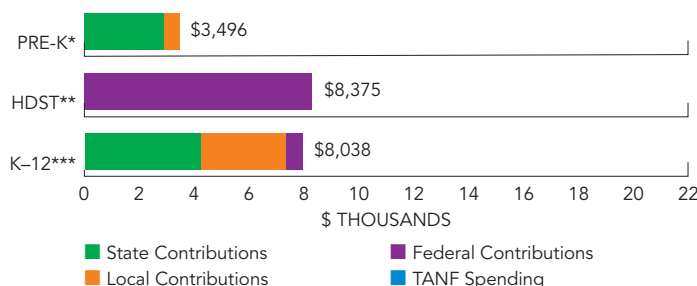
Total state pre-K spending	\$9,223,883
Local match required?	Yes, 20% of total grant amount
State spending per child enrolled	\$2,913
All reported spending per child enrolled*	\$3,496

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils that span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively.

² The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day for a full calendar year.

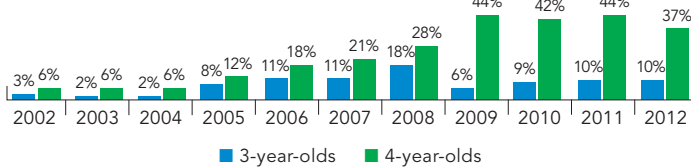
³ Certification was not required in the 2011-2012 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (Birth-grade 3) as of July 2012.

⁴ Support services include parent involvement activities, transition to Kindergarten activities, and parent conferences and/or home visits.

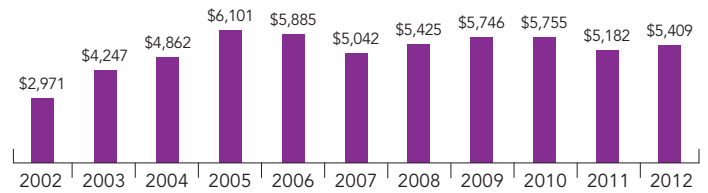
⁵ Programs are required to follow state child care licensing regulations. Children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and at least one meal.

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



As part of a statewide education reform initiative, the Arkansas Better Chance (ABC) program was established in 1991 and was originally funded only through a dedicated sales tax. However, between 2001 and 2007 it received additional funding from an excise tax on packaged beer. Although the program operates with some federal funding as well, at least 40 percent of the program’s overall funding must be local contributions.

ABC offers early childhood education services to children from low-income families from birth to age 5. Other risk factors can help determine eligibility, including developmental delay, family violence, foster care, having a parent in active overseas military duty, low parental education level, having a teen parent, low birth weight, or non-English speaking family members. The program uses a diverse delivery system to provide pre-K access through educational service cooperatives, Head Start, nonprofit organizations, private businesses, and public schools.

The Arkansas Better Chance program provides financial support for professional development, including pursuit of college degrees, to its pre-K teachers. Effective January 2011, Act 187 of 2009 established the Birth through Prekindergarten Teaching Credential. This credential allows an additional professional pathway for preschool teachers in the ABC program, and five institutions have been approved to offer the credential. ABC also participates in an ongoing study that began in the 2005-2006 year to evaluate both impact/child and quality outcomes.

The Arkansas Better Chance for School Success (ABCSS) launched in the 2004-2005 program year as a result of additional state funds. ABCSS is available to 3- and 4-year-olds from families who have an income below 200 percent of the federal poverty level. ABCSS funding was originally offered only to school districts where at least 75 percent of fourth grade children performed below “proficient” on state benchmarks exams in math and literacy or to districts classified as being in academic distress or school improvement status. Eligible children in other districts now receive services as well due to expansion of the program.

This report profiles the ABC and ABCSS programs together as they have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	5

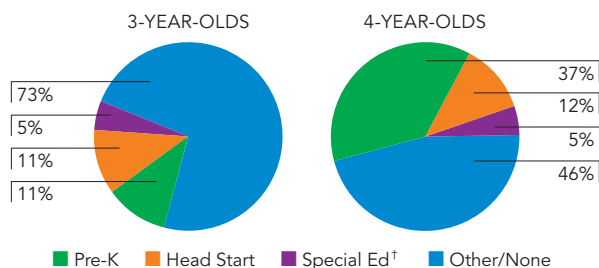
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	5

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	20,520 ¹
School districts that offer state program	98%
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	8,578
Federal Head Start enrollment, ages 3 & 4	9,477
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 per every 3 classrooms and AA otherwise (public and 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.....	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	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

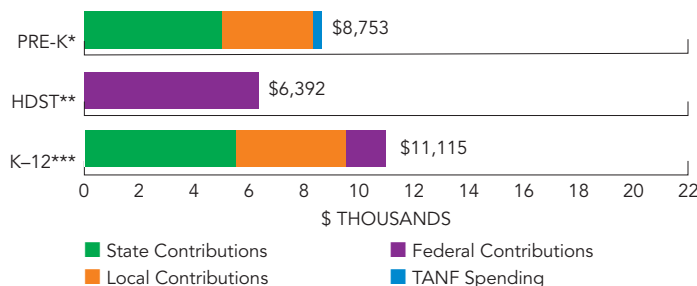
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RESOURCES

Total state pre-K spending	\$111,000,000 ⁴
Local match required?	Yes, 40% ⁵
State spending per child enrolled	\$5,409 ⁴
All reported spending per child enrolled*.....	\$8,753

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

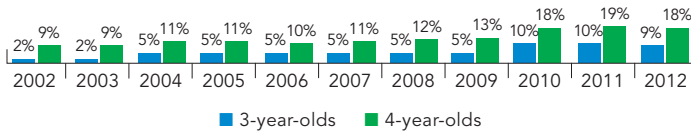


¹ This figure includes some infants and toddlers. It represents center-based enrollment only and does not include 4,956 children who received home-visiting services during the 2011-2012 program year.
² Lead teachers are required to have a BA for every three classrooms. The lead teacher must have a degree in early childhood education, child development, or equivalent; those in public schools must also have P-4 certification. The other two teachers must have a minimum of an AA in early childhood education or child development.

³ Psychological/behavioral screenings and referrals are determined locally. Support services include parent conferences and/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 These figures include both state and TANF funds.
⁵ 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 (2012 DOLLARS)



In 1965, California introduced the State Preschool Program (SPP) and became one of the first states in the nation to provide state-funded preschool education. It offers services to children who are receiving protective services and those who are at risk for abuse, neglect, or family violence. The Prekindergarten and Family Literacy Program (PKFLP), modeled after SPP, was established in the 2007-2008 school year. The PKFLP offered half- and full-day services with an added literacy component to children from families at or below 70 percent of the state median income (SMI).

The California State Preschool Program Act, enacted in 2008, called for the state’s multiple preschool programs to receive streamlined funding. In July 2009, all part-day and full-day programs in PKFLP, SPP, and the General Child Care programs that served preschool age children were consolidated in the California State Preschool Program (CSPP). The CSPP provides services to 3- and 4-year-olds through local education agencies, private nonprofit agencies, college, and community agencies. To be eligible, families must have an income of 70 percent of the SMI, though this may be waived for children receiving protective services or those who have been referred as at risk of abuse, exploitation, or neglect. The newly streamlined CSPP served students for the first time during the 2009-2010 school year.

School districts, faith-based and private child care centers, Head Start Agencies, and other public agencies are eligible to apply for state funding through a competitive application process. Based on families’ eligibility and service needs, the CSPP provides both full-day and part-day services. Children whose families lose their eligibility for full-day services may remain in the part-day program through the end of the program year. The CSPP works with Head Start and other state-funded and federal care assistance programs to provide comprehensive services to children and their families.

Under the Kindergarten Readiness Act of 2010, the state gradually moved the kindergarten cutoff age from December to September to ensure that all children are 5 years old at the beginning of kindergarten. Transitional Kindergarten was created by the Act and provides a two-year kindergarten to those 4-year-olds no longer age-eligible for the one-year kindergarten beginning in the 2012-2013 school year. Transitional Kindergarten follows the kindergarten regulations regarding funding, class size, standards, and serving English language learners, though locally determined kindergarten curricula must be adjusted to be age and developmentally appropriate. Students enrolled in Transitional Kindergarten are considered to be in the first year of a two-year kindergarten program rather than in pre-K.

The state received a grant under the Race to the Top – Early Learning Challenge (RTT-ELC) that will be used to implement a Quality Rating and Improvement System (QRIS) to support quality improvement efforts in areas of child development and school readiness, teachers and teaching, and program and environment quality. The grant is not specific to the pre-K program but rather is for early learning more generally in the state.

The California Preschool Learning Foundations were developed in 2008 as a set of early learning standards focusing on social-emotional development, language and literacy, mathematics, and English language development. Released in December 2011, Volume 2 focused on visual and performing arts as well as physical development and health. The Desired Result for Children and Families system, aligned with the Preschool Learning Foundations Volume I, is used to record the development of children and to plan curriculum and other developmentally appropriate activities. Preschool foundations in history/social science and science will be included in the third volume in 2013.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	6

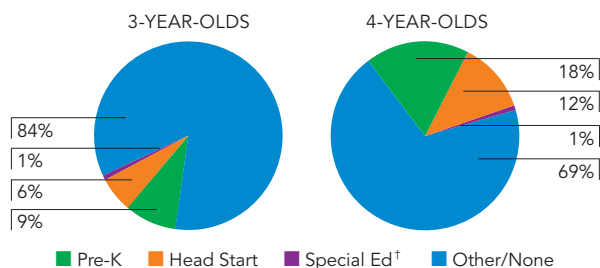
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	20

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	143,996
School districts that offer state program	97% (counties)
Income requirement	70% SMI ¹
Hours of operation	3 hours/day (part-day), or 6 hours/day (school-day); 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	43,919
Federal Head Start enrollment, ages 3 & 4	93,210
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 ³	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	California Child Development Associate Teacher Permit ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or equivalent ⁵	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 ⁶		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8 ⁶		
4-year-olds	1:8		
Screening/referral and support services	Health, developmental; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁸	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁹	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

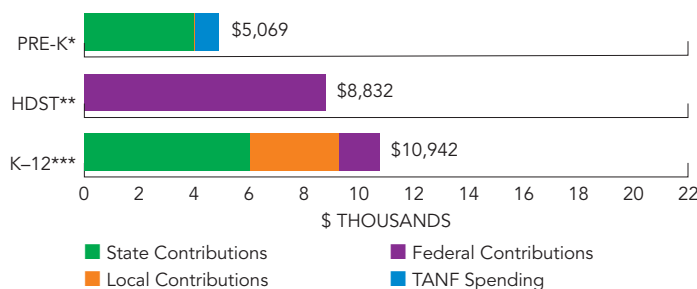
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RESOURCES

Total state pre-K spending	\$728,223,316
Local match required?	No
State spending per child enrolled	\$4,136
All reported spending per child enrolled*	\$5,069

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

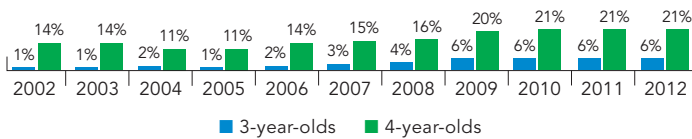


¹ Children receiving protective services, whose families are homeless or receiving CalWORKS cash aid, or who are at risk for abuse, neglect, or exploitation are not subject to the income requirement.
² The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.
³ The Preschool Learning Foundations Volume 2, which includes visual and performing arts, physical development and health, was released in December 2011 and in effect for the 2011-2012 school year. Volume 3 will be released in 2012 and will include history/social science and science.
⁴ The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom, though California does not use the term "lead teacher" and exceeds the requirement of the CDA. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. It may be renewed one time for a five-year period. A CDA credential issued in California meets temporary alternative qualifications for the Associate Teacher permit. A teacher may also have the full Child Development Teacher permit, which requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience, or a Master Teacher permit.

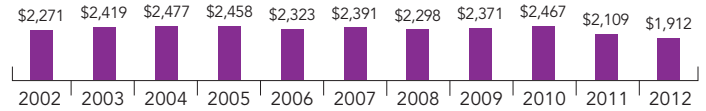
⁵ Assistant teachers in the California State Preschool Program are required to have a High School Diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.
⁶ Although there is no limit to class size, programs typically enroll 24 children in the class.
⁷ Immunizations and physical and developmental assessments are required by Title 22. If these screenings are not provided by the parents, local programs must address them. Support services include annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities.
⁸ Licensing laws and regulations require that all part-day programs provide at least a snack. One or two meals and two snacks are required for all programs longer than 6 hours. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program.
⁹ As of the 2010-2011 school year, California has moved from a regularly scheduled visit policy, to a new monitoring schedule that is determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which result in only 'as-needed' site visits.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 to fund preschool services for at-risk 3- and 4-year-olds in order to curb dropout rates, help children achieve their full potential, reduce dependence on public assistance, and decrease susceptibility to criminal activities. The risk factors that determine eligibility are eligibility for free or reduced-price meals or foster care, 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. Three-year-olds must have at least three risk factors to enroll in CPP, while 4-year-olds must have at least one.

In 1995, a small number of CPP slots were authorized to be used to fund children to participate in full-day kindergarten. The program was renamed the Colorado Preschool and Kindergarten Program (CPKP) between 2005 and 2008 and was permitted to use 15 percent of these slots for this purpose. During the 2008 legislative session, the program was once again named the Colorado Preschool Program and the kindergarten slots were eliminated. The last significant expansion occurred in 2008.

Funding for CPP is determined through the Colorado school finance formula. A child served with one CPP slot receives half the amount of funding that students in grades 1 through 12 receive. The funds are distributed directly to local school districts, though school districts may subcontract with Head Start, private child care centers, or other non-faith-based community partners or public agencies. The Charter School Institute is also a participant in the Colorado Preschool Program and a direct recipient of funds. Funding is awarded competitively with priority given to districts currently not participating in CPP. Additional funding sources, such as Head Start, may also be used to extend the program day, supplement services, or provide wrap-around care. State budget cuts made in the 2011-2012 school year included a reduction in the funding available for K-12 students. Due to CPP's ties with Colorado's funding for K-12, CPP funding was reduced by approximately \$2 million following a 3.6 percent reduction in 2010-2011.

All children funded by CPP receive ongoing, observational assessment through Results Matter, the state's system for collecting and reporting child and family outcomes for children ages birth to 5. Results Matter allows stakeholders to compare the progress of children funded by CPP with other assessed populations. Approximately 45,000 children were included in Results Matter in the 2011-2012 school year, 19,480 of whom participated in CPP. CPP was evaluated for program impact/child outcomes in the 2011-2012 school year using data from Results Matter and analyses of other longitudinal data collected by the Colorado Department of Education.

The Colorado *Building Blocks for Early Development and Learning*, initially developed in 2007, were revised in 2011 to align with the Colorado P-12 Academic Standards. *Building Blocks* was replaced by the Colorado Early Learning & Development Guidelines in January 2013. The Early Learning & Development Guidelines will address all developmental and academic domains, be inclusive of all children ages birth to 8 years, and align with the Colorado P-12 Academic Standards which have also incorporated the Common Core State Standards.

The Colorado Early Childhood Leadership Commission (ECLC), formed in 2010, continues to work to ensure and advance a comprehensive service delivery system for children from birth to age 8. This is done using data to improve decision-making, alignment, and coordination among federally funded and state-funded services and programs.

Colorado was one of five states funded in the second round of federal Race to the Top-Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	10

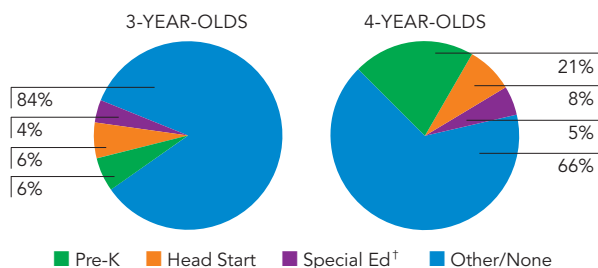
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	32

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,480 ¹
School districts that offer state program	96%
Income requirement	185% FPL ²
Hours of operation	2.5 hours/day, 4 days/week ³
Operating schedule	Academic/School year
Special education enrollment	7,482
Federal Head Start enrollment, ages 3 & 4	9,417
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 ⁴	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	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

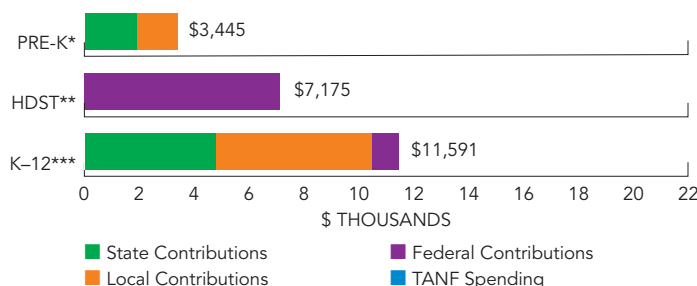
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RESOURCES

Total state pre-K spending	\$37,255,421 ⁸
Local match required?	Yes ⁹
State spending per child enrolled	\$1,912
All reported spending per child enrolled*	\$3,445

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

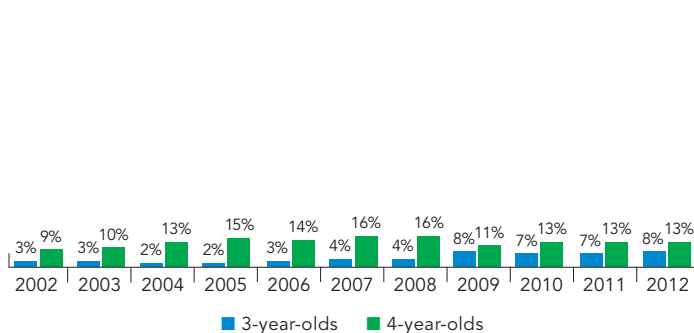


¹ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.
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 percent FPL.
³ Programs must operate the equivalent of 2.5 hours per day, 4 days per week. 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 must be supervised by someone with at least a BA in ECE or Child Development.

⁵ Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.
⁶ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information about and referral for immunizations and dental care. Additional health screening services are determined locally.
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 contributions from local sources, which are required by the school finance formula.
⁹ In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a state and required local share.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In an effort to improve access to early education programs for 3- and 4-year-olds, the Connecticut School Readiness Program was established in 1997. Funding is available to 19 priority districts whose participation is voluntary. Towns that are among the 50 lowest wealth ranked in the state or towns with a priority school that are not selected as priority districts are eligible for competitive grants. In each town, at least 60 percent of enrolled students must have a family income at or below 75 percent of the state median income. The district school superintendent and the chief elected official lead the School Readiness Council composed of membership outlined in legislation. The role of this Council is to encourage networking between community and school-based preschool programs in carrying out the goals of the School Readiness program.

Head Start agencies, public schools, and private child care, including faith-based settings are eligible to provide the School Readiness Program. The program offers options to accommodate both working and non-working families. Those spaces include extended-day, which is available for 7 to 10 hours per day for 50 weeks per year, as well school-day and part-day slots, offered 6 and 2½ hours per day, respectively, for 180 days per year. All spaces are available 5 days per week. The state was expected to add 1,000 pre-K spaces in the 2012-2013 school year using a \$6 million funding increase.

Funds were also used to support "Training Wheels," a professional development effort that provides on-site coaching and training sessions on the use of the Connecticut learning standards and assessment framework. Some scholarship money for degree programs will be provided in 2013 as the state moves toward higher degree requirements for lead teachers by 2015. Many institutions of higher education are creating or revising degree programs specific to early childhood in light of these requirements. The newly created Early Childhood Teacher Credential will be used as documentation that teachers working in early education programs accepting state funds, including School Readiness, Child Day Care Contractors, and State Supplemental Head Start meet the educational requirements. The state has also designated the Early Childhood Planning Office to develop a plan for a coordinated early childhood system throughout the state.

Child care contracts previously held by the Department of Social Services (DSS) were transferred to the State Department of Education, which will administer the contracts to existing providers currently under contract to serve children birth to age 12. Children from families with household incomes below 75 percent of the state median income are eligible, though families undergo a redetermination of fee every six months. Redetermination of fee may result in families having to drop out of the program or pay a fee if their income has increased significantly. Due to the redetermination process, this program does not meet the NIEER definition of a state-funded preschool program and consequently is not profiled in this publication.

In addition, Connecticut supplements the federal Head Start program with state funding, contributing \$5,661,150 during the 2011-2012 program year. This funding helped provide 549 additional spaces, as well as serving to extend the program day and year, provide additional services, and support other quality enhancements. Quality enhancements include innovative and/or evidence-based activities focused on at least one of the following areas: transition to kindergarten or from program to program, with a focus on ongoing collaborative efforts between public schools and community-based programs; professional learning, particularly in the areas of transition and high-quality instruction and assessment, with a focus on shared learning opportunities involving early childhood education and care providers from other agencies; or state early learning standards within the Head Start framework to enhance quality of instruction and assessment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	8

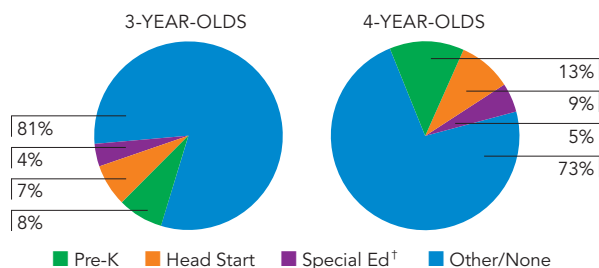
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	1

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	8,993
School districts that offer state program	38% (towns)
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	4,929
Federal Head Start enrollment, ages 3 & 4	5,830
State-funded Head Start enrollment.....	523 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	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 ³	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, health, dental, and support services	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

6

RESOURCES

Total state pre-K spending	\$75,431,544
Local match required?	No
State Head Start spending	\$5,661,150
State spending per child enrolled	\$8,388
All reported spending per child enrolled*	\$11,725

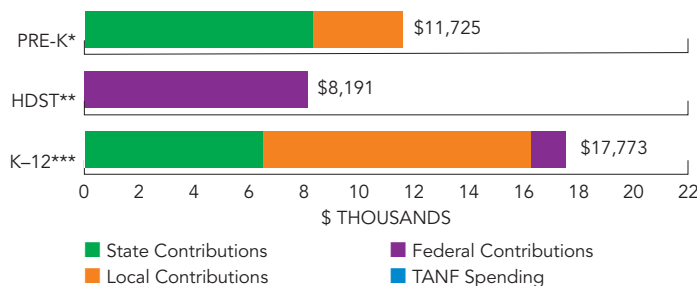
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

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

Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ There are three types of slots, including full-day (10 hours)/full-year (50 weeks/year); school-day (6 hours)/school-year (180 days/year); part-day (2.5 to 5.5 hours)/school-year (180 to 250 days/year). Extended day provides hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year requirements). All programs operate 5 days per week. Funding levels vary by the type of slot.

² 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.

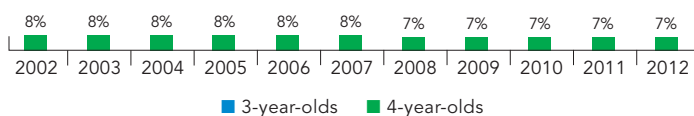
³ All school readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more-hours annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

⁴ Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, parent conferences and/or home visits, family literacy, and support for dual language learners.

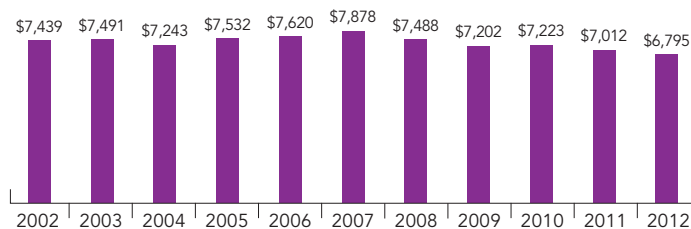
⁵ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program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

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Established in 1994, Delaware’s Early Childhood Assistance Program (ECAP) aims to expand access to comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. ECAP is modeled after the federal Head Start program and requires participating programs to follow Head Start Performance Standards. ECAP requires 90 percent of enrolled children come from families whose income is at or below 100 percent of the federal poverty level; the remaining 10 percent of available slots must be provided for children with disabilities. Programs may enroll and qualify as income-eligible up to 35 percent of their funded enrollment from children living in households with incomes at 100 to 130 percent FPL, according to regulations in the Head Start Reauthorization Act of 2007.

The Community Needs Assessment Data determines ECAP grantees. Funding is distributed to Head Start agencies, for-profit child care, private and faith-based centers, and public schools. As a result of the state’s fiscal condition, there have been no increases in ECAP funding since 2007.

Delaware Early Learning Foundations: Preschool, the state’s early learning standards adopted in 2003, were revised in 2010 to align with K–12 performance indicators and standards as well as the Common Core standards. Teaching Strategies GOLD, a web-based assessment, is used by ECAP to monitor the progress of enrolled children. Through the 2008 Child Outcomes Study, ECAP was evaluated for program impact/child outcomes.

Delaware is also in the process of implementing a quality rating improvement system for early childhood programs, known as Delaware Stars. Alignment documents were developed between the Head Start Performance Standards and the Delaware Stars quality rating indicators. As of December 2012, all ECAP programs are required to register and participate in Delaware Stars QRIS with a maximum value of 5. Programs that are ECAP only without blended funding enter the Stars QRIS as a 4 with documentation for successful Head Start monitoring. ECAP programs that have multiple funding sources enter the QRIS with a rating of 1.

High-quality professional development opportunities are offered for ECAP through the Delaware Institute for Excellence in Early Childhood, the state’s cross-sector early childhood professional development system aligned with the state’s K–12 professional development standards.

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

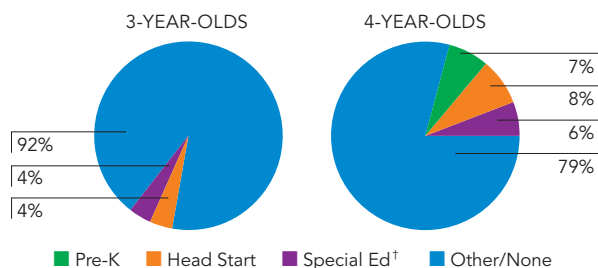
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	15

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% FLP ¹
Hours of operation	At least 3.5 hours/day, 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	1,391
Federal Head Start enrollment, ages 3 & 4	1,313
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	AA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	AA in EC or a related field	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD 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 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	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

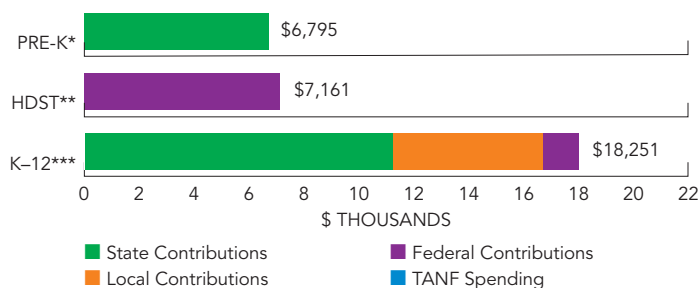
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

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

Data are for the '11-'12 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 or below 100 percent 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. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all

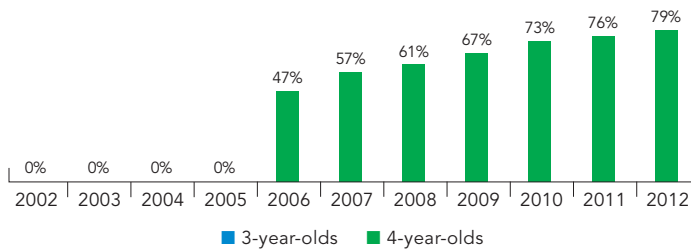
assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and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

⁵ Support services include parent conferences and/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.

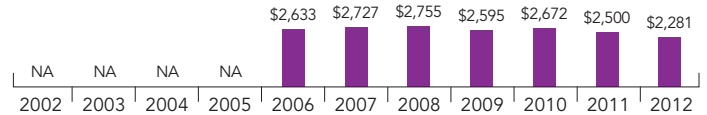
⁶ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs

Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Florida's Voluntary Prekindergarten (VPK) Education Program was created as a result of the 2002 state constitutional amendment requiring prekindergarten access for all of Florida's 4-year-olds. The program began operating in 2005, enrolling approximately 100,000 children. Since then, enrollment has increased to more than 175,000 children served in the 2011-2012 program year. VPK was jointly administered in 2011-2012 by Florida's Office of Early Learning, the Department of Education, and the Department of Children and Families. In 2011, Florida's Office of Early Learning was removed from Florida's Agency for Workforce Innovation and established as an independent agency administratively linked to DOE.

Age-eligible children can enroll in either a school year (totaling 540 instructional hours) or a summer program (totaling 300 instructional hours) depending on space availability. All school districts are required to offer a summer program. The school-year program requires teachers to have at least a Child Development Associate (CDA) or equivalent credential. The summer program requires teachers to have obtained a bachelor's degree. More than 50 percent of the lead teachers possess a Child Development Associate or associate degree. In 2011-2012, programs were required to follow the Florida Early Learning and Developmental Standards for Four-Year-Olds which was adopted by the State Board of Education in 2011.

VPK is offered in different settings such as accredited non-public schools, public schools, family child care homes, accredited faith-based centers, and licensed child care centers. More than 80 percent of the children are served in non-public school settings such as child care centers, Head Start, and faith-based programs. Regional early learning coalitions administer VPK, including distributing funds to VPK programs based on a fixed hourly rate and monitoring programs for compliance.

The VPK program is reviewed annually as part of the legislative appropriation process and funding is determined by the legislative body. VPK is assessed annually based on the Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHOS, administered within the first 30 days of kindergarten, comparing both children and programs that participated in VPK to those that did not. Legislation adopted in 2011 requires the State Board of Education to periodically adopt a minimum kindergarten readiness rate to assess satisfactory delivery of the VPK Education Program by providers and schools. Beginning with the 2011-2012 program year the state changed the requirements for children to be ready for kindergarten to require that children be rated as proficient on both the ECHOS and FAIR components of FLKRS. Beginning with the 2012-2013 school year, all providers are required to administer the Florida VPK assessment. Results from the first and third assessment periods will be collected and used as a pre- and post-assessment to demonstrate learning gains.

Florida's School Readiness Program, a separate initiative begun in 1999, expanded in 2001 by incorporating two other state programs—the Prekindergarten Early Intervention Program, which focused on young children's health, and the State Migrant Prekindergarten Program, which focused on 3- and 4-year-olds whose parents are fishing or migrant workers—offers qualified parents financial assistance for child care. This report focuses solely on the VPK program.

* Percentages served prior to 2010 are not perfectly comparable to 2010, 2011, or 2012. The latter figures use data from the 2010 Census whereas the earlier figures are based on population estimates.

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

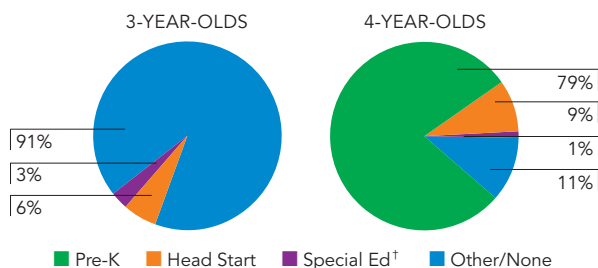
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	38

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	175,122
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	21,007
Federal Head Start enrollment, ages 3 & 4	33,954
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); 1:11/2:12-20 (school year) ⁵		
Screening/referral	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

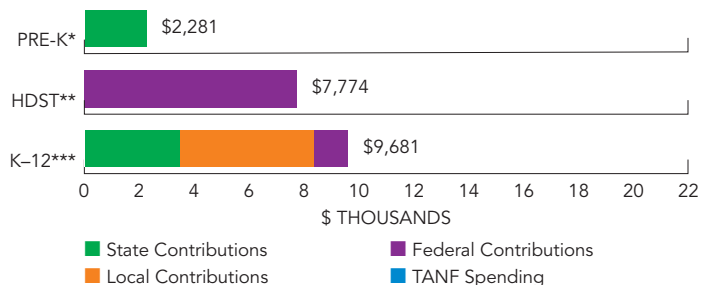
Total state pre-K spending	\$399,463,552
Local match required?	No
State spending per child enrolled	\$2,281
All reported spending per child enrolled*	\$2,281

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 8. Most programs operate 5 days per week.

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, prekindergarten disabilities, or family and consumer science. Teachers in the school year programs are required to have a CDA or equivalent. Summer and school year teachers must 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 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. For teachers with a BA and certification, the requirement is 120 clock hours per 5 years.

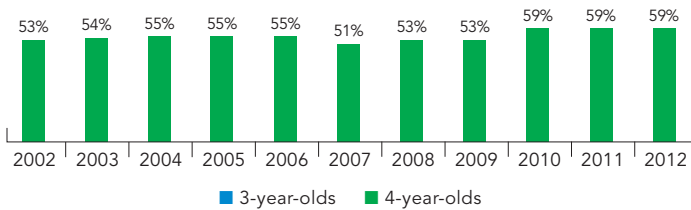
⁵ During a special legislative session in 2009, the Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. The maximum class size is now 12. The staff-child ratio for the school year program was changed in the 2011-2012 school year, with one teacher required for classes of up to 11 students, and a second staff member required in classes of 12-20 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.

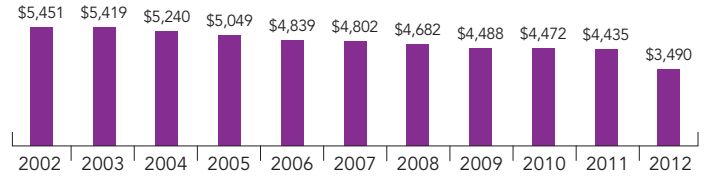
⁷ Meals and snacks are required for extended-day programs.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



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

All programs must follow the Bright from the Start Pre-K Operating Guidelines. Programs must be based on Georgia's Pre-K Content Standards, which are aligned with the Georgia Early Learning standards for birth through age 3 as well as the Georgia Performance Standards for kindergarten. Implementation of these quality standards are monitored by the state through on-site monitoring. In the 2010-2011 school year, the state began using the Classroom Assessment Scoring System (CLASS) to further monitor program quality.

During the 2006-2007 school year, the state implemented the Georgia Pre-K Child Assessment Program, based on the Work Sampling System. Teachers were trained on how to use this assessment to document children's progress, individualize instruction, and provide parents with two progress reports during the year. These assessment efforts facilitate coordination between pre-K and the K-16 system. In the 2008-2009 school year, an online version of the Child Assessment program was piloted, which included assigning Georgia Testing IDs to pre-K students. During the 2011-2012 school year, 2,070 classes participated in the Work Sampling Online System. The bilingual preschool program, started in the 2009-2010 year and expanded during the 2010-2011 year, offers several dual-language programs throughout the state though there was no expansion of the dual-language program in the 2011-2012 school year. Georgia is revising its professional development requirements in response to a recent evaluation conducted by the FPG Child Development Institute at UNC Chapel Hill.

Georgia has seen a number of changes to their quality standards benchmarks over the last few years. As of the 2008-2009 program year, assistant teachers are required to have a minimum of a CDA. In the 2010-2011 school year, program regulations increased to require at least a bachelor's degree for lead teachers, with a waiver process to help current teachers transition to this new requirement. However, Georgia's Pre-K Program underwent a number of changes in the 2011-2012 school year in response to budgetary constraints. Maximum class size is now set at 22 students, and a teacher-student ratio of 1-11 is allowed, resulting in the loss of two NIEER benchmarks. The program year was also cut by 20 days, though 10 of these days were added back in for the 2012-2013 school year and 10 additional days are proposed to be added back in for the 2013-2014 school year. The state also implemented a cap of Training and Experience (T & E) supplemental pay for certified teachers in public schools, leading to increased teacher turnover.

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

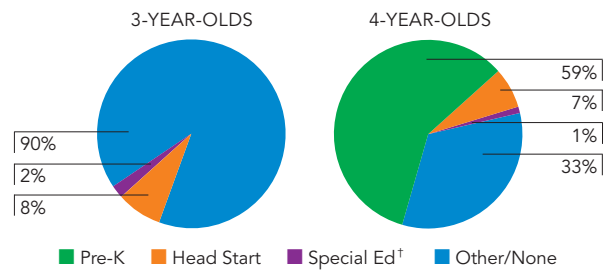
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	31

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment	82,868
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	8,561
Federal Head Start enrollment, ages 3 & 4	22,190
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 ¹	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Elementary, SpEd General Curriculum Consulative/ECE, ECE, Birth-Five, SpEd Preschool, Birth-Five Endorsement (public and nonpublic) 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	20 or lower	<input type="checkbox"/>	
3-year-olds	NA			
4-year-olds	22 ²			
Staff-child ratio	1:10 or better	1:10 or better	<input type="checkbox"/>	
3-year-olds	NA			
4-year-olds	1:11 ²			
Screening/referral..... and support services	Vision, hearing, health, dental; and support services ³	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"/>	

RESOURCES

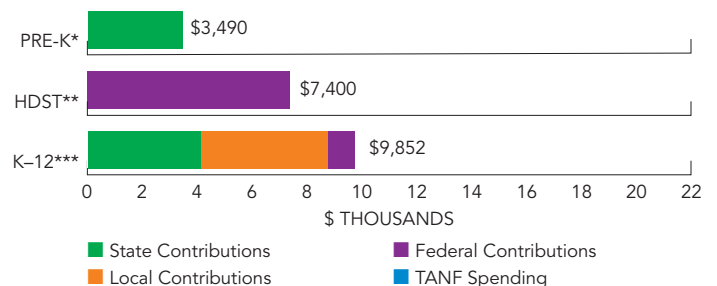
Total state pre-K spending	\$289,222,657
Local match required?	No
State spending per child enrolled	\$3,490
All reported spending per child enrolled*.....	\$3,490

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ As of the 2010-2011 year, all newly hired teachers must have a BA in all settings. Teachers already working with an AA will receive waivers, though they must demonstrate continual progress toward a BA and may not transfer to another position.

² Maximum class size and teacher-to-student ratio were changed as of the 2011-2012 school year as a result of budget constraints, and will continue through at least the 2013-2014 school year. These no longer meet NIEER's quality standard benchmark.

³ 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 SCHIP's program) are required to have a 4-year-old developmental screening. Support services include annual parent conferences or home visits, parent involvement activities, nutrition information, referral for social services, transition to kindergarten activities, and other locally determined support services.

Hawaii

NO PROGRAM

Hawaii does not have a state-funded preschool initiative that meets the criteria established in this report. The state funds several initiatives that provide early learning services to targeted populations. In the early 1980s, the Preschool Open Doors project was created to provide subsidy payments to low-income parents to purchase preschool services for their 4-year-olds and, on a case-by-case basis as funding allows, for 3-year-olds with special needs. Parents choose their child's service provider and payments are made directly to the provider. Income eligibility, which is set at 85 percent of the state median income, is reassessed every six months.

Through the federal Race to the Top (RTT) grant, Hawaii's Department of Education (DOE) subsidizes preschool education for eligible low-income families in privately operated preschool programs within two "Zones of School Innovation" school districts on Oahu and the island of Hawaii. Eligible families receive tuition assistance payments via the existing Preschool Open Doors project through the Hawaii Department of Human Services. However, the state DOE maintains fiscal oversight and data collection responsibilities. DOE funding is also provided for pre-and post-assessments of children in this program to support longitudinal studies of the children's progress and educational outcomes.

Started in 2002, Hawaii's Pre-Plus Program supports the construction of preschool facilities on public school campuses in an attempt to increase access to and capacity for full-day preschool services for low-income children in targeted areas. The state offers competitive contracts for private providers to operate on these sites with minimal utilities costs and no lease fees. Since the start of the program, 17 Pre-Plus facilities have been built. There has not been funding for additional construction, but there are hopes for capital improvement project grant funds to build more Pre-Plus facilities within the next five years.

The Preschool Demonstration Program, operated through the DOE, is designed to provide very young vulnerable children with developmentally appropriate and cognitively stimulating activities while expanding inclusion opportunities for 3- and 4-year olds with disabilities as described in IDEA Part B. The program recognizes the importance of including research-based early childhood educational practices, parenting skills, and family literacy strategies. Preschool programs are located in community elementary schools, facilitating a smooth transition to kindergarten. Currently, there are three preschool programs throughout the state and plans to expand to more schools in the next few years with the anticipated establishment of a statewide preschool program under the Executive Office of Early Learning.

In July 2012, the Executive Office of Early Learning (EOEL) was established to coordinate efforts on behalf of Hawaii's children from prenatal to age 8 by creating partnerships and aligning policies and programs for health, safety and school readiness. The Early Learning Advisory Board (formerly the State Advisory Council on Early Care and Education) will work with the EOEL in its efforts to integrate a comprehensive early learning system in Hawaii.

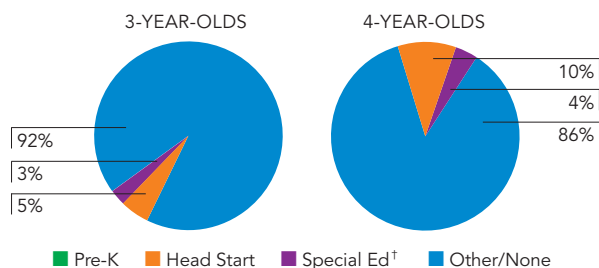
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,579
Federal Head Start enrollment, ages 3 & 4	2,683
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

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

TOTAL BENCHMARKS MET
No Program

RESOURCES

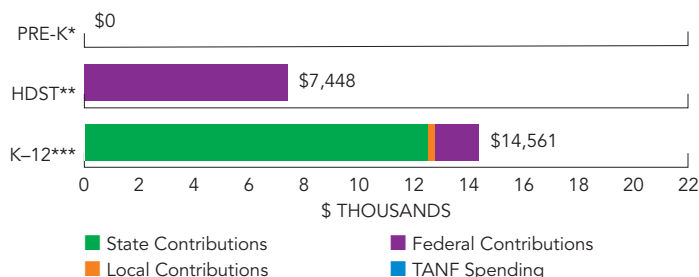
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

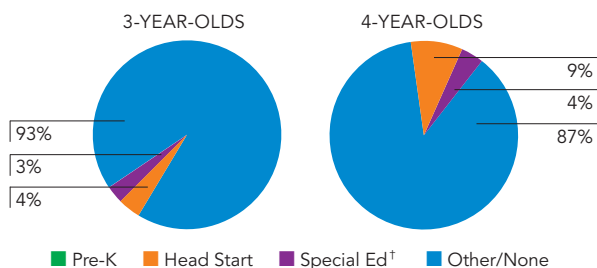
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	2,034
Federal Head Start enrollment, ages 3 & 4	3,058
State-funded Head Start enrollment.....	198 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

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

TOTAL BENCHMARKS MET
No Program

RESOURCES

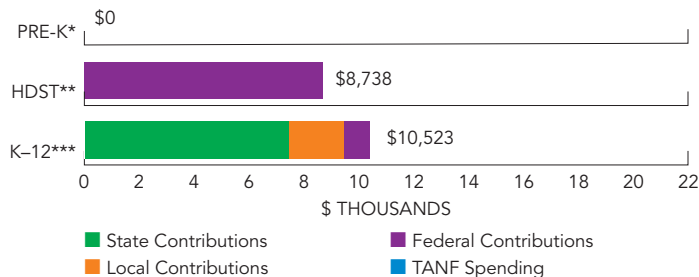
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$1,500,000 ²
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

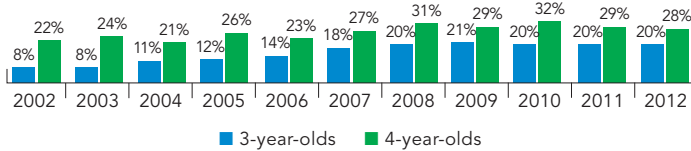


¹ Funded enrollment was not available by single year of age. This figure is based on the percentage of 3- and 4-year-olds as reported in the 2010-2011 Head Start PIR.

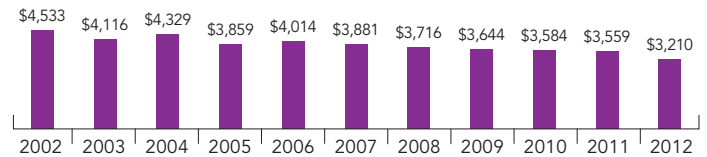
² This sum represents TANF funds dedicated to Head Start and Early Head Start.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Prekindergarten Program for At-Risk Children was established in 1985 in response to calls for statewide education reform. Funding for the program has been provided since 1998 through the state Early Childhood Block Grant (ECBG). The grant is intended to coordinate services for at-risk infants and toddlers, offer parenting training, and support preschool education programs. ECBG is obligated to serve children age 3 or younger with at least 11 percent of its funding.

In an effort to provide access to preschool education to every 3- and 4-year-old in the state, the Preschool for All initiative began in 2006 with the intention of fully funding the program by 2012. Competitive grants are available to a variety of grantees, included private child care and faith-based centers, family child care homes, Head Start programs, and public schools. Although children from all counties may participate in the program, current funding levels prevent the state from offering preschool services for all children whose parents wish to have them enrolled. As a result, the goal of reaching all children has been postponed.

At-risk children were the first funding priority during the expansion phase of Preschool for All, with the at-risk status determined locally by program and based on needs identified by districts and agencies in their grant proposals. Common risk factors include developmental delays, exposure to drug or alcohol abuse in the family, low parent education levels, and a history of family violence, neglect, or abuse. The second funding priority goes to programs that serve families earning up to four times the federal poverty level, although currently no programs proposing to serve children in the second priority have been funded due to a lack of funding to serve all children in the first priority.

As of the 2009-2010 school year, Preschool for All programs are required to meet bilingual education requirements, including that pre-K teachers meet the applicable requirements by July 2, 2014. Pre-K programs serving 20 or more English Language Learners (ELL) speaking the same language must provide instruction in the home language and English, as well as English as a Second Language (ESL). Centers with 19 or fewer ELLs speaking the same language use a locally determined program of instruction, which may include ESL and home language supports as needed.

A Kindergarten Readiness Assessment Stakeholder Committee was organized during the 2010-2011 school year and made recommendations to the Illinois State Board of Education concerning the development of a comprehensive assessment process to be piloted in the 2012-2013 school year. In response to the recommendations, a Kindergarten Individual Development Survey (KIDS) implementation committee was established to provide advice. The Preschool for All program was evaluated for both process quality and program impact/child outcomes in a three-year evaluation that began in fall 2009 and ended in winter 2012.

Illinois was a recipient of grants from the federal Race to the Top and Race to the Top - Early Learning Challenge competitions. As a result, the state is planning some changes affecting state pre-K, such as: a quality rating and improvement system beginning in the 2013-2014 school year and including all Preschool for All programs; revision of the Illinois Early Learning and Development Standards to align with Common Core and Head Start Framework being piloted in the 2012-2013 school year and implemented statewide in the 2013-2014 school year; and statewide implementation of the KIDS assessment in the 2015-2016 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	1

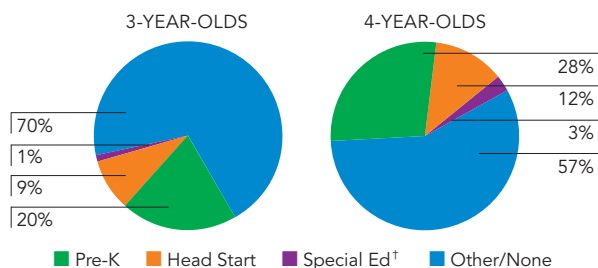
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	34

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	80,914
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	21,616
Federal Head Start enrollment, ages 3 & 4	35,084
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	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA or paraprofessional approval ³	CDA or equivalent	<input 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	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, developmental; and support services	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	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

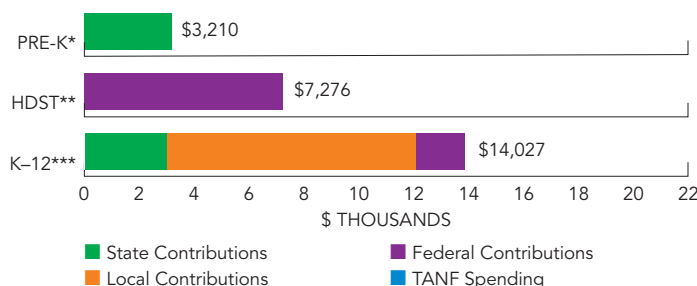
Total state pre-K spending	\$259,770,892
Local match required?	No
State spending per child enrolled	\$3,210
All reported spending per child enrolled*	\$3,210

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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.

² School-day classes are permissible. Most programs operate 2.5 hour sessions, but 11 percent of programs operate for a school day of 4.5 to 8 hours.

³ Assistant teachers must have an AA or paraprofessional approval. To receive paraprofessional approval, in addition to holding a high school diploma or equivalent, an individual must have completed 30 semester hours of college credit at a regionally accredited institution of higher education; or pass either the ParaPro test offered by the Educational Testing Service (ETS) or Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the State Educator Preparation and Licensure Board. Based on further clarification, this policy does not meet NIEER's requirement.

⁴ Support services include parent conferences and/or home visits, education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities.

⁵ School-day programs must provide lunch and snacks; part-day programs must provide snacks.

Indiana

NO PROGRAM

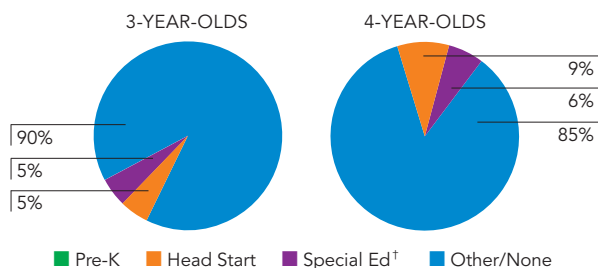
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	10,732
Federal Head Start enrollment, ages 3 & 4	12,054
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

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

TOTAL BENCHMARKS MET

No Program

RESOURCES

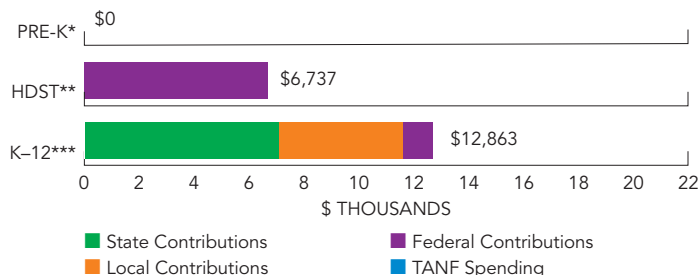
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

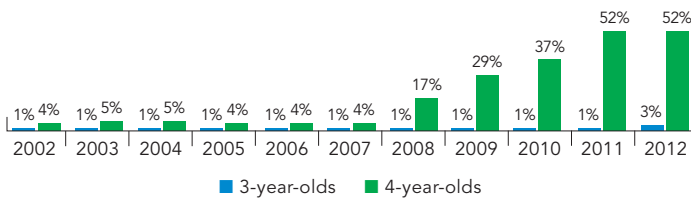
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

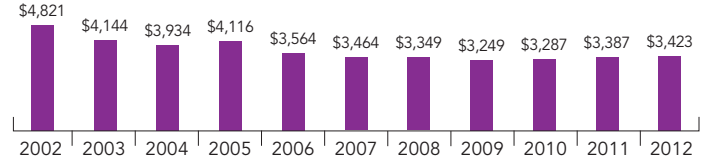


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



Iowa funds two state pre-K programs, Shared Visions and the Statewide Voluntary Preschool Program (SVPP). Established in 1989, Shared Visions serves 3- to 5-year-olds in part-, school-, or extended-day programs with locally determined operating schedules. The competitive grants are available to private agencies, Head Start programs, public schools, and faith-based centers (without funding religious content), and subcontracting is allowable within the same type of settings. At least 80 percent of children in the program have to be eligible to receive free lunch while up to 20 percent of students in each classroom are eligible for the program based on other risk factors. Some typical risk factors are low birth weight, homelessness, having a teen parent, having a parent with a substance abuse problem, or developmental delay. However, children from over-income families may be served using a sliding payment scale.

New legislation in 2011 gave grantees more flexibility in serving children ages 3 to 5 years old. Prior to this change, funding was required to stay categorical at the program level so a program that had originally applied and been approved to serve 4-year-olds could use this funding only for this age group. Under the new legislation, a program that originally received funding to serve 4-year-olds is now able to use that funding for children between the ages of 3 and 5.

Due to flat funding from 1995 to 2007, some Shared Visions grantees cut services or shortened program days, while other programs increased their use of local funds to offset these losses. Iowa increased funding levels for the program by 2 percent in fiscal year 2008, but the program experienced a 10 percent cut in the 2009-2010 program year. While funding from other sources has increased, the state allocation to the program remained flat in the 2010-2011 program year and decreased during the 2011-2012 school year.

With a multi-year study ending in 2008, Shared Visions was evaluated for both process quality and program impact/child outcomes. The state began providing GOLD assessment training in the spring of 2011, and all Shared Visions programs are required to use this assessment tool as of the 2011-2012 school year. During the 2011-2012 school year, the state Department of Education completed a project to assign each child served across program auspices with a unique child identification number.

SVPP was launched in the 2007-2008 program year to expand pre-K access to all 4-year-olds in the state. By the 2010-2011 school year, the program included 90 percent of districts in the state, serving more than 20,000 4-year-old children. Residency in the district in which the children attend preschool is not a requirement. SVPP programs are required to serve children a minimum of 10 hours per week. A task force report recommended that all SVPP programs begin using the GOLD assessment tool by the 2013-2014 school year; approximately 85 percent of districts were using GOLD as their pre-K assessment tool as of the 2011-2012 program year.

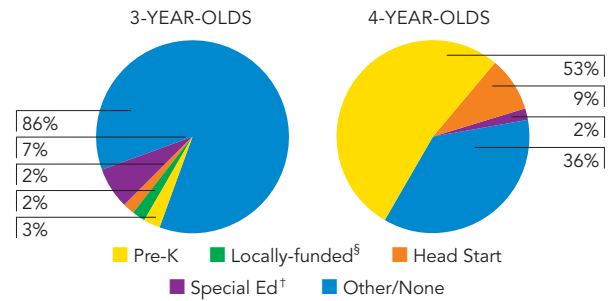
The preschool funding formula provides funding for 4-year-olds in SVPP programs. However, 3- and 5-year-olds may enroll in the program using a combination of tuition, local dollars, and/or funding from other sources. Public schools are the recipients of direct funding through SVPP, yet they are able to subcontract with Head Start agencies as well as faith-based and private child care centers. During the 2011-2012 school year, the pre-K portion of the school funding formula was reduced from 60 percent of the K-12 per-student allocation to 50 percent, resulting in decreased funding for SVPP.

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

STATE OVERVIEW

Total state program enrollment	22,933
Total state spending	\$78,490,486
State spending per child enrolled	\$3,423
All reported spending per child enrolled*	\$3,925

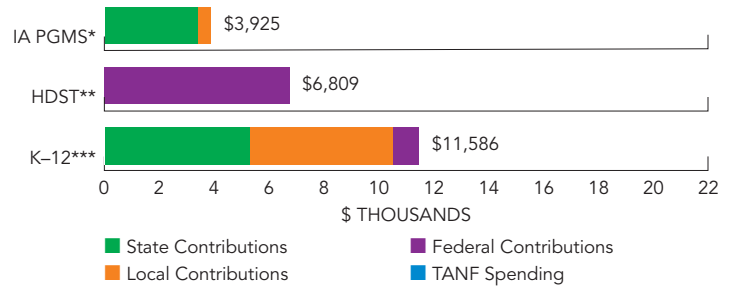
STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[§]These are children served in SVPP 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.

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
- *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	17

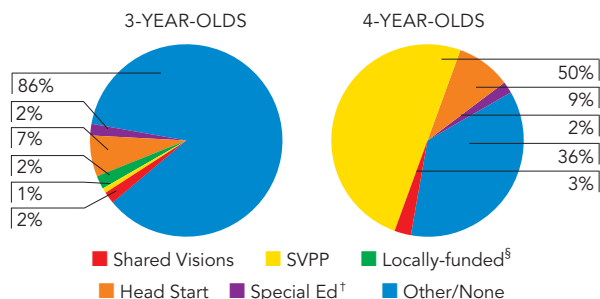
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	26

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	1,810
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
Special education enrollment	4,198
Federal Head Start enrollment, ages 3 & 4	6,517
State-funded Head Start enrollment.....	0

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



§These are children served in SVPP 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	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic) ³	BA	<input type="checkbox"/>
Teacher specialized training	EC endorsement with or without SpEd, Pre-K-K (public); AA in ECE or CD (nonpublic) 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 (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	18 ⁵		
4-year-olds	20 ⁵		
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 ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

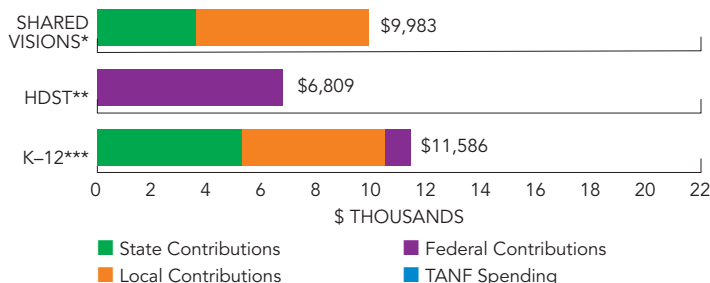
Total state pre-K spending	\$6,540,233
Local match required?	Yes, 20% of total grant amount
State spending per child enrolled	\$3,613
All reported spending per child enrolled*	\$9,983

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

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In addition, 33 classrooms are offered by 13 of Iowa's 18 Head Start grantees, and 12 are offered in child care centers.

² In the 2011-2012 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. SVPP funds may be used to provide a school- or extended-day to children program if at least 10 hours of instruction by an early childhood endorsed teacher are added and the program meets NAEYC standards.

³ Teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.

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 an average of 43 hours of staff development.

⁵ Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.

⁶ Additional support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and family nights.

⁷ 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.

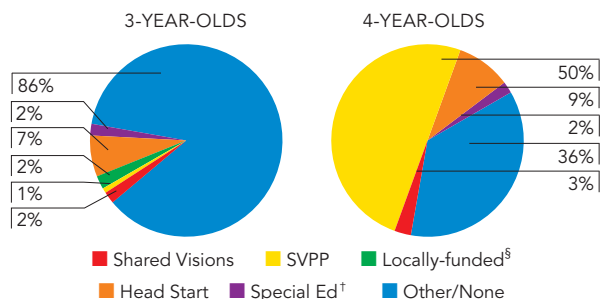
⁸ All Shared Visions programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	21,123
School districts that offer state program	90%
Income requirement.....	None
Hours of operation	Part-day, 10 hours/week ¹
Operating schedule	Academic year
Special education enrollment	4,198
Federal Head Start enrollment, ages 3 & 4	6,517
State-funded Head Start enrollment.....	0

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



[§]These are children served in SVPP 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	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	Determined locally ³	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	18		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services	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

7

RESOURCES

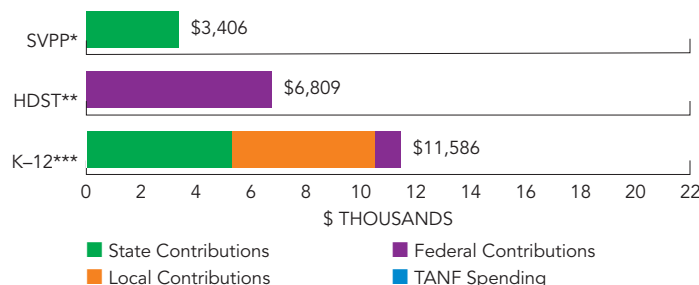
Total state pre-K spending	\$71,950,253 ⁷
Local match required?	No
State spending per child enrolled	\$3,406
All reported spending per child enrolled*.....	\$3,406

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 State policy requires professional development but does not specify hours. Districts report the number of hours annually with SVPP teachers having 15 clock hours of professional development in the 2011-2012 school year.

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

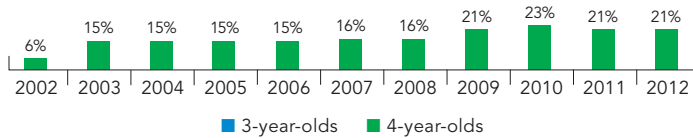
⁵ Additional meals must be provided if the program is longer than 10 hours per week.

⁶ Programs are visited during their second year of operation and then again every five years.

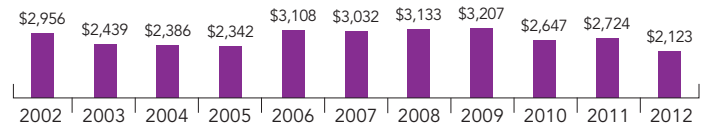
⁷ The state cut the pre-K percentage of the school funding formula from 60 percent to 50 percent. Special education funding for the 1,390 children on instructional IEPs and served through SVPP during the 2011-2012 school year was \$13,387,930.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Two state-funded pre-K initiatives are funded by Kansas. The Kansas Four-Year-Old At-Risk Program, established in 1998, is funded through at-risk dollars from the state’s general fund. Public schools are granted program funding directly, while local school districts may subcontract with community-based organizations. Funding allocations per-child for districts are based on state enrollment counts as of September 20. Children must meet at least one of the eight risk factors to be eligible for the program. The risk factors are eligibility for free lunch, English Language Learner status, academic or developmental delay based upon validated assessments, a referral from the Department for Children and Families agency, migrant status, or having a single parent, a teen parent, or a parent lacking a high school diploma or GED.

In the 2007-2008 school year, program changes capped class size at 20 children with a staff-to-child ratio of 1:10. Both lead teachers and assistant teachers are required to attend at least 15 hours of in-service training each year. Lead teachers are required to have an early childhood education—specific licensure and para/assistant teachers must have a CDA. Programs are also in the process of aligning the Kansas Early Learning Standards with their curricula. In 2011 and the 2012 fiscal years, funding for the At-Risk program decreased due to a reduction of the base per pupil state aid. While more children now meet the At-Risk program requirements, there is no funding to expand enrollment for the 2012-2013 school year. Program data are collected via a new web application, including child inventories on randomly selected children in each classroom as well as classroom and parent surveys.

The Kansas Pre-K Program (formerly the Kansas Pre-K Pilot Program), funded solely by tobacco dollars, was first offered in the 2006-2007 program year. In both the 2010-2011 and 2011-2012 school years, tobacco funds were reduced, preventing significant program growth. The administration of the program was transferred from the Kansas Children’s Cabinet and Trust Fund to the Kansas State Department of Education in its third year. The program is currently offered in 14 out of 105 counties. Program requirements include collaboration within each community and having 50 percent of students in community sites and the other 50 percent in public schools. Half of the children enrolled must meet one of the risk factors used for the At-Risk program or one of several alternate factors including having a parent on active military duty, being referred by an early childhood organization, or qualifying for reduced-price lunch. The other 50 percent of students must meet eligibility criteria set by local programs.

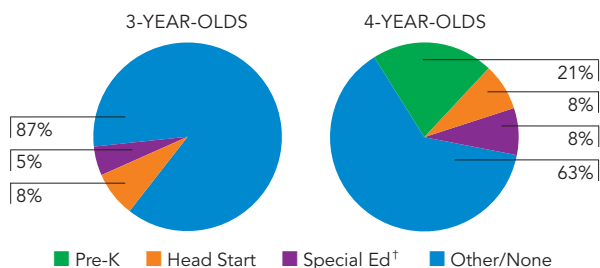
The Parents as Teacher Program is also funded by the state. The program was created for children aged prenatal to 3 years and their families and is administered by the Kansas State Department of Education. Services are provided by local school districts and include coordination with other community and district resources and organizations.

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 Four-Year-Old At-Risk Program and the Pre-K Program. The third page focuses solely on the At-Risk program while the last page discusses the Kansas Pre-K program.

STATE OVERVIEW

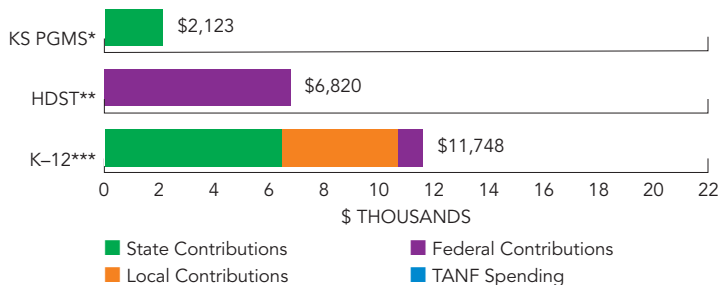
Total state program enrollment	8,593
Total state spending	\$18,243,382
State spending per child enrolled	\$2,123
All reported spending per child enrolled*	\$2,123

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

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

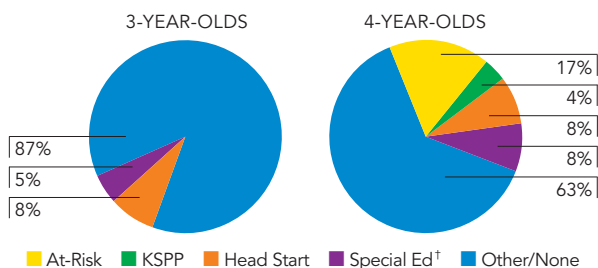
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	39

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

ACCESS

Total state program enrollment	7,113
School districts that offer state program	62%
Income requirement	130% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,362
Federal Head Start enrollment, ages 3 & 4	6,613
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.....	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

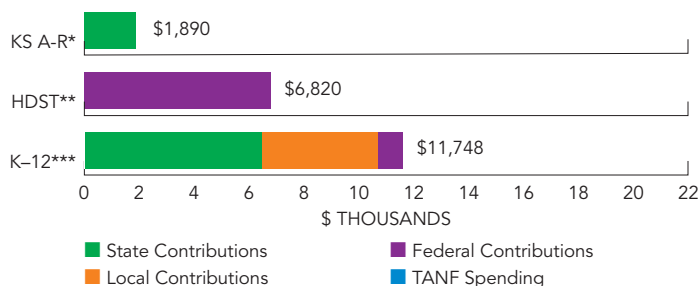
Total state pre-K spending	\$13,443,570
Local match required?	No
State spending per child enrolled	\$1,890
All reported spending per child enrolled*	\$1,890

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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.

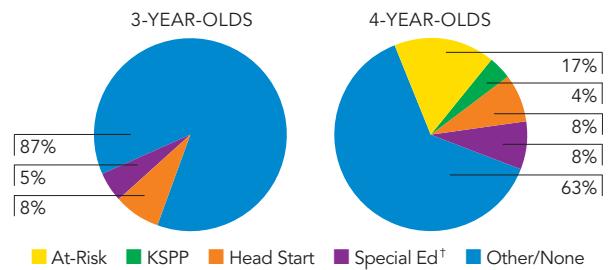
⁴ Support services include parent conferences or home visits, parent involvement activities, referral to social services, and transition to kindergarten activities.

KANSAS PRE-K PROGRAM

ACCESS

Total state program enrollment	1,480
School districts that offer state program	13% (counties) ¹
Income requirement	185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	6,362
Federal Head Start enrollment, ages 3 & 4	6,613
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 ⁴	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in EE, ECE, K-6, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with ECE endorsement (public); AA in ECE (nonpublic) ⁴	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.....	Vision, hearing, health, developmental; and support services ⁵	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"/>

TOTAL BENCHMARKS MET

7

RESOURCES

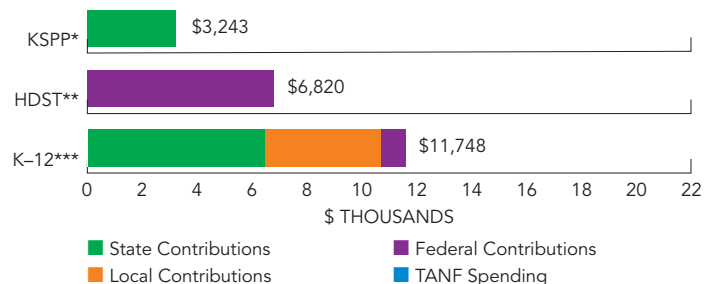
Total state pre-K spending	\$4,799,812
Local match required?	No
State spending per child enrolled	\$3,243
All reported spending per child enrolled*	\$3,243

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The Pre-K Program was provided in 12 sites this year, serving 14 counties. The program does include some children in the Four-Year-Old At-Risk Program in some districts.

² 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, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, Department of Children and Families referral, or early childhood referral. Eligibility for the other fifty percent of children is determined locally.

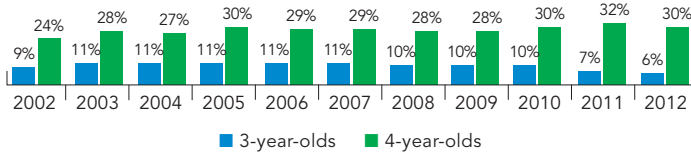
³ Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12 month cycle.

⁴ 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 5 years of becoming a state pre-K site. Lead teachers in public settings must have a BA.

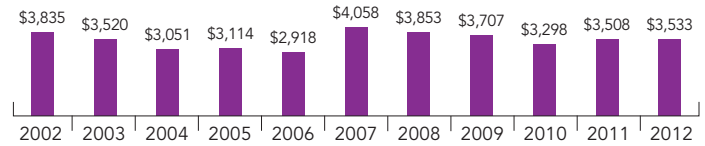
⁵ Support services include parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Kentucky Preschool Program (KPP) was launched in 1990 in response to the Kentucky Education Reform Act (KERA). KPP is available to 4-year-olds who are from low-income families, are homeless, or in foster care as well as 3- and 4-year-olds with disabilities. In the 2006-2007 school year, the number of children eligible to participate increased when the income eligibility requirement was raised from 130 percent of the federal poverty line (FPL) to 150 percent of FPL. Local districts have the option to enroll additional children if space is available using district funds, tuition or other funds.

Based on an unduplicated December 1 count, there were 21,160 eligible children participating in KPP in 2011-2012, including 9,523 receiving special education services. Enrollment figures represent a reduction of 1,005 (5 percent) from the 2010-2011 school year, largely attributed to refinement of the electronic student information system and introduction of the Kentucky System of Intervention (KSI), modeled from the Response to Intervention (RtI) approach, which provided a more accurate count of children with an identified disability.

Funding for the Kentucky Preschool Program is distributed to local school districts according to a funding formula based on the number of eligible children enrolled the previous year and weighted by the appropriate per-child rate for at-risk or disability category (speech/language, mild to moderate, and severe). School districts may subcontract with Head Start programs, private child care centers, and special education providers to offer preschool services. Total funding for KPP was \$145.5 million in 2011-2012, a reduction of \$3 million from the previous year that continues a trend of reduced funding since the 2007-2008 school year. The funding allocation for 2012-2013 and 2013-2014 are projected to remain level.

While there has not been a recent formal evaluation of the KPP initiative to measure program quality or effectiveness, Kentucky continues its efforts to strengthen program quality and child outcomes. The Kentucky Department of Education (KDE) has been identifying Classrooms of Excellence that are high-quality, state-funded preschool classrooms, a practice that began in the 2006-2007 school year. As part of the KSI, programs were able to more accurately identify children with disabilities and provide research-based interventions for any children suspected of having a disability in 2011-2012. Also, following a two year pilot period, Kentucky implemented the Preschool Program Review (P2R) statewide monitoring process in 2011-2012 in which all districts are reviewed at least once every five years to assess program quality. The P2R requires an ECERS-R for every classroom and a district self-evaluation of the preschool standards through an online survey, as well as site visit teams that observe classrooms, examine documentation, and interview teachers, administrators, and parents. The Early Childhood Regional Training Centers (RTCs) have worked with KDE staff to ensure reliability of program quality assessment for the P2R process and to provide subsequent technical assistance. In addition to P2R, the Kentucky Preschool Program participated in a statewide consolidated monitoring of state and federal programs in 14 school districts.

Focusing on professional learning, KDE began work in 2011 to strengthen district capacity to understand and implement Kentucky's Early Childhood Standards and support school readiness through Early Learning Leadership Networks (ELLNs). ELLNs helped to ensure that districts have knowledgeable, cohesive leadership teams representing child care, Head Start, preschool, and kindergarten to guide the professional learning and practice of all administrators, teachers and staff. Through ELLNs, KDE supported districts with professional learning communities of teacher and administrative leaders that deliver highly effective teaching, learning, and assessment practices in early childhood development.

Efforts to develop a P-12 integrated data management system aligning program and child outcome data from KPP, Head Start, and child care with the K-12 system continued in 2011-2012. During the 2011-2012 legislative session, Kentucky changed the kindergarten entrance age from October 1 to August 1, effective in the 2017-2018 year, a decision that may have future implications for KPP enrollment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	9

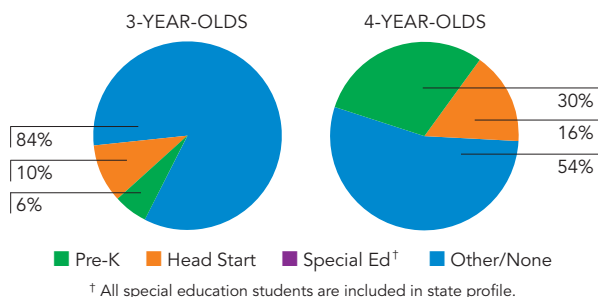
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	13

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	21,160 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	10,048 ²
Federal Head Start enrollment, ages 3 & 4	14,900
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?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Interdisciplinary ECE - Birth to K	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	28 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; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or 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

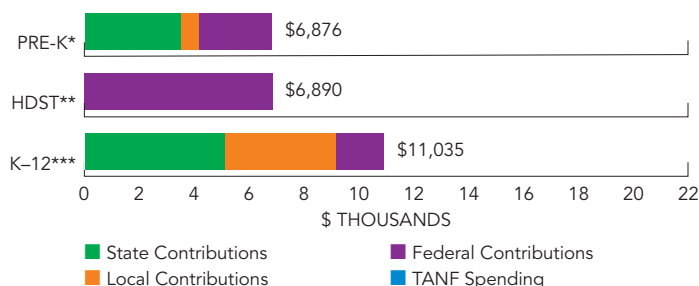
Total state pre-K spending	\$74,765,158
Local match required?	No
State spending per child enrolled	\$3,533
All reported spending per child enrolled*	\$6,876

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This total does not include an additional 1,914 3- and 4-year-olds who were served through tuition or district funds as of December 1.

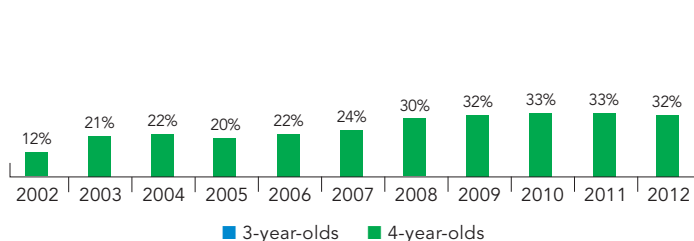
² Because the state pre-K program is interrelated with the state special education program, the figure for special education enrollment reported a total of 9,523 children with disabilities in the Dec. 1 count. The figure does not include an additional 729 3-year-old children receiving special education services whose birthdays were after December 1.

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.

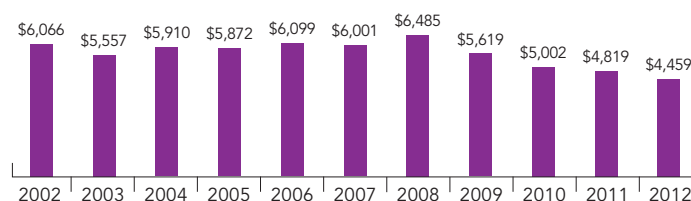
⁴ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, and parent conferences or home visits.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



With a goal established by the Louisiana Department of Education that “Children will enter kindergarten ready to learn,” Louisiana operated three state-funded preschool initiatives during the 2011-2012 school year. Louisiana began funding preschool education services in 1988 through the 8(g) Model Early Childhood Program. Local school districts began using the 8(g) Student Enhancement Block Grant Program to provide preschool programs to at-risk 4-year-olds. During the 2011-2012 school year, 67 of 70 districts were using these Block Grants to offer prekindergarten programs to 3,201 children. Children are eligible for the program if they are at risk of being “insufficiently ready for the regular school program,” with priority given to children from low-income families. During the 2011-2012 school year, funding for LA8(g) decreased by approximately \$3.5 million from the previous year as declining revenue from investment earnings and royalties left the Louisiana Quality Education Support Fund with less money to distribute.

Established in 2001, the Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) is Louisiana’s largest pre-K program. This state-funded program is available in most school districts in Louisiana as well as in several charter schools and one tribal school, serving 15,968 4-year-olds in the 2011-2012 school year. Six hours of regular instruction per day are provided as well as 4 hours of before- and after-school care. Four-year-olds are eligible to attend at no cost if they qualify for free or reduced-price lunch; an additional 2,827 children participated in 2011-2012 using local funds, other state/federal funding sources, or tuition. Total funding during the 2011-2012 school year remained level compared to the previous year despite a reduction of \$1.5 million in the state general fund allocation. The decrease was compensated by an equivalent increase in federal TANF funds dedicated to the program.

The Non-Public Schools Early Childhood Development Program (NSECD) was also established in 2001 with the goal of providing tuition reimbursement to families with incomes below 200 percent of the federal poverty level to send their 4-year-olds to qualifying preschools. NSECD programs operate in all parishes throughout the state, serving 1,252 4-year-olds in 2011-2012 with a budget that was level-funded from the 2010-2011 school year. Programs must be state-approved, privately run preschools providing at least 6 hours of regular instructions per day plus up to 4 hours of before- and after-school care.

On-going evaluation of process quality and program impact/child outcomes for Louisiana’s three pre-K programs was conducted by the Cecil J. Picard Center for Child Development and Learning at the University of Louisiana-Lafayette in 2011-2012.

The Louisiana Legislature passed Act 3 during the 2012 session to require the creation of an early childhood system uniting multiple early education initiatives under the direction of the Department of Education in partnership with other state agencies. This system will include aligned program standards, the development of birth-5 early learning and development standards, a quality rating and improvement accountability system in which all programs receiving state and/or federal funds will be required to participate, a cross-agency integrated data system, and a streamlined professional development system and processes.

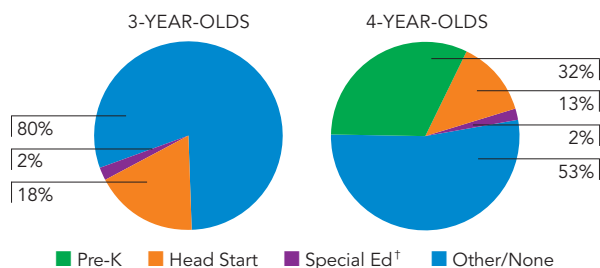
NIEER determined that the lack of regular site visits for all 8(g) and LA4 classrooms results in those programs meeting seven and eight of NIEER’s quality standards benchmarks respectively in 2011-2012, down from eight and nine benchmarks in 2010-2011.

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

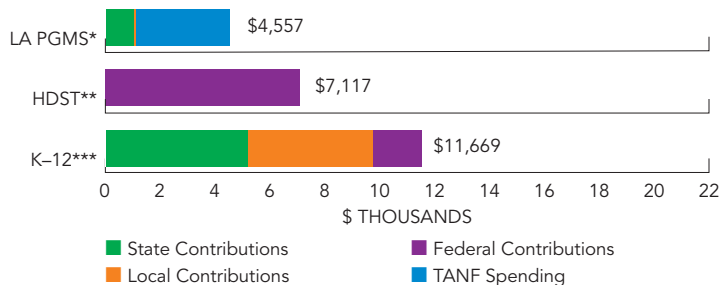
Total state program enrollment	20,421
Total state spending	\$91,065,707
State spending per child enrolled	\$4,459
All reported spending per child enrolled*	\$4,557

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

13

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

14

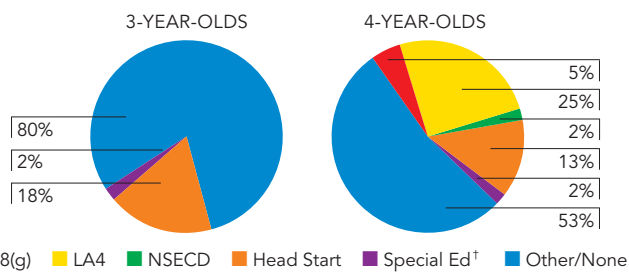
22

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,201
School districts that offer state program	96%
Income requirement.....	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,103
Federal Head Start enrollment, ages 3 & 4	19,916
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

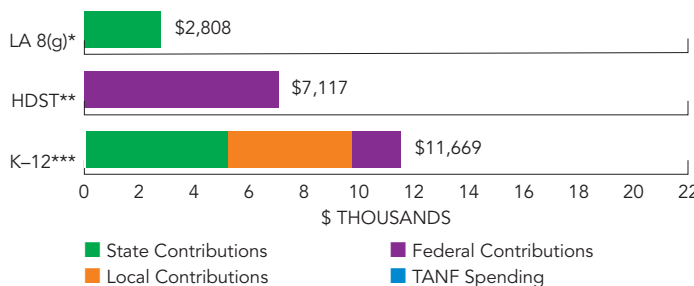
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 7
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification in Nursery, K, Pre-K-3, Early Intervention, Non-categorical Preschool Handicapped ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD ⁴	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; ⁵ and support services ⁶	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	Other monitoring ⁷	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$8,987,900
Local match required?	No
State spending per child enrolled	\$2,808
All reported spending per child enrolled*.....	\$2,808

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 Days of operation is locally determined; most districts operate 5 days/week.
³ Teachers holding a Kindergarten or Elementary license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.
⁴ Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5 and meet other district requirements.

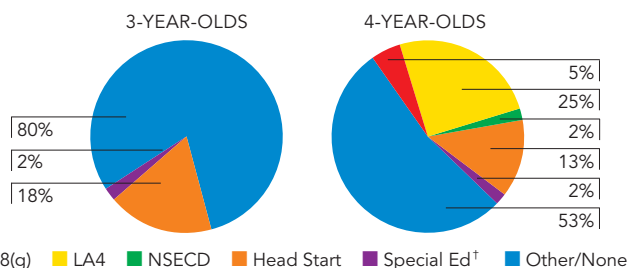
⁵ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screenings are determined at the local level.
⁶ Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, GED and literacy training for parents, and housing/utility referrals.
⁷ Site visits by state personnel to all classrooms are not conducted on a regular basis. NIEER determines that this not meet quality benchmark criteria for regular site visits.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment	15,968
School districts that offer state program	89% ¹
Income requirement	185% FLP
Hours of operation	6 hours/day (school-day), 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,103
Federal Head Start enrollment, ages 3 & 4	19,916
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, K, Pre-K-3, Early Intervention, or Non-categorical 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.....	Vision, hearing, health; 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	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

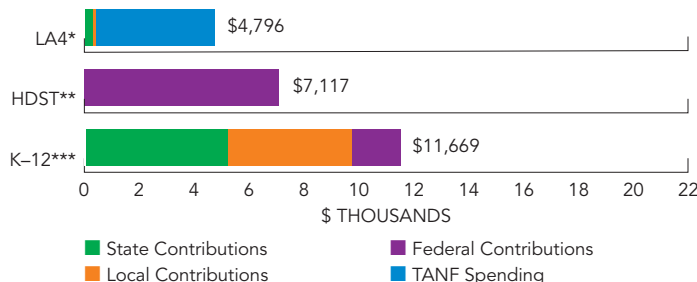
8

RESOURCES

Total state pre-K spending	\$74,577,807 ⁵
Local match required?	No
State spending per child enrolled	\$4,670 ⁵
All reported spending per child enrolled*.....	\$4,796

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In addition to program availability in 63 of 71 school districts, 12 charter schools and one tribal school participate in the LA4 program.
² Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 980 children attended these full-day programs in the 2011-2012 school year.
³ Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization. Teachers may also qualify with an Elementary certification while working toward an approved early childhood certification for a maximum of 3 years.

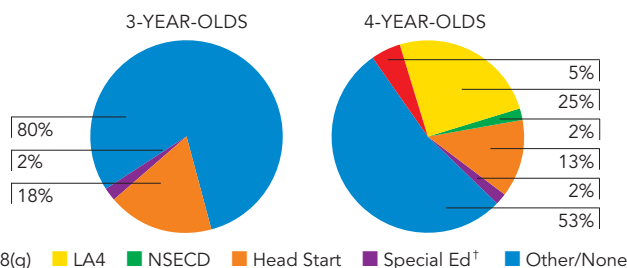
⁴ Dental, developmental and other health screenings and referrals are determined locally. Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children and parents, 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 \$70,050,000 in discretionary TANF funds. An additional \$2,000,000 in non-required local funds is not reflected in this figure.

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

ACCESS

Total state program enrollment	1,252
School districts that offer state program	100% (parishes)
Income requirement	200% FPL
Hours of operation	10 hours/day, 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	6,103
Federal Head Start enrollment, ages 3 & 4	19,916
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, K, Pre-K-3, Early Intervention, or Non-categorical Preschool Handicapped ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	CDA ³	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.....	Vision, hearing, health; and support services ⁴	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

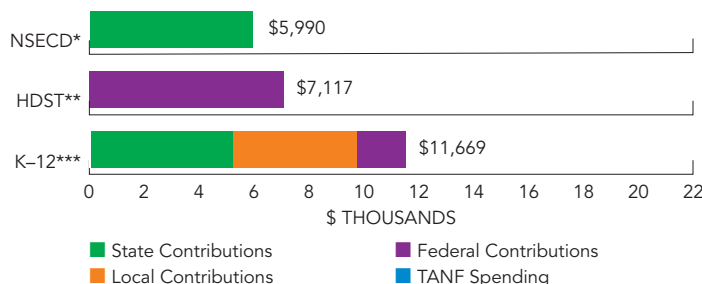
Total state pre-K spending	\$7,500,000 ⁵
Local match required?	No
State spending per child enrolled	\$5,990 ⁵
All reported spending per child enrolled*.....	\$5,990

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The 10-hour day is structured with 6 hours of instruction and 4 hours of enrichment (i.e., before and after care).

² Incumbent and 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. Teachers who begin with a Kindergarten or Elementary Education certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within three years of their hire date.

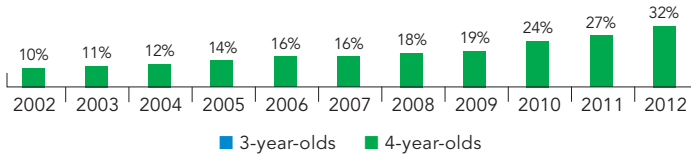
³ Since with the 2007-2008 school year, only assistant teachers with at least a CDA or AA in early childhood education or family studies are hired. Incumbent assistant teachers must be enrolled in a CDA or early childhood AA program and maintain enrollment until completion of the program within three years.

⁴ Support services include conferences or home visits, 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, dental, and speech screening and referrals.

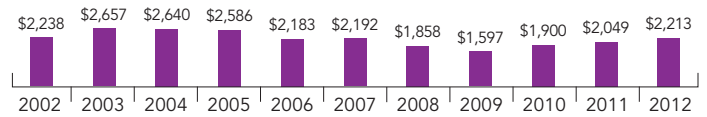
⁵ Funding figures are based on the state's use of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Maine established its Two-Year Kindergarten initiative in 1983 to support 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 (PPP) and remain funded through Maine’s school funding formula, with allocations going directly to school districts.

While participation is optional, school districts choosing to offer a public preschool program must receive prior approval from the state Department of Education, which includes a collaborative planning process that incorporates local providers. To receive a full per-pupil subsidy, districts must provide a minimum of 10 hours per week of programming. Maine also provides an additional “weighted” subsidy to supplement the regular per-pupil allocation for pre-K through second grade.

Forty-seven percent of Maine’s schools that enrolled children in the early primary grades during the 2011-2012 school year also chose to provide public preschool education programs, an increase from the previous year. The majority of public preschool programs are housed in public schools, though many districts have chosen to partner with Head Start agencies or community-based child care programs to provide services. Many programs that were originally provided in community settings have moved into public school settings as space has become available to minimize transitions experienced by children and families. Regardless of setting, all lead teachers are required to possess a BA degree and hold a teacher certificate from the Department of Education with an Early Childhood endorsement.

During the 2011-2012 school year, the PPP continued to expand pre-K access as additional state, Title I and local funds were blended by districts. State-wide enrollment increased by 18 percent with 10 elementary schools initiating new programs building on a 12 percent enrollment increase in 2010-2011. The program continues to use the Public Pre-K Collaboration Coach model to facilitate partnerships between public schools, Head Start agencies, and child care programs as part of a diverse delivery system.

In addition to funding the Public Preschool Program, Maine also supplements the federal Head Start program with state funding. For the 2011-2012 school year, the state provided \$3.7 million. This funding is used to extend the federally funded day and week, enhance services provided by the federal program, and provide additional services beyond those funded by federal dollars. However, the state’s supplemental funding budget was cut by \$2 million for the fiscal year 2013, so fewer children and families will be served during the 2012-2013 school year.

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

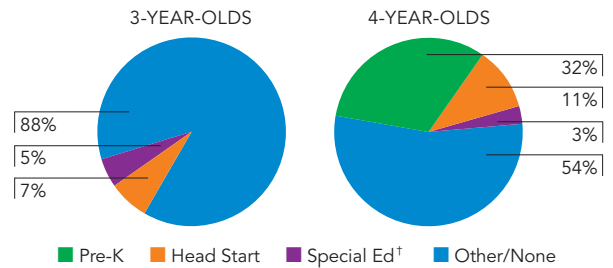
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	21

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	4,784
School districts that offer state program	47% (public elementary schools)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,302
Federal Head Start enrollment, ages 3 & 4	2,635
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	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, developmental; 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

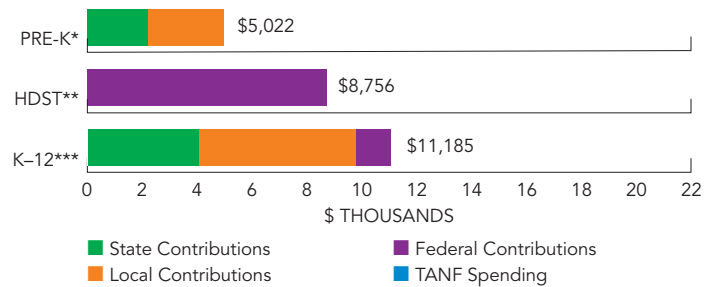
Total state pre-K spending	\$10,587,015 ⁵
Local match required?.....	Yes, tied to school funding formula
State Head Start spending	\$3,700,000 ²
State spending per child enrolled	\$2,213
All reported spending per child enrolled*	\$5,022

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 school-day program 5 day per week; some provide a part-day program and operate four half-days with the fifth day used for home visits and teacher planning.

² Funds reported by the Head Start State Collaboration Office were used to fund slots, provide additional services, and extend the program day and year. Maine was not able to report the number of slots funded for 3- and 4-year-olds.

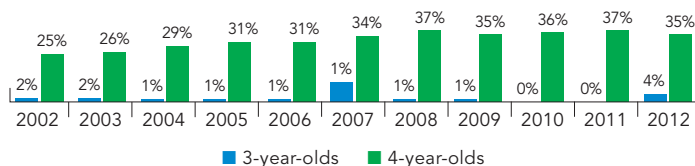
³ A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

⁴ While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow CACFP and Head Start requirements for meals. Schools providing meals meet USDA school meal guidelines.

⁵ In addition to Public Preschool Program funding, weighted funds are available for pre-K through grade 2. This total included a portion of funding estimated to serve 4-year-olds.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Maryland began providing preschool for at-risk 4-year-olds in 1980 through the Extended Elementary Education Program (EEEE), a pilot preschool program in Baltimore City and Prince George’s County. By 2002 the program was serving 25 percent of all 4-year-olds as EEEEP eventually expanded throughout the state. As part of school finance reform legislation in 2002, local boards of education were mandated to expand prekindergarten access in public schools to all economically disadvantaged 4-year-olds by the 2007-2008 school year. As a result, state funding to school districts had significantly increased annually until 2011-2012 when state funds were decreased by approximately 9 percent. Revised prekindergarten regulations were implemented to help districts meet the kindergarten readiness needs of special education, English Language Learner (ELL), and low-income students who constituted the greatest percentage of the 28,612 students enrolled in the 2011-2012 school year.

Maryland’s 2002 school finance reform law also restructured the funding mechanism for its pre-K programs. School districts had received dedicated state funds for EEEEP to supplement general education funds in local school systems until 2007-2008 when pre-K programs were funded with state aid and local education dollars under the terms of the Bridge to Excellence in Public Schools Act. Maryland includes costs for prekindergarten in the cost estimates of K-12 education state aid, which requires local school systems to provide access to pre-K for “four year-olds from disadvantaged families.”

In 2007, the Maryland Task Force on Universal Preschool Education recommended expansion of preschool access to include all 4-year-olds and some 3-year-olds regardless of family income. The state is implementing some recommendations from this report by permitting enrollment for 3-year-old children who are economically disadvantaged, homeless or in foster care, or at risk of school failure. In 2011-2012, total enrollment expanded for the first time since 2007-2008 with a notable increase for 3-year-olds, though the number of 4-year-olds decreased. Budgetary constraints continue to limit planned expansion to a voluntary, universal program by 2014. Despite an increase in local spending, total spending for pre-K decreased by eight percent in 2011-2012 from the year before as state and federal shares were dramatically reduced. In 2011-2012, NIEER determined that Maryland’s previously established policy permitting an average class size of 20 students rather than its application to every classroom was insufficient to retain a quality standards benchmark, resulting in Maryland meeting eight benchmarks for the 2011-2012 school year.

In addition to EEEEP, Maryland has 25 early learning centers of excellence, known as Judy Centers. The Judy Center Partnerships, located in Title 1 school districts, collaborate with selected elementary schools to provide comprehensive year-round services for children from birth to age 6. During 2011-2012, Judy Center Partnerships provided enhanced, continuous learning opportunities to nearly 12,335 young children and their families, including 3,044 children under 3 years of age.

Maryland also supports early childhood education by supplementing the federal Head Start Program with state funding. In the 2011-2012 school year, the state provided \$1.8 million to support extended-day/week services for Head Start attendees.

Maryland was one of nine states funded in the initial round of federal Race to the Top-Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	15

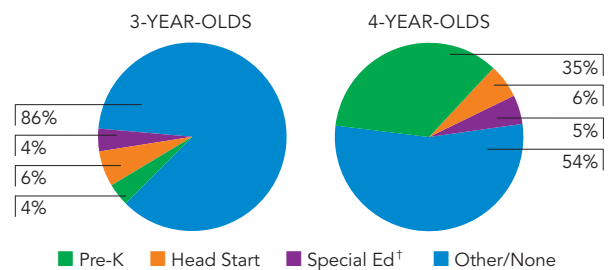
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	6

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	28,612 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 (school-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	7,788
Federal Head Start enrollment, ages 3 & 4	9,370
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	PK-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 type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	20 ⁵		
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 ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal ⁷	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

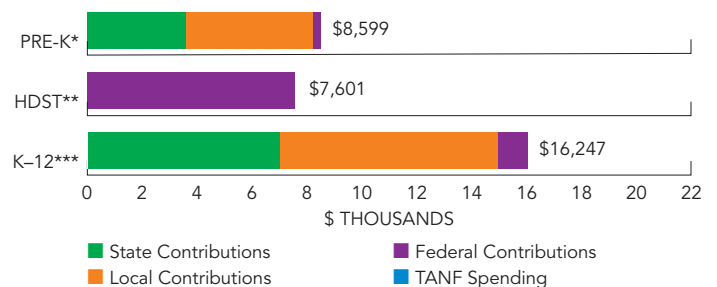
Total state pre-K spending	\$103,262,453 ⁸
Local match required?	No ⁸
State Head Start spending	\$ ²
State spending per child enrolled	\$3,609
All reported spending per child enrolled*.....	\$8,599

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment figure includes 12,335 children enrolled in Judy Centers.

² Due to decreased funding, programs were limited in the 2011-2012 school year to providing extended-day/year and no new slots or quality improvements were funded by the state.

³ Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment.

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

⁵ State policy stipulates an average of 20 students per classroom but exceptions may occur where individual classrooms exceed this ratio provided an overall program average of 20 is maintained. Given that individual classrooms may exceed 20 children, NIEER has determined that Maryland does not meet the benchmark.

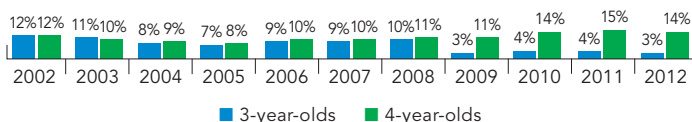
⁶ Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the Health Department under Title I, which applies to all children enrolled. A "body system head to toe" full physical 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. Support services include parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and parent conferences or home visits.

⁷ Children in school-day programs are offered breakfast and lunch. In part-day programs, children are offered either breakfast or lunch.

⁸ The mandate to provide services also requires local spending as necessary to serve all eligible children.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



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

Public schools, private child care centers, family child care, Head Start programs, and faith-based centers are eligible for UPK grants. The programs are required to operate or provide access to full-day, full-year services. In the 2011-2012 school year, grants were available only to previous grantees, and the program was offered in 91 towns. Children are able to participate in UPK programs regardless of income. However, programs must be willing to serve children from families with income levels at or below 85 percent of the state's median income (SMI). During the 2008-2009 and 2009-2010 school years, UPK was evaluated for process quality.

Since 1985, Grant 391 has funded typically developing preschool children to match the number of students with disabilities served in inclusion classrooms. Eligibility includes any child without disabilities and the services are offered in public schools in 76 districts.

Massachusetts has been phasing programs into its Quality Rating & Improvement System (QRIS). Beginning in the 2010-2011 program year, all UPK grantees were required to participate, and all Head Start sites must participate by the end of 2014. In the 2012-2013 school year, QRIS participation will also be required of any other programs that work with EEC beyond licensing. As part of its developing early education data system, UPK grantees participate and use a portion of their UPK funds to support progress on the QRIS; allow EEC staff to conduct on-site ECERS/FCCERS observations; publish staff information in EEC's Professional Qualifications Registry; and provide child-level data, with parent consent, using a State Assigned Student Identification. As part of its Race to the Top – Early Learning Challenge grant, Massachusetts will conduct a study to validate this QRIS. In the 2012-2013 year, EEC sought to further align the UPK program with the QRIS, mandating that programs must meet a Level 3 in the QRIS to be eligible for renewal, and must also demonstrate that they served "high needs children" as demonstrated through formative assessments and/or screenings.

In the 2010-2011 school year, Massachusetts operated two additional programs using ARRA funds. The Kindergarten Entry Enrichment Program (KEEP) provided five to 12 weeks of programming for 4- and 5-year-olds in the summer immediately before kindergarten entry in public schools and EEC income-eligible contracted providers. A similar program, the Preschool Child Care Enrichment Program (PSCEE) Quality Add-On Initiative funded preschools services for educationally at risk children from the ECC's waiting list. These programs ended when ARRA funds expired.

Massachusetts also supplements the federal Head Start program, providing \$7.5 million to include an additional 254 slots for eligible children as well as expanding access to before- and after-care services. The state supplemental funding also provides for other quality improvements, including professional development opportunities for staff.

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
27	16

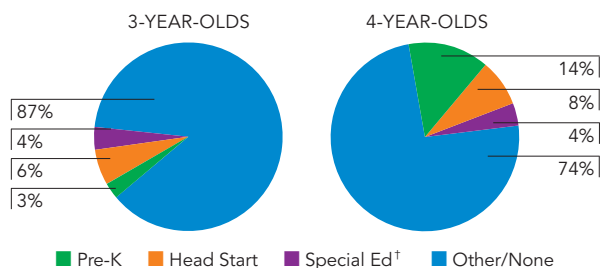
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	24

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) AND GRANT 391

ACCESS

Total state program enrollment	13,266
School districts that offer	26% (towns, UPK); state program 25% (school districts, 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	9,916
Federal Head Start enrollment, ages 3 & 4	10,404
State-funded Head Start enrollment.....	228 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 hours/5 years (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		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 (UPK); 1:7 to 1: 10 (Grant 391)		
4-year-olds	1:10 (UPK); 1:7 to 1: 10 (Grant 391) ⁶		
Screening/referral.....	Vision, hearing, health; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁸	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁹	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

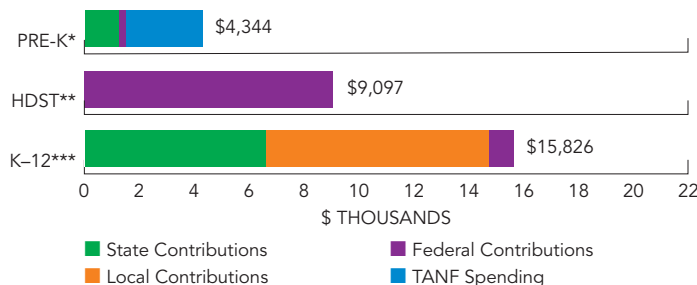
Total state pre-K spending	\$53,839,631 ¹⁰
Local match required?	No
State Head Start spending	\$7,500,000
State spending per child enrolled	\$4,058
All reported spending per child enrolled*.....	\$4,344

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In the UPK programs, 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 UPK, full day is 10 or more hours, school day is 5 to 10 hours, and half-day is fewer than 5 hours. 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 For 391 grants, the ratio can range from 1:7 to 1:10 based upon the number of children with disabilities enrolled in the session.

⁷ 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 parent conferences or home visits. Additional support services are determined locally.

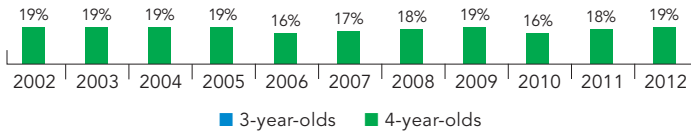
⁸ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

⁹ UPK conducts site visits approximately once a year and all sites are visited. Grant 391 programs are all visited within a six-year cycle.

¹⁰ Total spending by program was: \$12,812,552 for Grant 391 and \$53,839,631 for UPK.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Michigan School Readiness Program (MSRP) was established in 1985 to provide preschool education to at-risk 4-year-olds and is directly aligned with the state's early childhood initiative, Project Great Start. Effective with the 2008-2009 program year, MSRP is known as the Great Start Readiness Program (GSRP). At least 75 percent of the children registered in GSRP must come from families with an income below 300 percent FPL, although other risk factors for educational disadvantages can determine eligibility. In May 2009, the risk factors were revised by the Michigan State Board of Education into eight categories in an effort to streamline the enrollment process and target the most at-risk children. A new prioritization process was also adopted to allow families with extremely low family income to automatically qualify; second priority is based on low-income families with one or two additional risk factors. Children with family incomes above 300 percent FPL may be eligible if they have at least two risk factors.

A shift from half-day programs toward school-day GSRP and GSRP/Head Start led to a decrease in the total number of children served. The rationale for the shift is that some at-risk children would not be able to attend half-day. In the 2011-2012 school year, the state clarified the definition of existing priority status in the allocation of funds to programs offering wrap-around care by specifying 10 hours of programming per day.

Public school districts are given funding directly but they may subcontract with local providers in other settings to provide GSRP. Competitive preschool education grants are also available for other preschool providers including private child care centers, social service and mental health agencies, and Head Start agencies. The level of need in each district as well as a school funding formula determines district funding. During the 2011-2012 school year, the funding structure for GSRP was changed so that intermediate school districts act as fiduciaries and flowthrough funds to LEAs and non-district competitive agencies. Despite an original intent to include GSRP into an early childhood block grant for the 2012-2013 school year, this did not occur. However, the legislature intends for GSRP to be part of an early childhood block grant through requiring development of a multi-year phase-in plan.

Teaching requirements were revised in the 2011-2012 school year. The new requirements recognized a new early childhood endorsement for teaching certification, eliminated the exception for subcontracted programs to allow teachers to participate in the program with 90 credit hours and at least four years of teaching experience, and required all teachers with incomplete training to complete compliance plans within two years rather than four years from the date of employment. Early learning standards were also beginning to be revised in an effort to align the infant-toddler, pre-K, and K-3 standards with the Common Core standards.

In August 2011, the governor combined the Michigan Department of Education's Office of Early Childhood Education and Family Services and the Michigan Department of Human Services Office of Early Childhood into the Office of Great Start within the Michigan Department of Education to provide administrative authority over the GSRP program. The state is encouraging participation in a state quality rating system during the 2012-2013 school year. In addition, the Office of Great Start proposed a QRS requirement for the 2013-2014 school year, but that remains dependent on the budget and legislative process. Since 2004, the GSRP program has been evaluated for both program impact/child outcomes and process quality a number of times.

Established in 2005, The Early Childhood Investment Corporation (ECIC) aims to integrate Michigan's system of early education and related family services through the institution of standards and guidelines. The ECIC announced in 2011 that 30 Great Start collaboratives were awarded \$2.8 million in public and private grants to establish local matching funds and to provide child care/preschool scholarships for at-risk 3-year-olds.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	23

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	23,579 ¹
School districts that offer state program	80%
Income requirement.....	75% of children must be at or below 300% FPL
Hours of operation	3 hours/day (part-day), 6.5 hours/day (school-day); 4 days/week
Operating schedule	30 weeks/year
Special education enrollment	12,081
Federal Head Start enrollment, ages 3 & 4	31,226
State-funded Head Start enrollment.....	0

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 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 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	\$104,275,000
Local match required?	Yes ⁹
State spending per child enrolled	\$4,422
State Head Start spending	\$7,500,000
All reported spending per child enrolled*	\$4,422

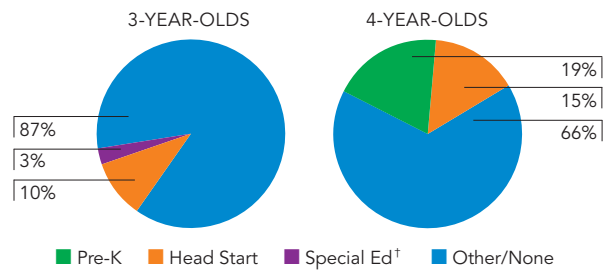
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

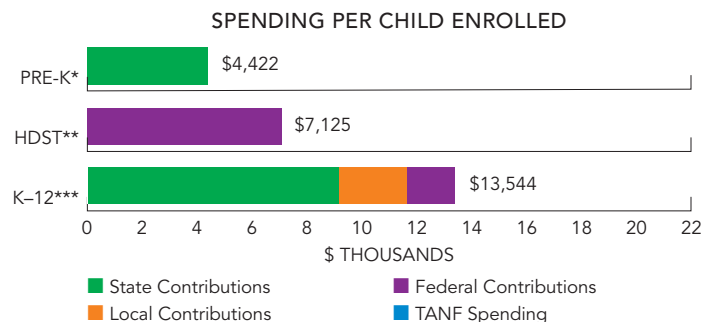
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

¹ Children served in the full-day programs using two half-day slots 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.
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 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.

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



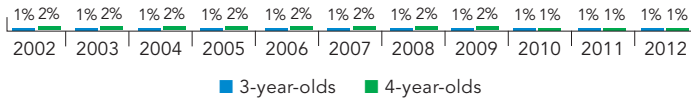
† All special education students are included in state pre-K enrollment.



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; behavioral and dental screenings and referrals are determined locally. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁷ Part-day programs must provide at least a snack, and school-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. Programs receive site visits based on problems or special issues, although the plan includes monitoring every three years.
⁹ GSRP cannot operate solely on the state funding, but the state does not collect local spending. 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.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In an effort to increase access for children from birth to age 5, Minnesota provides supplemental funding to both Head Start and Early Head Start (EHS) programs. Any agency that receives federal Head Start funding is eligible for the funding. The agencies may work in partnership with public schools, private child care centers, and family child care homes while adhering to the federal Head Start Performance Standards. Additionally, the state's early learning standards, the Early Childhood Indicators of Progress, guide assistance and training for all program staff members as well as technical assistance.

These additional program funds can be used to supplement either Early Head Start or Head Start. Local programs have increasingly used funds to enroll families in Early Head Start while their children are young, resulting in decreased enrollment in Minnesota Head Start. In the 2009-2010 school year, longitudinal spending and enrollment information was corrected to reflect only Head Start participation. Minnesota is a recipient of a Race to the Top – Early Learning Challenge grant.

Statutory changes during the 2008-2009 school year affected the operation of state-funded pre-K programs in Minnesota. Programs that provided EHS services could use a per-child rate up to the federal EHS average within the state even if the program did not receive federal funding for EHS. Additionally, programs could be exempt from strict enrollment requirements if they were approved to serve a high-risk population, such as the homeless.

The School Readiness Program, a second state initiative, provides services through community-based organizations, subcontracted charter schools, and school districts. The program is intended to promote kindergarten readiness through an assortment of approaches, including preschool education programs, home visits, and services for children with disabilities. Individual school districts determine which services to provide. Programs must have research-based program content, coordinate with other local programs, encourage parent involvement, and ensure that children receive appropriate screenings and referrals. Funding data and program enrollment for center-based preschool education services are not tracked at the state level, hence the absence of the School Readiness Program in this profile.

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

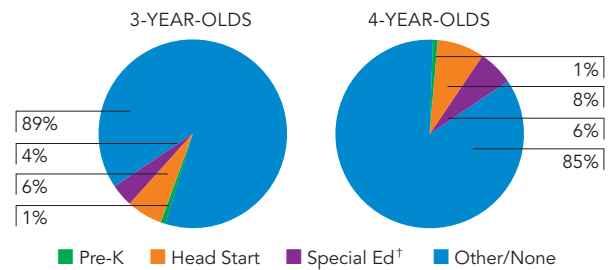
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	10

MINNESOTA HEAD START

ACCESS

Total state program enrollment	1,813
School districts that offer state program	100% (counties)
Income requirement	At least 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	8,765
Federal Head Start enrollment, ages 3 & 4	10,033
State-funded Head Start enrollment	1,731 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); AA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	AA in EC or equivalent ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets child care regulations ⁵	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.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

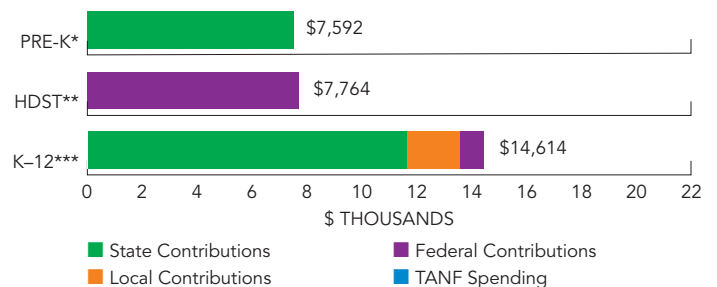
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$13,764,296 ⁸
Local match required?	No
State Head Start spending	\$13,764,296 ⁸
State spending per child enrolled	\$7,592
All reported spending per child enrolled*	\$7,592

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

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 All state-funded Head Start enrollment is through the state pre-K program, but the state could not break into a specific number 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 Minnesota in each age category 2011-2012.

⁴ Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Currently, about 87 percent of Minnesota Head Start teachers have at least an AA and 65 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a BA.

⁵ 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 2 years.

⁶ Support services include 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.

⁷ 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.

⁸ All spending through this initiative is directed toward Head Start programs.

Mississippi

NO PROGRAM

Although Mississippi does not have a state-funded pre-K program, the state has offered Mississippi Building Blocks (MBB) since 2008. MBB is a high-profile initiative sponsored by several Mississippi foundations and business leaders. The vision of Mississippi Building Blocks is to provide statewide leadership in promoting excellence in early childhood programs, from birth to kindergarten entry, to support children in their readiness for school. The initiative provides high-quality learning experiences for children and families through coaching, training, and technical assistance for early childhood professionals.

The Mississippi Child Care Quality Step System (MCCQSS) received \$3 million from the state in fiscal year 2009 to increase funding for resource and referral (R&R) and expand the system. Since 2010, a commission of education experts and business leaders has studied the MBB program with an eye towards establishing a statewide model. After conducting a three-year study, they issued several recommendations, including revising the child care licensing and Quality Rating System standard; improving instructional proficiency of preschool teachers; and implementing a system of quality care for young children.

In 2013, Mississippi signed into law a small-scale pre-K program as part of a series of education reforms. The program seeks to provide high quality pre-K through a collaborative delivery model starting no later than the 2014-2015 school year.

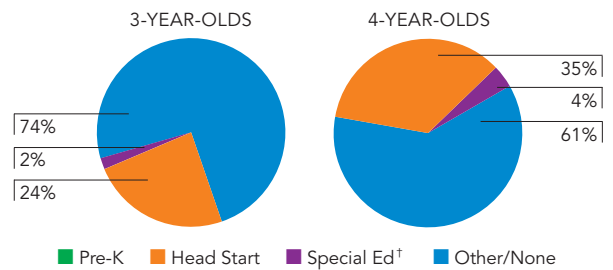
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,274
Federal Head Start enrollment, ages 3 & 4	25,765
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

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

TOTAL BENCHMARKS MET

No Program

RESOURCES

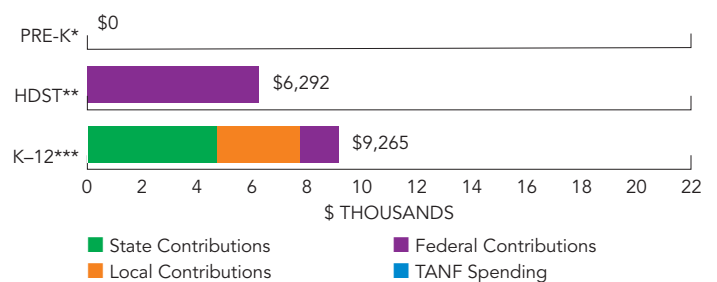
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

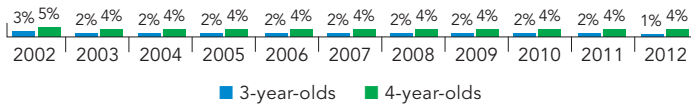
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

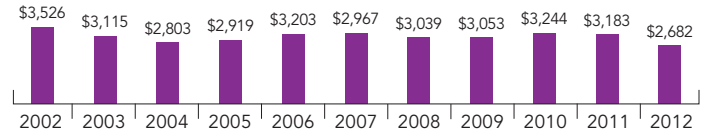


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings operated by public schools, private child care centers, and nonprofit agencies since 1998. In the 2011-2012 school year, 30 percent of districts participated in MPP serving a total of 4,103 children, primarily in school-based settings. This represents a 3 percent decline in enrollment since the 2010-2011 school year. Private providers are eligible to receive state-funded MPP contracts for up to six years after which their funds are made available to other grantees.

Funding for the Early Childhood Development, Education, and Care (ECDEC) fund is generated by gaming revenue and supports MPP in addition to other early childhood services (Parents as Teachers (PAT), First Steps, Head Start, childcare assistance). Fluctuation in ECDEC revenue continues to create funding uncertainties for programs as Missouri operates under legislation requiring a balanced budget. In 2011-2012, funding for MPP was allocated \$2 million less than the previous year as money was transferred to the PAT program.

MPP funds are awarded through a competitive grant process, though priority is given to programs serving children from low-income families and those with special needs. Programs use sliding payment scales based on criteria including eligibility for free or reduced-price lunch. The goal of MPP is to eventually provide access to all families throughout the state regardless of income; however, Missouri currently serves only 4 percent of 4-year-olds and 1 percent of 3-year-olds.

Regardless of setting, all teachers who were hired after July 1, 2005, are required to have a bachelor's degree with specialization in early childhood for the program to receive state funding. All teachers met this criterion in the 2011-2012 school year. Since the 2008-2009 school year, assistant teachers in both public and nonpublic settings have been required to possess a Child Development Associate (CDA) credential in addition to experience working in a program with young children and their families.

The most recent evaluation of MPP was conducted by the University of Missouri in 2003 in response to a legislative mandate. Program quality was monitored in 2011-2012 through reviews of program records and self-assessments as site visits were discontinued due to budget constraints. As a result, Missouri met eight of NIEER's quality standards benchmarks in 2011-2012, down from nine the previous year. In 2012-2013, Missouri will pilot a uniform child assessment instrument for use among MPP programs to replace the current process of using results of locally-determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	18

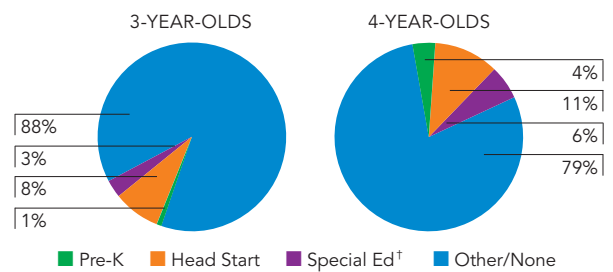
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	37

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,103
School districts that offer state program	30%
Income requirement.....	None ¹
Hours of operation	3 hours/day (part-day), 6.5 hours/day (school-day); 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	9,144
Federal Head Start enrollment, ages 3 & 4	14,603
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 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 ³	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	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	Other monitoring ⁶	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

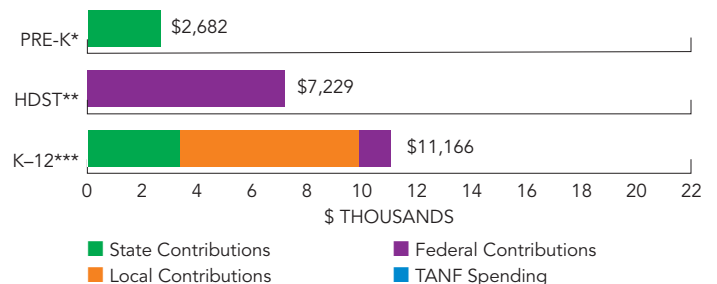
Total state pre-K spending	\$11,004,934
Local match required?	No
State spending per child enrolled	\$2,682
All reported spending per child enrolled*	\$2,682

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be a locally specified criteria. 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 for school-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 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, a Master's degree, and/or National Board Certification.

⁴ Support services include parent conferences, parent involvement, transition to kindergarten activities, and coordination with Parents as Teachers.

⁵ Programs operating for 3 hours are required to provide a snack or meal. School- or full-day programs are required to provide one meal and two snacks or two meals and one snack.

⁶ Due to the discontinuance of site visits for budgetary reasons, NIEER has determined that Missouri did not meet the requirement for the monitoring benchmark.

Montana

NO PROGRAM

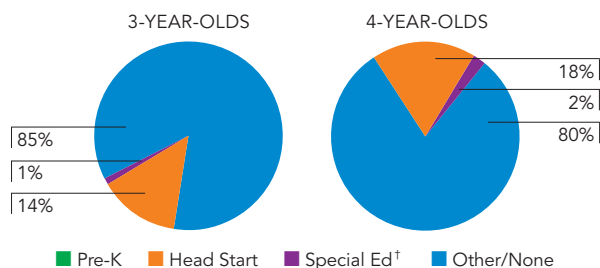
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	875
Federal Head Start enrollment, ages 3 & 4	4,033
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

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

TOTAL BENCHMARKS MET

No Program

RESOURCES

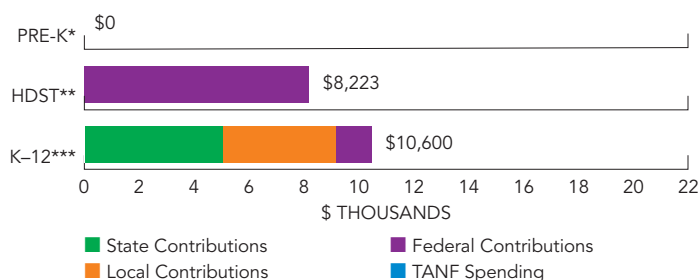
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

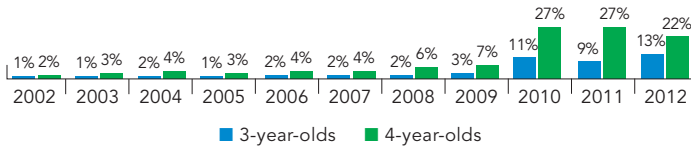
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

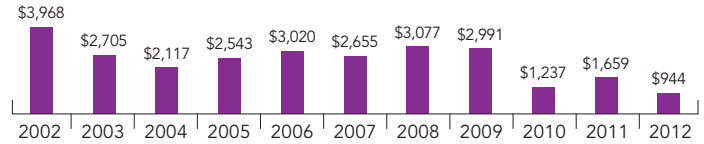


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Nebraska Early Childhood Education Grant Program, which serves children ages 3 to 5, originally started as a pilot program in 1992 and expanded in 2001. Each participating preschool program is required to use at least 70 percent of grant funding to serve children with one of the four following risk factors: eligibility for free or reduced-priced lunch, living in a home in which English is not the primary language, being born prematurely or with a low birth weight, and having teen parents or parents who have not completed high school. One of the goals of this program is to integrate children of diverse social and economic characteristics.

Public schools and education service units that partner with child care centers as well as Head Start agencies and/or human services agencies can be awarded direct funding to provide services. Funding for up to half the cost of a classroom is given to grantees, however, they are required to match 100 percent of the grant funding using local and/or federal sources. A process is used to monitor child, program, and family outcomes each year.

In 2005, legislation that allows 4-year-olds to be included in the school district state-aid formula was passed. School districts must first be approved for three consecutive years to be eligible to include these students in the state aid formula. Since 2005, there has been a large increase in the number of children served in state-funded pre-k. Students in programs receiving aid were included in the enrollment count for the first time during the 2009-2010 school year. Programs receiving state aid should use the same types and levels of matching funding from federal and local sources as are used by non-state programs though the state does not track federal and/or local spending for programs that receive aid.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	4

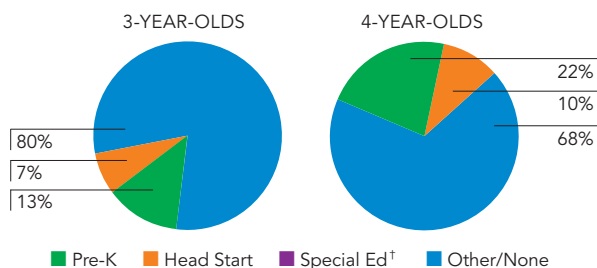
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	40

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state program enrollment	10,204
School districts that offer state program	75%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,114
Federal Head Start enrollment, ages 3 & 4	4,419
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	Determined locally; and 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	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

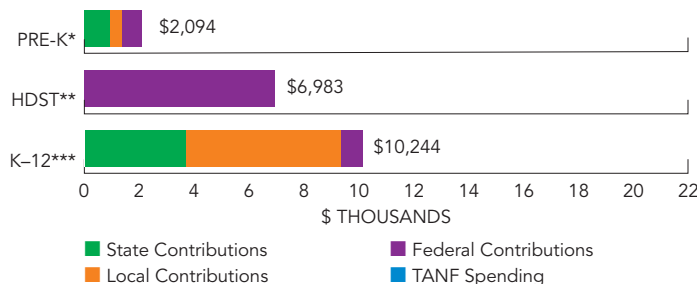
Total state pre-K spending	\$9,629,490
Local match required?	Yes, 100% ⁵
State spending per child enrolled	\$944
All reported spending per child enrolled*	\$2,094

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 the risk factors, only one of which is family income. The other risk factors are child disability or developmental delay, 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.

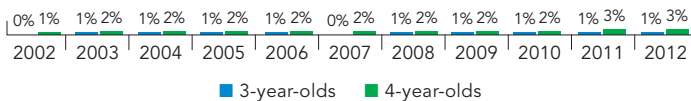
³ Certification types include ECE Birth-grade 3, Preschool Disabilities Birth-K, and ECE Unified Birth-grade 3.

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

⁵ There is a requirement of 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 (2012 DOLLARS)



The Nevada State Pre-Kindergarten Education Program (PEP), originally called the Early Childhood Education Comprehensive Plan when it began in 2001, is Nevada’s state-funded pre-K program. Funds are provided for PEP to both school districts and community organizations to launch new preschool programs and expand existing ones. The focus of the program is to provide prekindergarten to 3-, 4-, and 5-year-olds with eligibility criteria determined locally based on each district’s assessment of community needs. Priority for enrollment is given to 4- and 5-year-olds who will be eligible for kindergarten the following year, though children are also prioritized if they receive special education services, are homeless, are from low-income families, or are English Language Learners.

Grant awards are determined based on the needs stated in individual competitive grant applications. Program funding has remained level since the 2008-2009 school year resulting in local districts either supplementing state funds or reducing services. During the 2011-2012 school year enrollment decreased by 8 percent from the previous year including a reduction of more than 100 children identified as English Language Learners.

The state monitors program quality through several measures. Rather than relying on explicit program policies, quality is first assessed through a review of the program design during the competitive grant application process. Site visits are conducted annually by state personnel or contracted specialists, and biannual submission of program information is also used to monitor program quality. PEP has been evaluated for both process quality and program impact/child outcomes through annual and longitudinal evaluation procedures as mandated by the state. During the 2011-2012 annual longitudinal evaluation, the first cohort of students being tracked entered the eighth grade.

The State Board of Education approved the revised Nevada Pre-Kindergarten Standards in 2010 and alignment of the early learning standards with the Common Core State Standards is currently underway

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	24

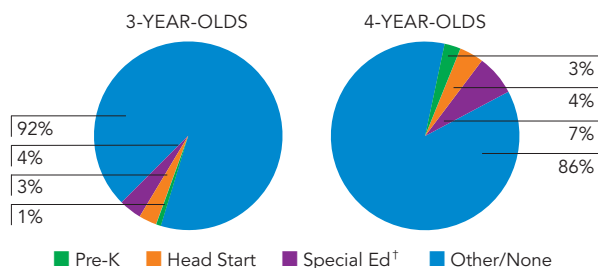
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	29

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,288
School districts that offer state program	59%
Income requirement.....	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,474
Federal Head Start enrollment, ages 3 & 4	2,781
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	ECE license - Birth-K, Birth-Grade 2, or ECSE ⁴	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	Support services only ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
and support services			
Meals	None ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

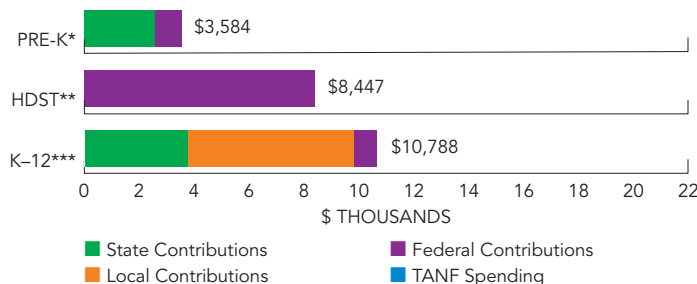
7

RESOURCES

Total state pre-K spending	\$3,338,875
Local match required?	No
State spending per child enrolled	\$2,592
All reported spending per child enrolled*	\$3,584 ⁷

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Although there is no income requirement, programs prioritize children who are English Language Learners, are from low-income families, or homeless 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 all programs are part-day and 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.

⁴ The Birth-K license has been incorporated into the Birth-Grade 2 certification and is no longer issued. Persons holding B-K certification are still eligible to teach in Nevada pre-K programs.
⁵ Screening and referral requirements are decided at the local level. Support services include parenting support or training, parent involvement activities, referral to social services, parent conferences or home visits, and other locally determined support services.
⁶ Meals are not required, but all part-day programs provide at least snack.
⁷ Several districts use Title I funds to support their state pre-K classrooms. Additionally, \$14,547,128 in Title I funds were invested in Title I-only pre-K classrooms that are not currently aligned with state pre-K.

New Hampshire

NO PROGRAM

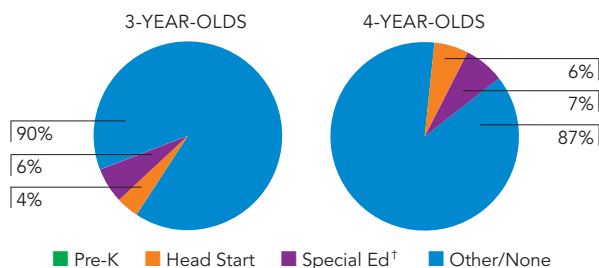
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,993
Federal Head Start enrollment, ages 3 & 4	1,431
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

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

TOTAL BENCHMARKS MET

No Program

RESOURCES

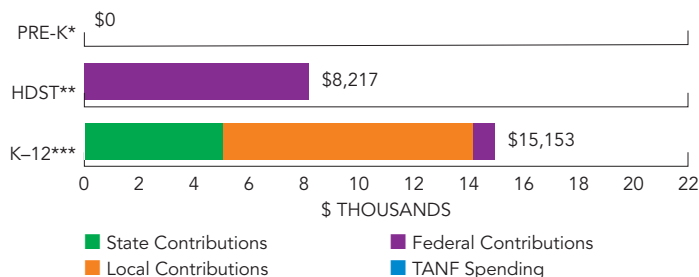
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0 ¹
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

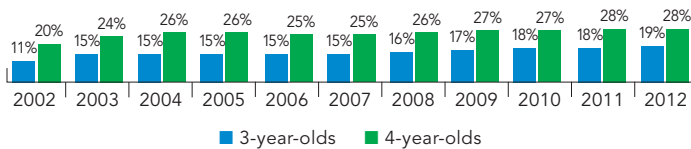
SPENDING PER CHILD ENROLLED



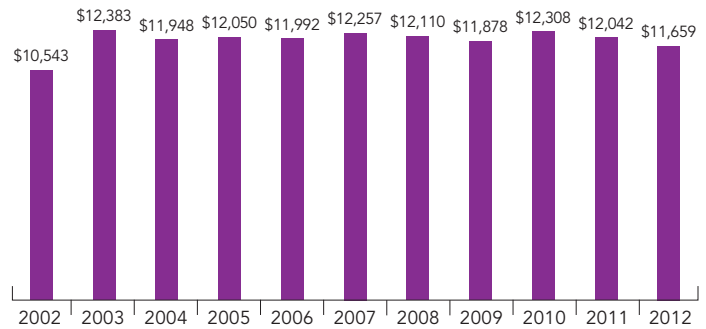
¹ As part of major state budget cuts, no state funds were allocated for New Hampshire's Head Start supplement for fiscal years 2012 and 2013.

New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



The largest and most intensive of New Jersey’s three state-funded preschool programs (formerly known as the Abbott Preschool Program) was established as the result of a 1998 New Jersey Supreme Court decision and served 43,543 children in 35 school districts during the 2011-2012 school year. Eligible districts are funded by the New Jersey Department of Education (DOE) to provide the program to all resident 3- and 4-year-olds who wish to enroll. Districts may contract with private child care centers or Head Start programs that meet state standards to provide services. The state Department of Human Services (DHS) provides supplemental child care subsidy funds for Abbott districts to offer extended-day and extended-year services to families; however, changes in DHS eligibility requirements have resulted in fewer children receiving wrap-around services and a reduced number of programs offering the wrap-around option. A “hold harmless” clause in the state’s school funding formula prevents former Abbott districts from receiving preschool aid from DOE lower than the 2008-2009 levels after which the school funding formula went into effect. Formal evaluations of process quality and program impact/child outcomes for the former Abbott program were completed in 2011.

A second state-funded preschool initiative, formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), is required only in districts where 20 to 40 percent of children qualify for free or reduced-price lunch services. The number of districts offering this program remained at 96 during the 2011-2012 school year. These ECPA districts may contract with Head Start or private providers to offer services. Enrollment in ECPA programs increased slightly during the 2011-2012 school year to 7,485 students despite a decrease in funding of approximately \$5 million.

A third program formerly known as The Early Launch to Learning Initiative (ELLI) was established in 2004 as part of New Jersey’s efforts to provide access to high-quality prekindergarten education to all of the state’s low-income 4-year-olds. All non-Abbott districts are encouraged to apply for funds to increase prekindergarten enrollment, extend program hours, or improve program quality. Funding levels are determined by length of the program day and number of low-income 4-year-olds. In the 2011-2012 school year, 24 districts offered the program to 512 children.

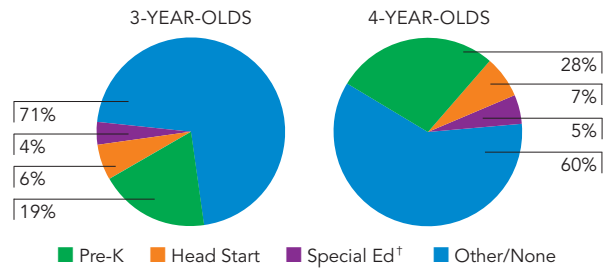
Starting in the 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act (SFRA) of 2008. SFRA’s funding formula generated a total budget amount for each district, within which districts built their respective budgets. As outlined in the SFRA, New Jersey planned to expand full-day preschool for at-risk 3- and 4-year-olds in all school districts over six years, with the goal of providing preschool for an additional 30,000 children by fall of 2013. However, flat-funding for the former ELLI program and a reduction of approximately \$5 million for former ECPA programs in the 2011-2012 school year continued to prevent most districts from expanding their programs.

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 combined to present a comprehensive state profile. Next, specific details about each initiative in the state are presented. 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

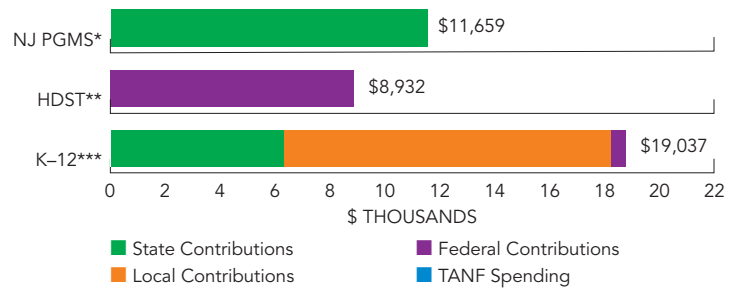
Total state program enrollment	51,540
Total state spending	\$600,893,867
State spending per child enrolled	\$11,659
All reported spending per child enrolled*	\$11,659

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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

16

2

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

1

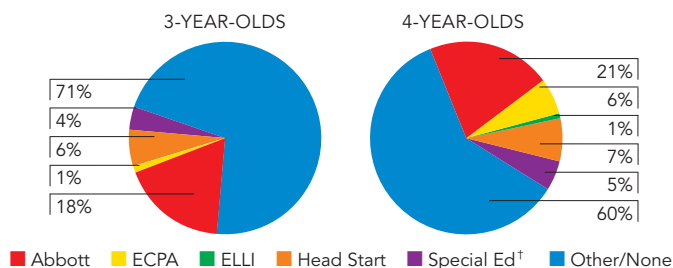
2

NEW JERSEY FORMER ABBOTT AND EXPANSION DISTRICTS

ACCESS

Total state program enrollment	43,543
School districts that offer state program	6%
Income requirement.....	None ¹
Hours of operation.....	6 hours/day (school day), 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	10,683
Federal Head Start enrollment, ages 3 & 4	13,881
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, P-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.....	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	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

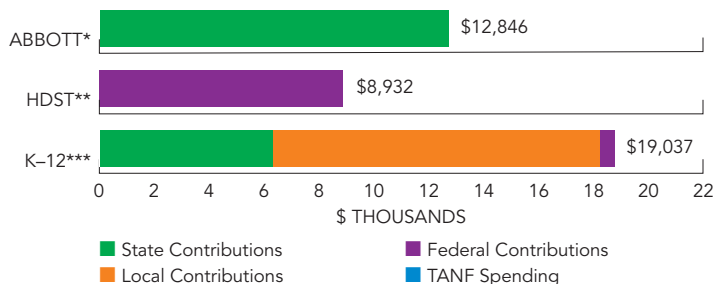
Total state pre-K spending	\$559,361,073
Local match required?	No
State spending per child enrolled	\$12,846 ⁶
All reported spending per child enrolled*	\$12,846 ⁶

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated since by the legislature. 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 choose to do so, all children meeting income requirements are paid for through the Department of Children and Families.

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. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

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, transition to kindergarten activities, and parent conferences or home visits.

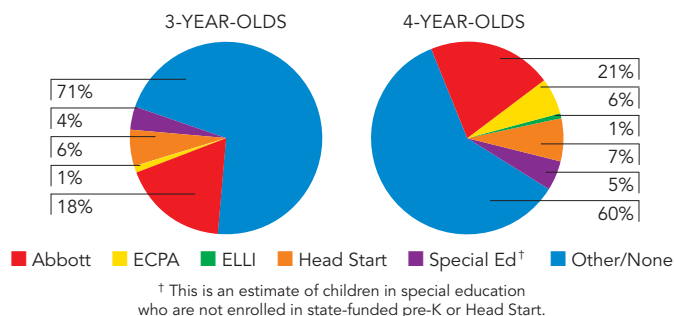
⁶ State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state 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	7,485
School districts that offer state program	16%
Income requirement.....	None ¹
Hours of operation.....	At least 2.5 hours/day (part-day), or at least 6 hours/day (school-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	10,683
Federal Head Start enrollment, ages 3 & 4	13,881
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?
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	1:9		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, dental, and support services	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

8

RESOURCES

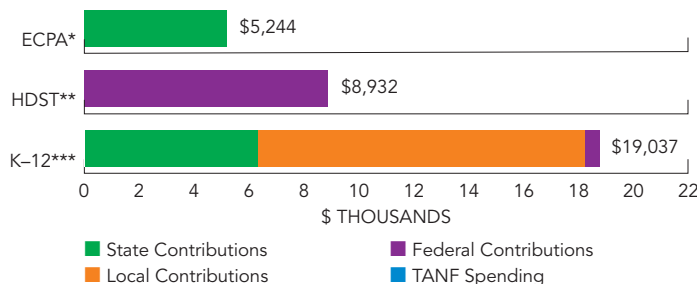
Total state pre-K spending	\$39,252,494 ⁷
Local match required?	No
State spending per child enrolled	\$5,244
All reported spending per child enrolled*	\$5,244

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Funds are only provided to those districts indicated by the legislature at the program's inception as having between 20 to 40 percent of children who qualify for free or reduced-price lunch. 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 part- or school-day preschool to all 4-year-olds.

² Part-day programs must be at least 2.5 hours per day; school-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both part- and school-day programs are offered. Part-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. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

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

⁵ Support services include parent involvement activities, health services for children, parent conferences or home visits, and transition to kindergarten activities.

⁶ Meals are required in school-day programs.

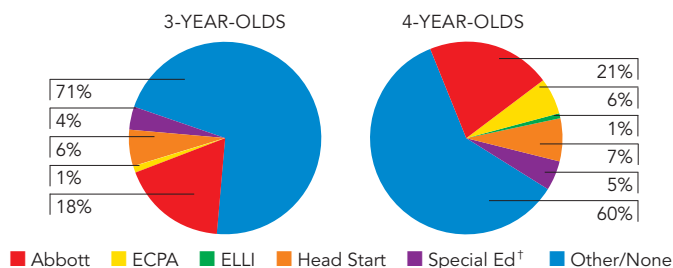
⁷ This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal funds contribute to the program. Prior to 2011-2012, funding for districts was "held harmless" for districts experiencing declining student enrollment. The practice ended in 2011-2012 resulting in several districts allocated lower budget amounts to reflect actual enrollment.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE DISTRICTS

ACCESS

Total state program enrollment	512
School districts that offer state program	4%
Income requirement	185% FPL ¹
Hours of operation	At least 2.5 hours/day (part-day), or at least 6 hours/day (school-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	10,683
Federal Head Start enrollment, ages 3 & 4	13,881
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.....	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	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

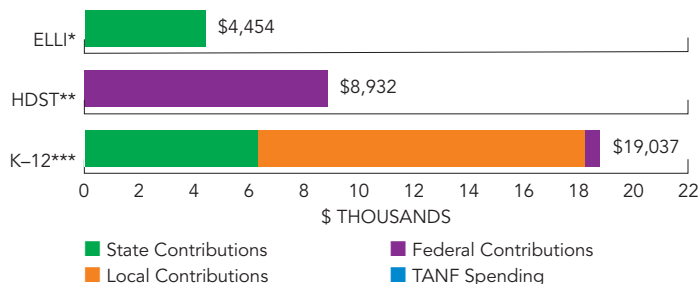
Total state pre-K spending	\$2,280,300
Local match required?	Yes ⁶
State spending per child enrolled	\$4,454
All reported spending per child enrolled*	\$4,454

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

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

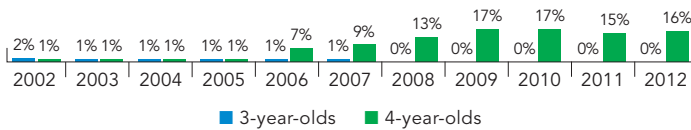
⁴ Support services include parent involvement activities, health services for children, information about nutrition, parent conferences or home visits, and transition to kindergarten activities.

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

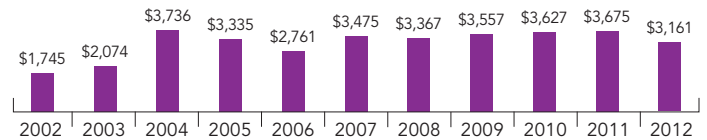
⁶ Classrooms must include general and special education students funded through other sources.

New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The 2011-2012 school year was the sixth year of operation for New Mexico PreK, the state’s center-based early childhood education program for 4-year-olds. About half of the 4,591 enrolled children attended programs in public schools while the other half were served in nonpublic settings, such as faith-based centers, community and municipal child care centers, Head Start programs, family child care homes, and universities. Enrollment in the program school year increased by 8 percent following a 12 percent decrease the previous year. Despite the increase in statewide enrollment, 14 fewer school districts offered the pre-K program in 2011-2012 reducing district participation state-wide from 54 percent in 2010-2011 to 38 percent.

The New Mexico PreK initiative, provided entirely with state funds, operated at a budget of \$14.5 million in 2011-2012, down from \$15.2 million the previous school year. Program funding is awarded 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 requirement for demonstrating adequate yearly progress in reading and math. Eligibility for New Mexico PreK is not determined by a specific family income requirement, though two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school. Associated with the state school funding formula, half-day preschool slots are funded at the rate of half of the level for kindergarten slots.

The New Mexico Early Learning Guidelines Birth to Kindergarten, revised in January 2012, address multiple domains of early development and learning and are aligned with the Common Core State Standards. Program quality is monitored through annual site visits conducted by state personnel or consultants and submission of program information throughout the year, including results of child assessment. New Mexico PreK had been formally evaluated on an annual basis through 2009 for both process quality and program impact/child outcomes using child outcome data and classroom observation data; however, planned evaluation for subsequent years was discontinued in the 2010-2011 school year due to financial constraints.

The Child Development Program (CDP), a second state-supported early learning initiative, offers family support services, early childhood education, and home visits to at-risk children from birth to age 3 who did not qualify for other eligibility-based programs. Following several years of budget cuts, CDP 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.

Prior to January 2010, New Mexico allocated state funds to provide additional slots in federal Head Start programs and to extend the day to allow families that were TANF-eligible to work and/or go to school. This Head Start state supplement was permanently eliminated from the state budget.

New Mexico was one of five states funded in the second round of federal Race to the Top - Early Learning Challenge in 2012.

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

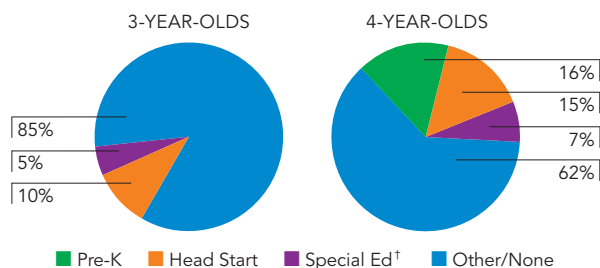
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	35

NEW MEXICO PREK

ACCESS

Total state program enrollment	4,591
School districts that offer state program	38%
Income requirement.....	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,193
Federal Head Start enrollment, ages 3 & 4	7,622
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) 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 per year	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	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

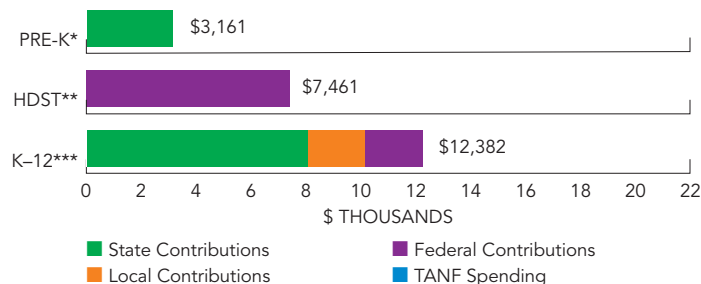
Total state pre-K spending	\$14,514,300
Local match required?	No
State Head Start spending	\$0 ⁵
State spending per child enrolled	\$3,161
All reported spending per child enrolled*	\$3,161

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Priority is given to all age-eligible children who will attend Title I schools in locations offering the program.

² Schedules are determined locally but the majority of programs operate 2.5-3 hours daily for 5 days per week with state funding paying for 2.5 hours per day.

³ Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education license are required to take early childhood education coursework. Teachers in non-public school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education. Assistant teachers in both public and nonpublic settings are

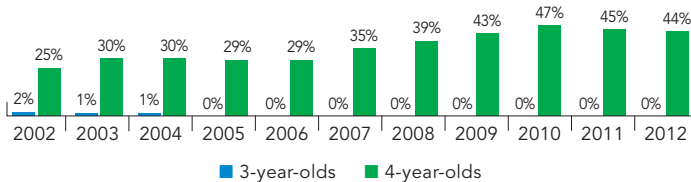
expected to have an AA in early childhood education but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement. Assistant teachers in public schools must also hold an Educational Assistant License.

⁴ Support services include 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.

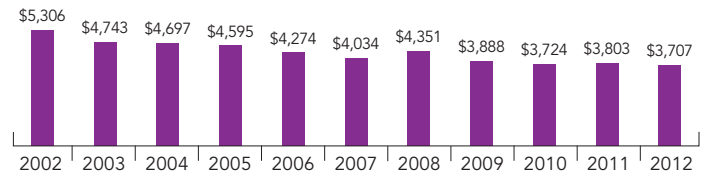
⁵ Supplemental state Head Start funding was eliminated in January 2010 by a legislative action designed to curb state spending.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



New York's Universal Prekindergarten (UPK) program began providing prekindergarten services in 1998 with the goal of offering preschool education to all 4-year-olds in the state regardless of family income or risk factors. UPK's origin is traced to 1966 when the state previously provided services through the Experimental Prekindergarten (EPK) Program, which later became the Targeted Prekindergarten Program (TPK). During the 2007-2008 school year TPK was incorporated into UPK, resulting in a 50 percent increase in funding and every district in the state being made eligible for UPK funding.

The UPK program continues to lag in its goal of achieving universal access for 4-year-olds by 2013 due to fiscal constraints. There were 102,568 children enrolled in the 2011-2012 school year representing approximately 44 percent of the state's 4-year-olds, a decrease of approximately 1,000 students from the previous year. Enrollment is determined through district-operated lotteries. Approximately 75 percent of enrollees attend half-day programs operating five days per week throughout the school year.

For the third consecutive year, state funding for the UPK Program remained virtually flat in 2011-2012, and only districts that had previously offered the program were eligible for funding. Since districts are funded on a per-child basis and in many cases the per-child grant increased due to funding formula factors, the total number of children eligible for UPK aid declined by more than 9,500 slots when the 2011-2012 appropriation was level funded at the 2009-2010 level. This adversely impacted programs with waiting lists seeking to serve additional children and districts wanting to implement new programs. Five districts no longer received funding for UPK in 2011-2012 due to local administrative error or the community's decision to no longer participate for financial reasons. Districts are required to subcontract with community-based organizations (CBOs), including child care centers, Head Start programs, preschool special education providers, and nonpublic nursery schools to account for at least 10 percent of their funding.

Regulations requiring all UPK teachers employed in nonpublic settings to meet the same certification requirements as those in public settings have been in effect since 2004. Regulations stipulated that a person must possess a BA if hired prior to 1978 or MA if hired after 1978 and a valid teaching license or certificate in early childhood, or a bachelor's degree in early childhood or a related field with a written plan for obtaining early childhood certification within five years of hire or by January 2013. In the 2011-2012 school year, 27 percent of UPK teachers possessed BA degrees and 73 percent held MA degrees.

After adopting both Prekindergarten Learning Standards and Common Core State Standards for Prekindergarten Math and English Language Arts in January 2011, the state Board of Regents approved revised early learning standards called New York State Prekindergarten Foundation for the Common Core in September 2011, retaining a comprehensive, multi-domain approach and contributing to the establishment of an aligned P-12 continuum.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	26

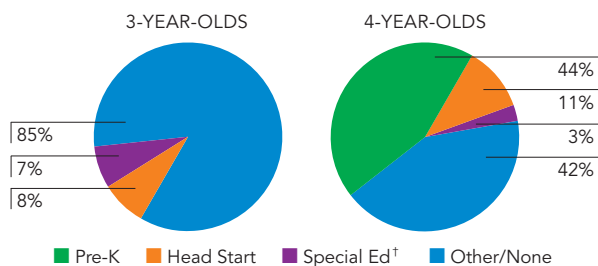
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	28

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	102,568
School districts that offer state program	65% ¹
Income requirement.....	None
Hours of operation	2.5 hours/day (part-day), 5 days/week ²
Operating schedule	Academic year
Special education enrollment	45,390
Federal Head Start enrollment, ages 3 & 4	44,099
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 and NYS teaching certificate (public); BA in early childhood grades or related field with 5-year plan to become certified (nonpublic) ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2, Students with Disabilities Birth-Grade 2, N-6, or Pre-K-6	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	20 ⁵		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8 ⁵		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; 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	Other monitoring ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

7

RESOURCES

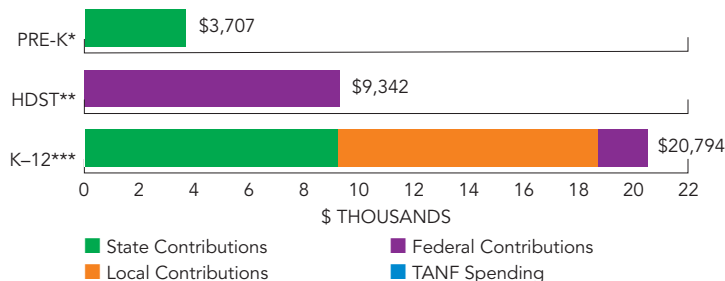
Total state pre-K spending	\$380,170,105
Local match required?	No
State spending per child enrolled	\$3,707
All reported spending per child enrolled*.....	\$3,707

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Funding had been made available to all 677 districts in the past but for the 2011-2012 school year, the UPK program was essentially flat funded, meaning only districts that previously had a program would be offered an allocation. Due to procedural reporting errors by some districts in 2010-2011 resulting in a reduction in state funding, five districts were no longer allocated funds to offer a program in 2011-2012 school year, reducing the total number of districts operating a prekindergarten to 442.

² UPK funding is for a minimum of 2.5 hours, but many programs opt to run a school-day or extended-day program using local funds or other funding sources. Programs must operate 5 days per week for a minimum of 180 days per year.

³ Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, a statute expiring in 2010 had allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers meeting the teaching requirements of the sponsoring agency (AA in ECE or CDA) receive on-site supervision by certified teachers. These teachers must have a plan to become certified within 5 years or by 2013, whichever is later. Expiration of the exemption for teacher certification requirements on June 30, 2010 now establishes a policy for uniform criteria of public and nonpublic teaching personnel.

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 have a HSD and meet the standards of the licensing or registering agency.

⁵ Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2011-2012 school year, 2 districts were able to offer the program to 201 3-year-olds.

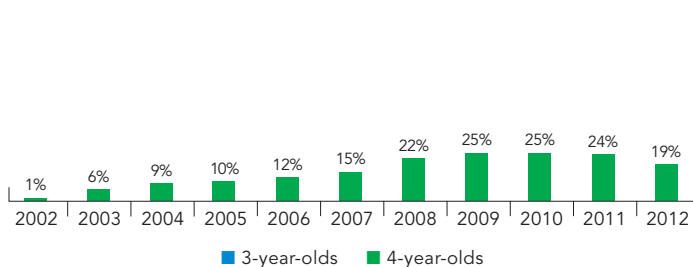
⁶ A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁷ Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.

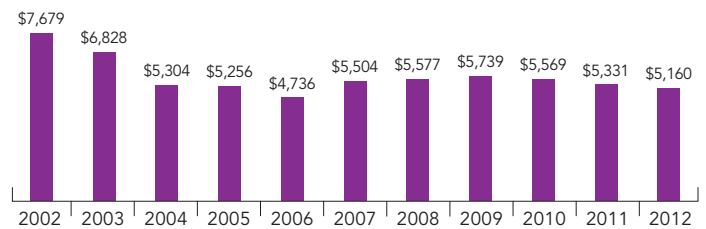
⁸ Site visits of each site and classroom are performed annually by district personnel with results reported to the state. Site visits by state personnel are conducted through Coordinated Monitoring with Title I and also based on criteria established by the Office of Early Learning such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



North Carolina has offered early childhood education through the More at Four Pre-Kindergarten Program since 2001. More at Four, now known as NC Pre-K, aims to provide an educational experience during the year prior to kindergarten entry by targeting at-risk 4-year-old children from low-income families who are not served in other formal programs. At-risk children are defined based on a number of risk factors, which include coming from a family with an income at or below 75 percent of the state median income, having a developmental delay or identified disability, limited English proficiency, and chronic health condition. In addition, children whose parents are active duty military personnel are automatically granted eligibility. Funding for the state pre-K program comes from general state funds and revenue from the state lottery, in addition to federal and non-required local sources.

For the 2011-2012 school year, funding for the state pre-K program was cut by 20 percent, resulting in decreased enrollment in the program. There was an expansion in March 2012 that allowed for additional children to be enrolled in the program, bringing the total enrollment count up to 26,818. Administrative control of the program was moved from the Department of Public Instruction to the Department of Health and Human Services during the 2011-2012 school year, and the program was renamed NC Pre-K. As a result of this restructuring, the program was subject to cuts to funding as well as administrative staff. However, the NC Pre-K program was directed to maintain the same high-quality program standards that were in place for the More at Four program.

NC Pre-K classrooms are available statewide in Head Start programs, private licensed child care centers, and public schools. However, nonpublic settings must earn high-quality ratings under the state child care licensing system in order to be eligible for state funding. Program standards set for NC Pre-K have to be met in both public and nonpublic settings. Lead teachers are required to have a bachelor's degree and a birth-kindergarten license, although teachers in nonpublic settings may begin with an AA provided they meet the required credentials within four years of the classroom receiving NC Pre-K funds.

NC Pre-K classrooms have been required to follow the early learning standards adopted by the State Board of Education since the 2005-2006 school year. An online orientation to these standards was made available statewide in the 2009-2010 school year after a pilot test the previous year. A list of prekindergarten curricula that aligns with the early learning standards was also approved by the State Board of Education during the 2009-2010 school year. NC Pre-K is evaluated through an ongoing annual process for both process quality and program impact/child outcomes.

North Carolina was awarded a grant through Race to the Top-Early Learning Challenge, although these funds have not been focused on NC Pre-K. There are, however, several activities designed to improve the quality of child care overall, support teacher and technical assistance providers, and provide professional development opportunities. The state has been involved in an ongoing court case regarding access to and funding for early education services in order to meet the constitutional right of a sound and basic education. In 2011, the state Superior Court ruled that the state pre-K program must serve all eligible children and could not erect any barriers to enrollment for at-risk 4-year-olds. This ruling was upheld in 2012 by the North Carolina Court of Appeals.

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

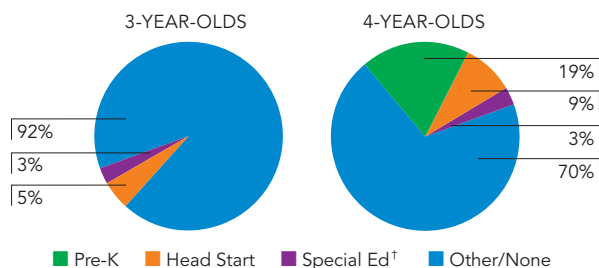
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	9

NORTH CAROLINA NC PRE-K

ACCESS

Total state program enrollment	24,836 ¹
School districts that offer state program	100% (counties)
Income requirement	80% of children must be at or below 75% SMI
Hours of operation	6.5-10 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,604
Federal Head Start enrollment, ages 3 & 4	18,542
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 ²	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Birth-K or Preschool add-on license ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or meets NCLB requirements (public); CDA (nonpublic) ³	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	75 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 .....	.....18		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....NA		
4-year-olds .....	.....1:9		
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	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

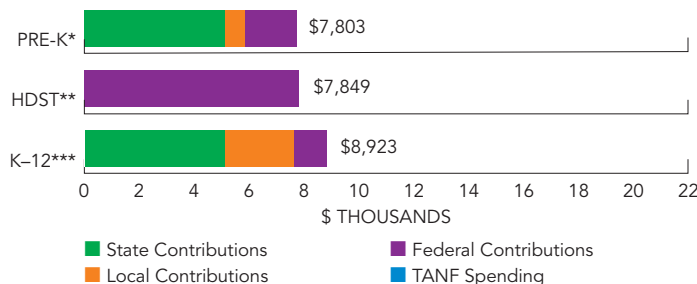
Total state pre-K spending	\$128,147,360
Local match required?	Yes, amount not specified
State spending per child enrolled	\$5,160
All reported spending per child enrolled*	\$7,803

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This figure is based on Fall 2011 enrollment. There was an expansion made possible in March 2012 that allowed for additional children to be enrolled in the program, bringing the total enrollment count up to 26,818.

² All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE or a related field and a North Carolina birth-kindergarten teacher licensure or preschool add-on license. Teachers in nonpublic settings must have a minimum of a BA/BS and work to obtain a BA in ECE or a related field and a birth-kindergarten license or preschool add-on license within four years of the program beginning to receive state pre-K funds. Certain exceptions to this were granted due to the transition of the program from the Office of Early Learning to the Division of Child Development and Early Education.

³ NCLB generally requires assistant teachers to have a two-year degree. NC Pre-K requires that assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.

⁴ Support services include parent involvement activities, health services for children, referral to social services, 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

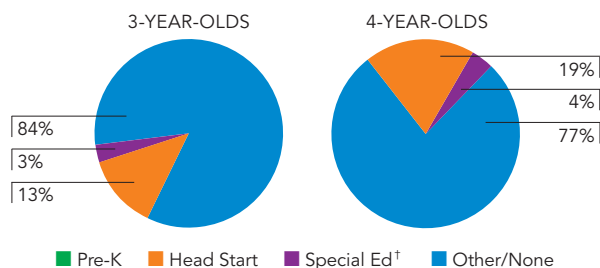
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,037
Federal Head Start enrollment, ages 3 & 4	2,844
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

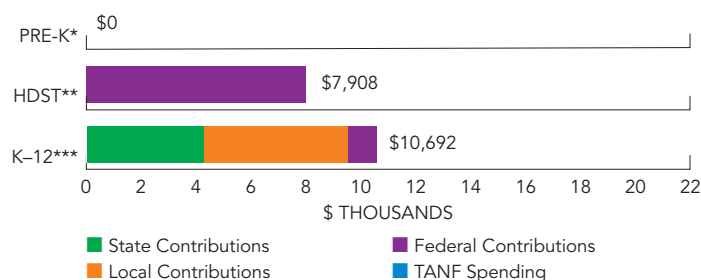
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	NA	Comprehensive	<input type="checkbox"/>
Teacher degree	NA	BA	<input type="checkbox"/>
Teacher specialized training	NA	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	NA	CDA or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

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending.....	\$7,908
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



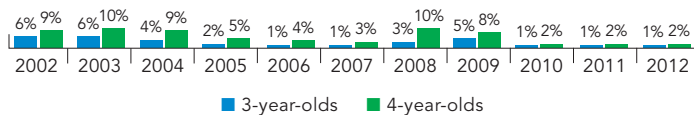
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1990, the Ohio Public Preschool Program (PSP) was established after four years as a pilot program. Now known as Early Childhood Education (ECE), the program serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level (FPL). However, a sliding fee scale is used for families who earn between 100 and 200 percent of FPL. Children from families with incomes above 200 percent of FPL may enroll children using parent tuition and support from local funds. An additional 3,679 income-eligible children were served through tuition, local, or Title I funds during the 2011-2012 school year. ECE funds are distributed directly to public schools, and schools may then subcontract with faith-based centers, Head Start programs, and private child care centers. Due to budget cuts in the 2009-2010 school year, the Ohio Department of Education elected to reduce the per-child amount to avoid reducing the number of children receiving preschool services. Since that time, the number of children participating in the program and funded at this level is 5,700.

Also in response to budgets cuts during the 2009-2010 school year, site visits for monitoring and program quality were reduced. Beginning in the 2011-2012 school year, Ohio resumed on-site monitoring again, and each site is visited once per three years by Ohio Department of Education staff. Sites are monitored through annual desk audits, internal monitoring requirements, submission of plans and documentation annually. In addition, all sites receive a separate licensing visit annually, which includes checking for basic health and safety compliance indicators. Programs are also required to engage in a continuous improvement process through developing a program plan and rating themselves on compliance and performance indicators of program quality. The annual results of this process are reported through a program monitoring tool, Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The Ohio Department of Education uses this information to provide feedback to individual programs annually. The ECE program has been evaluated for process quality using the ELLCO tool, with various stages completed in 2009, 2011, and 2012.

In the 2011-2012 school year, changes in ECE legislation require programs to serve children at least 12.5 hours per week, instead of the previous language of 5 days per week. In addition, the Ohio Department of Education is now required to conduct an annual survey of programs to determine whether the provider charged families tuition or fees for the ECE program, the number of families charged, and the amount charged relative to family income.

Ohio's Race to the Top-Early Learning Challenge grant has stimulated changes to Ohio's policies and legislation, with the state in a major transition period with its child and program standards. Ohio has revised its Early Learning and Development Standards to include all domains of school readiness, including physical well-being/motor development and social-emotional development, and the Ohio State Board of Education adopted the new standards in 2012. Standards are seamless for children from birth to kindergarten entry and are aligned to Common Core State Standards K-12 and Ohio's Academic Standards in Social Studies and Science for K-12. In addition, Ohio has expanded its tiered quality rating and improvement system that will have common program standards for all types of early childhood programs. The program standards are currently being revised, were posted for public comment in September 2012, and will be in full operation by October 2013. Use of the QRIS is legislatively required for the state pre-K program, preschool special education, and publicly funded child care.

In addition, Ohio is using Race to the Top funding and Race to the Top-Early Learning Challenge grant funding in its plans for more accurate and comprehensive assessments of students at kindergarten entry. The state currently uses the Kindergarten Readiness Assessment – Literacy (KRAL) tool. The state is expanding the KRAL to address all domains of school readiness, with plans for statewide implementation in the 2014-2015 school year. Ohio is collaborating with Maryland to develop this new Kindergarten Readiness Assessment and a pre-K through kindergarten formative assessment, covering ages 36 to 72 months. The assessments will be piloted in the 2012-2013 and 2013-2014 school years prior to statewide implementation.

Previously, this report also profiled the Early Learning Initiative (ELI) program, which used funding from Temporary Assistance for Needy Families (TANF) to provide ECE through full-day, full-year programs for working families with incomes up to 200 percent of FPL. However, funding for the ELI program was eliminated entirely from the state budget as of the 2009-2010 school year and therefore it is no longer profiled in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	20

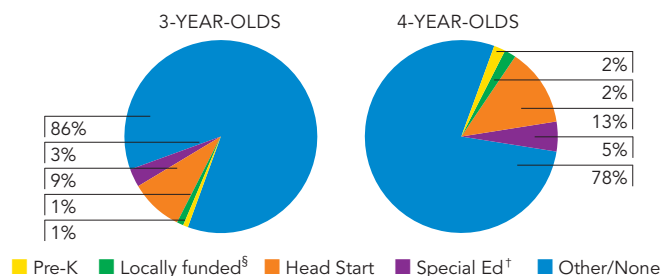
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	25

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	3-3.5 hours/day (part-day); 4 days/week ²
Operating schedule	Academic year
Special education enrollment	14,691
Federal Head Start enrollment, ages 3 & 4	32,115
State-funded Head Start enrollment.....	0

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



■ Pre-K ■ Locally funded[§] ■ Head Start ■ Special Ed[†] ■ Other/None
[§]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 ³	Comprehensive	<input type="checkbox"/>
Teacher degree	AA in ECE ⁴	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ⁵	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	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

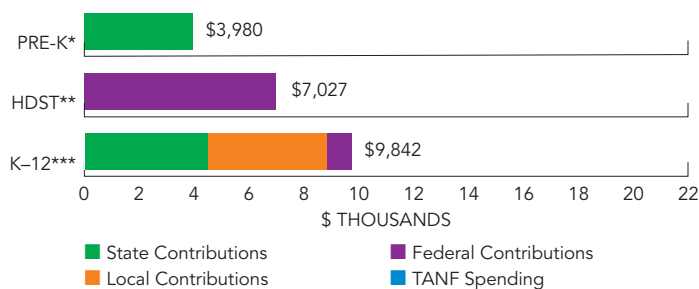
3

RESOURCES

Total state pre-K spending	\$22,688,446
Local match required?	No
State spending per child enrolled	\$3,980
All reported spending per child enrolled*	\$3,980

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

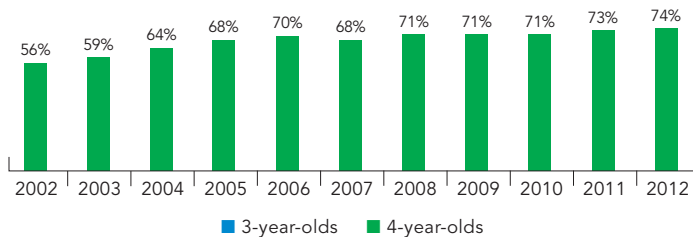


¹ Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,379. 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, 12.5 hours per week. However, many districts use local or other funding sources to offer a school- or extended-day program. On average, programs operate 4 days per week. Programs are required to provide home visits, parent conferences, and other services for families on the fifth day.
³ While the state did not have comprehensive early learning standards in place for the 2011-2012 school year, standards were updated and revised to be comprehensive and will be in place by October 2013.
⁴ 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. For programs that began in fiscal year 2006, 50 percent must have a BA or

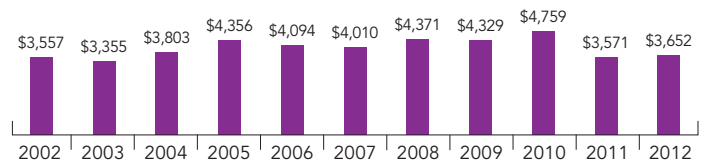
higher in ECE. For programs that began in or after fiscal year 2007, 50 percent must have a BA or higher in ECE by July 1, 2012.
⁵ For teachers in public school settings with bachelor's degrees, acceptable licenses include the following: Pre-K-3, Pre-K, Intervention Specialist, Early Childhood Intervention Specialist (P-3), or K-3 or K-8 certificate plus four courses in ECE or CD 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.
⁶ Screening and referrals for hemoglobin and lead are also required. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁷ Programs are required to provide breakfast, lunch or snack depending on hours of attendance.
⁸ Beginning in the 2011-2012 school year, Ohio began its on-site monitoring system where each site is visited once per three years by Ohio Department of Education program monitoring staff. Sites submit annual desk audits, internal monitoring requirements, plans and documentation annually. In addition, all sites receive a separate licensing visit annually.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Oklahoma established the Early Childhood Four-Year-Old Program as a pilot pre-K program in 1980 with the goal to eventually serve all 4-year-olds in the state. In 1990, the program received statewide funding limited to those 4-year-olds who were eligible for the federal Head Start program, although districts had the option of provide the program to additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to offer free, voluntary access to preschool programs for all 4-year-olds. The program is now offered in 99 percent of school districts, and enrollment in the Early Childhood Four-Year-Old Program has steadily increased over the years. Since 2004, this program has been evaluated for program impact/child outcomes in several studies, including an effectiveness study in 2008 and an ongoing longitudinal study by Georgetown University.

Through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. A per-pupil rate calculated using weights determined by the age of the child and the length of the program day is used to reimburse districts. Districts are also able to subcontract with other classroom providers by placing public school teachers in community-based programs, child care centers, and Head Start settings. Children attending pre-K in these collaborative sites receive the same services as children in public school settings and are considered public school enrollees. For the 2011-2012 school year, state budget cuts across the board in education affected early childhood education programs, and funding for the state pre-K program was cut proportionally with all other public school grade levels.

Although the state does not provide specific funding for typically developing 3-year-olds, some Oklahoma school districts offer preschool programs for these younger students. Using a combination of Title I, Head Start, special education, and general funds, 2,410 3-year-olds were served in classroom settings during the 2011-2012 school year. Another program, the Early Childhood Expansion Project, used public and private funding to serve 314 children from birth through age 4 during the 2011-2012 school year. For the 2011-2012 school year, Oklahoma also provided \$2,191,700 in state funds to supplement the federal Head Start program, thereby allowing for extended-day and additional services.

In addition, the Pilot Early Childhood Program was launched by the state in the 2006-2007 school year, with a new term beginning in the 2010-2011 school year. Rules and regulations for this program are established by the Oklahoma State Board of Education while funding comes from both public and private sources. Services are provided year-round to at-risk children, using yearly contracts with the Community Action Project of Tulsa County. In the 2011-2012 school year, 2,642 children birth through age 3 were served in this pilot program.

During the 2011 Oklahoma state legislative session, the state's former Reading Sufficiency Act was overhauled. New legislation was designed to ensure that all students are reading on grade level by the end of third grade, focusing on early intervention for children in pre-K. Specific requirements include conducting a series of assessments, reviewing literacy instruction in kindergarten through third grade, and providing intensive interventions (including an individualized reading plan and ongoing progress monitoring) to the students identified as having a reading deficiency.

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

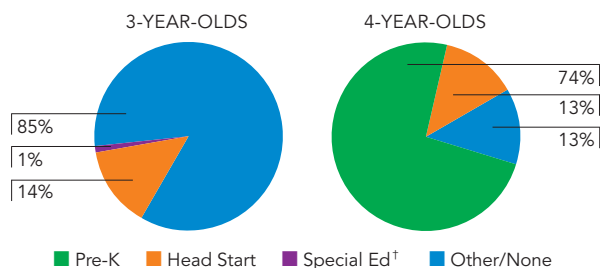
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	11

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	40,089
School districts that offer state program	99%
Income requirement.....	None
Hours of operation	2.5 hours/day (part-day) and/or 6 hours/day (school-day), 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	4,243
Federal Head Start enrollment, ages 3 & 4	14,442
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/BS	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE certification for birth-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	75 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.....	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least one 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

9

RESOURCES

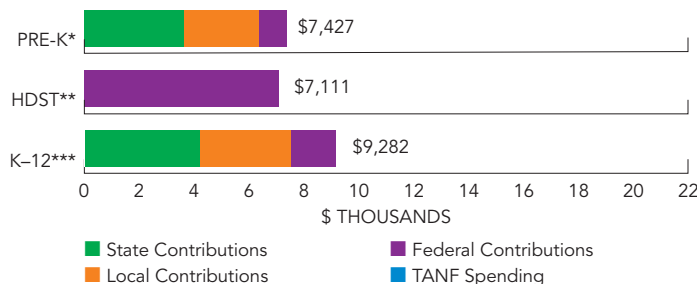
Total state pre-K spending	\$146,406,556
Local match required?	No
State Head Start spending	\$2,191,700 ²
State spending per child enrolled	\$3,652
All reported spending per child enrolled*	\$7,427

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Programs must be offered at least 175 days per year.

² State Head Start funds are used to provide extended-day and additional services.

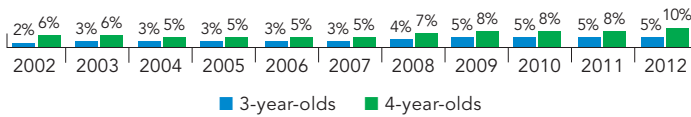
³ Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma general education test (an exam required for pre-K-12 public school teachers) and the other is a national test for paraprofessional status.

⁴ Support services include parent conferences and/or home visits, 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 (counselor), health services (school nurse), and all other typical public school health services (such as early intervention, transition programs, and 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.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1987, the Oregon Head Start Prekindergarten program was established to provide comprehensive child and family development services for 3- and 4-year-old children from low-income families in the state. Beginning in 1992, a state-federal partnership supporting a collaborative Head Start and state prekindergarten system was formalized between the Oregon Department of Education and the Region X Office of Head Start, thereby expanding early education services to additional Head Start-eligible children. The written memorandum of understanding is updated every biennium.

Oregon Head Start Prekindergarten programs receive federal and/or state funds. State funding is awarded on a biennial basis with state general fund dollars. Reversing a trend over the previous biennium when all state agencies were required to take a 9 percent reduction, state funding for the program increased \$11 million for the 2011-2012 school year following a \$5 million reduction in 2010-2011. The increase enabled Oregon to provide a total of 7,169 state-funded Oregon Head Start Prekindergarten slots representing an additional 1,261 children compared to the 2010-2011 school year.

Funding for the Oregon Head Start Prekindergarten program is available to a number of organizations. All federal Head Start grantees in Oregon have been awarded state prekindergarten funds through a state-wide competitive grant process to expand enrollment. Competitive state prekindergarten funds have also been awarded to non-sectarian private and public organizations that do not receive federal Head Start funding. Oregon Head Start Prekindergarten grantees include private agencies, community action agencies, public schools, government agencies, and colleges and universities. All programs are held to the federal Head Start Performance Standards and monitoring requirements.

In 2012, the Head Start Child Development Early Learning Framework (HSCDEL) replaced the state Early Childhood Foundations for Children Birth to Five early learning standards, which had been in place since 2007. Alignment of the HSCDEL with the Common Core State Standards for K-12 is in progress.

Program quality is monitored by the Oregon Department of Education through ongoing communication with grantees and regional Office of Head Start partners. All grantees receive on-site triennial reviews either through the Office of Head Start and/or the Oregon Department of Education including additional site visits as needed. Oregon Head Start Prekindergarten programs that receive state funding issue unique identifier numbers to all children, regardless of funding source, so that children's progress can be followed as they enter the K-12 system.

No formal evaluation of the Oregon Head Start Prekindergarten program has been conducted to date.

Oregon was one of five states funded in the second round of federal Race to the Top Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	13

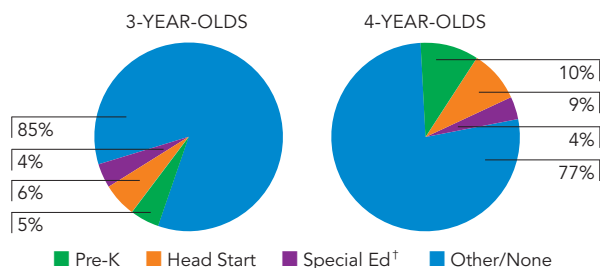
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	7

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	7,169
School districts that offer state program	100%
Income requirement	80% or 90% must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year ²
Special education enrollment	6,340
Federal Head Start enrollment, ages 3 & 4	6,991
State-funded Head Start enrollment	7,169 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); AA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	License + 15 ECE cr. (public); Meets CDA requirements (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/years	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, developmental, nutrition; 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

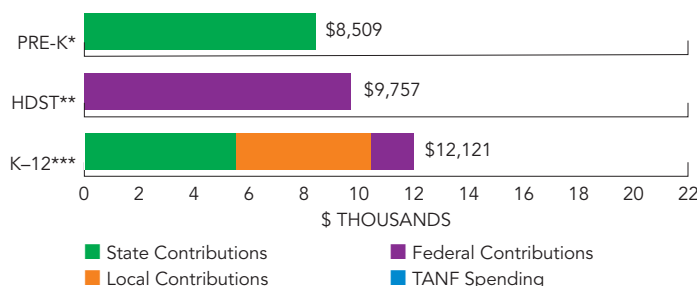
Total state pre-K spending	\$61,000,000 ⁷
Local match required?	No
State Head Start spending	\$61,000,000 ⁷
State spending per child enrolled	\$8,509
All reported spending per child enrolled*	\$8,509

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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% of children must meet the income requirement. In addition, effective as of December 2007, 35 percent of enrollment may be children whose family incomes are between 100% and 130% FPL after priority given to children at 100 percent or below FPL.

² Oregon defines "part-day" services as 6 hours or less per day which does not fully align with NIEER definitions for part- (4 hours or less), school- (4-8 hours) and extended-day (more than 8 hours) services. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Most programs operate 3.5 to 4 hrs. per day for a school year. School- and extended-day programs (more than 6 hours) are supported with other funding.

³ This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment operates through this program.

⁴ In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. In nonpublic schools, teachers must have at least an AA or higher in ECE or a related credential with a minimum of 15 credits in ECE. The Head Start Reauthorization Act of 2007 required

that by the 2011-2012 school year, 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. In individual situations, some staff with CDAs working toward AA requirements employed prior to reauthorization may be permitted to teach by waiver.

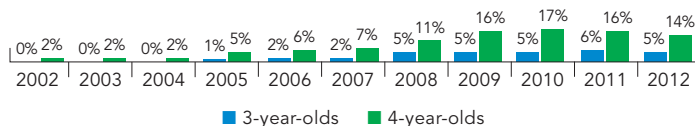
⁵ Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and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

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 (2012 DOLLARS)



Before 2004, Pennsylvania did not have a state-funded prekindergarten program considered such under state law, although districts could provide preschool education services through Pennsylvania’s Kindergarten for Four-Year-Olds (K4) program or provide preschool to 4-year-olds through the School Based Pre-K program (SBPK). Districts that offer the K4 program are required to follow Pennsylvania’s kindergarten regulations. However, districts offering SBPK are required to adhere to the state’s preschool regulations. Daily membership counts are taken of children enrolled in K4 for public school attendance in districts and therefore partially funded through the state’s basic instructional subsidy formula. In the 2011-2012 school year, the School Based Pre-K program is profiled along with the K4 program, as it was in the past.

Districts have been able to offer prekindergarten through the Education Accountability Block Grant (EABG) since the 2004-2005 school year. This initiative is part of an effort to offer high-quality preschool programs to build strong foundations of learning and support children’s academic success. Children may qualify for this program two years before meeting the locally determined kindergarten eligibility age. However, districts may set additional eligibility requirements such as low income status or a lack of academic readiness. Districts are allowed to use the funds for a number of options, including providing full-day kindergarten, offering prekindergarten, reducing class size in kindergarten through third grade, and other activities that promote academic success. The allocations of these funds are determined by the districts. The amount of funds available through EABG was significantly cut in the 2011-2012 year, resulting in a much lower number of students served. Starting in the 2011-2012 school year, Act 24 implemented a two-year moratorium of professional development requirements which affected both the EABG and the K4 & SBPK programs.

Pennsylvania established the Head Start Supplemental Assistance Program (HSSAP) with an initial investment of \$15 million during the 2004-2005 program year. Over time, both state funding and enrollment have increased. State funds are used by the HSSAP to provide extended-day services for federally funded Head Start children and to create additional Head Start slots. Federal Head Start grantees as well as their child care partners who receive a minimum STAR 3 level in the Keystone STARS quality initiative program have access to this state-funded program. Regardless of setting, all programs must adhere to the federal Head Start Performance Standards. Programs must enter program, staff, and child data into the web-based reporting system, the Early Learning Network (ELN).

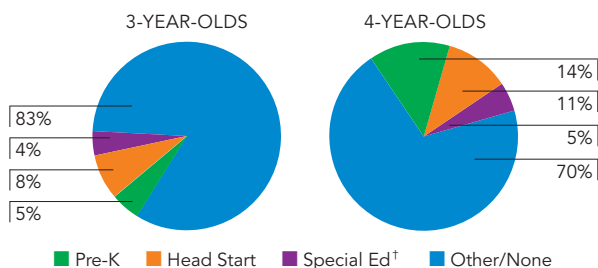
A fourth state-funded initiative, the Pennsylvania Pre-K Counts Program, was founded in the 2007-2008 school year. Similar to EABG, children are eligible for the program two years before their locally determined kindergarten eligibility age, however, programs may set additional criteria based on local need. The primary eligibility criterion for enrollment in addition to age is income. Eligible children must have a household income of 300 percent of the FPL. PA Pre-K Counts funds are allocated through a competitive award system. School districts, Head Start programs, nursery schools, and child care centers that hold a STAR 3 or 4 designation in Keystone STARS are all eligible for funding through this program. Programs also enter data into the ELN.

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 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 PA Pre-K Counts program.

STATE OVERVIEW

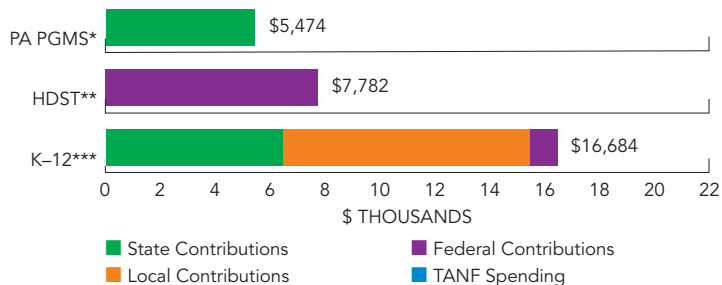
Total state program enrollment	28,790
Total state spending	\$157,591,897
State Head Start spending	\$35,414,000
State spending per child enrolled	\$5,474
All reported spending per child enrolled*	\$5,474

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	12

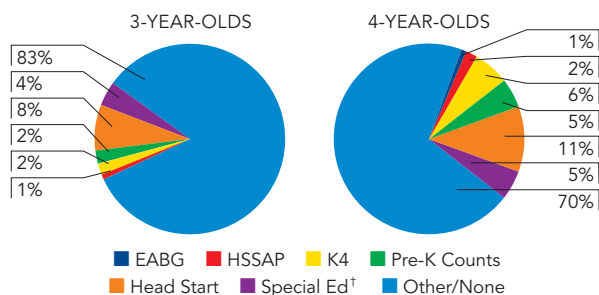
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	18

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	915 ¹
School districts that offer state program	4%
Income requirement.....	None ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	21,365
Federal Head Start enrollment, ages 3 & 4	27,764
State-funded Head Start enrollment	4,747 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	None ⁷	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	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4

RESOURCES

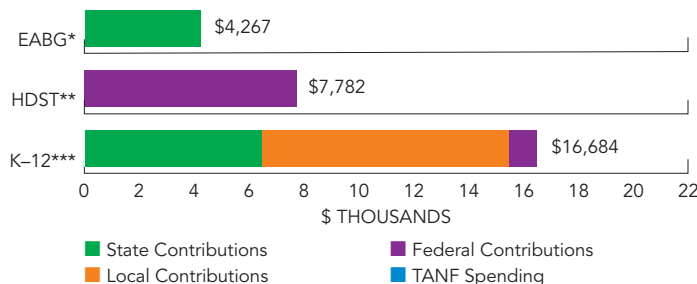
Total state pre-K spending	\$3,904,559
Local match required?	No
State Head Start spending	\$
State spending per child enrolled	\$4,267
All reported spending per child enrolled*	\$4,267

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

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 2011-2012.

² Eligibility requirements are locally determined.

³ Most programs operate 2.5 hours or 5 hours per day, 5 days per week, for 180 days per year.

⁴ All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2011-2012.

⁵ 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.

⁶ All assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁷ The program has traditionally required 180 clock hours of professional development every five years. However, Act 24 issued a two-year moratorium of this PD requirement beginning in 2011. This no longer meets NIEER's quality standard benchmark.

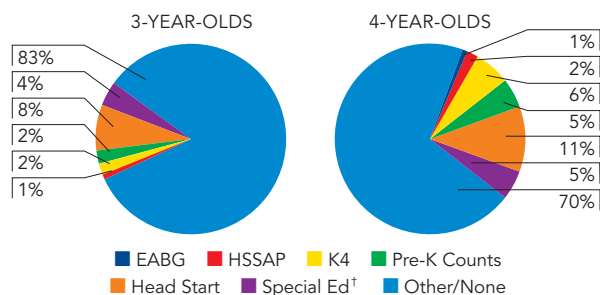
⁸ There was no formalized monitoring of this program during the 2011-2012 school year. This no longer meets NIEER's quality standard benchmark.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL BASED PRE-K

ACCESS

Total state program enrollment	11,718 ¹
School districts that offer state program	18%
Income requirement	None (K4); Determined locally (SBPK)
Hours of operation	2.5 hours/day (part-day), or 5 hours/day (school-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	21,365
Federal Head Start enrollment, ages 3 & 4	27,764
State-funded Head Start enrollment	4,747 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	EE or ECE certification (K4); ECE certification (SBPK)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements (SBPK); None (K4) ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	None ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit (K4); 20 (SBPK) ⁵		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit (K4); 1:10 (SBPK) ⁵		
Screening/referral	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

RESOURCES

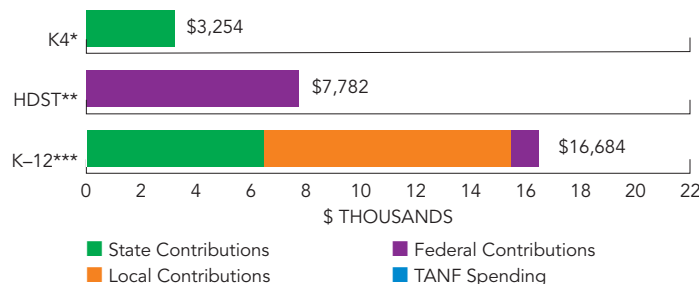
Total state pre-K spending	\$38,135,744
Local match required?	No
State Head Start spending	\$35,414,000
State spending per child enrolled	\$3,254
All reported spending per child enrolled*	\$3,254

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The state could not break K4 & SBPK 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 2011-2012.

² All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2011-2012.

³ Beginning in the 2009-2010 school year, all assistant teachers in SBPK are required to meet NCLB requirements. This requires completing at least two years of postsecondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁴ The program has traditionally required 180 clock hours of professional development every five years. However, a two-year moratorium of this PD requirement was issued beginning 2011.

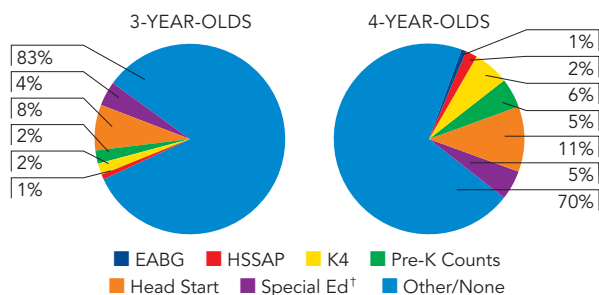
⁵ The K4 program follows kindergarten requirements, which do not limit class size or staff-child ratio. However, most programs have 20 children and a 1:10 staff-child ratio. School Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio of 1:10.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	4,889 ¹
School districts that offer state program	23%
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	21,365
Federal Head Start enrollment, ages 3 & 4	27,764
State-funded Head Start enrollment	4,747 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	AA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	AA 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	20		
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	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	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

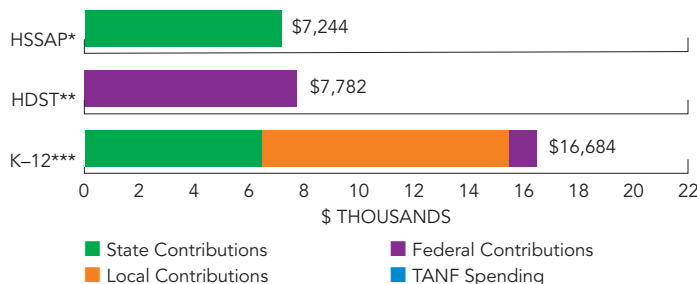
Total state pre-K spending	\$35,414,000 ⁶
Local match required?	No
State Head Start spending	\$35,414,000
State spending per child enrolled	\$7,244
All reported spending per child enrolled*	\$7,244

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 HSSAP into a specific number 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 Pennsylvania in each age category 2011-2012.

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 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.

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 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.

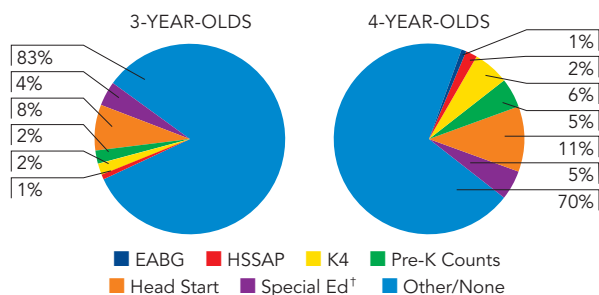
⁶ All spending through this initiative is directed toward Head Start programs.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment	11,268 ¹
School districts that offer state program	80%
Income requirement	300% FPL ²
Hours of operation	2.5 instructional hours/day (part-day), 5 instructional hours/day (school-day); 5 days/week
Operating schedule	Determined locally ³
Special education enrollment	21,365
Federal Head Start enrollment, ages 3 & 4	27,764
State-funded Head Start enrollment	4,747 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 cert. (public and nonpublic) ⁵	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE cert. (public and nonpublic) 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	Determined locally; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depends on length of program day ⁸	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

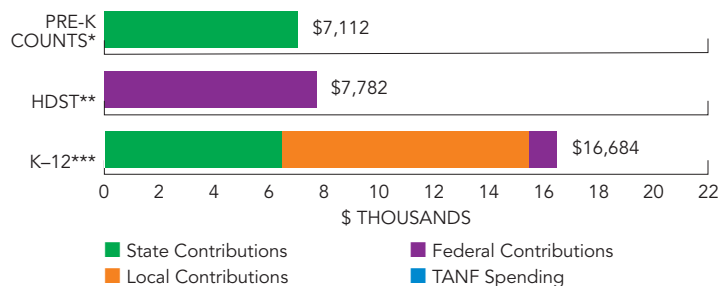
Total state pre-K spending	\$80,137,594
Local match required?	No
State Head Start spending	\$35,414,000
State spending per child enrolled	\$7,112
All reported spending per child enrolled*	\$7,112

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The state could not break Pre-K Counts 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 2011-2012.

² 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.

³ Programs must operate at least 180 days per year, though days can be "stretched" across the full calendar year rather than used in the traditional 9 month school calendar. This is a local decision.

⁴ All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2011-2012.

⁵ By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N-3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program.

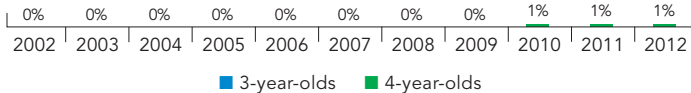
⁶ Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁷ Health screenings and referrals are determined locally. Support services required of all programs include parent involvement activities, referral for social services, and transition to kindergarten activities.

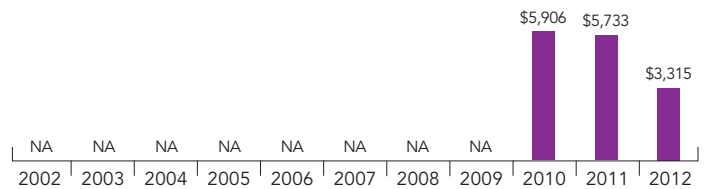
⁸ Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



In 2009, the Rhode Island Prekindergarten Demonstration Project was launched as a pre-K pilot program. Beginning with the 2011-2012 school year, the program graduated from pilot status and was renamed The Rhode Island Pre-Kindergarten Program. The program is open to all children in participating communities who are 4 years old by September 1, although enrollment is determined through a lottery. During the 2011-2012 school year, a total of 108 preschool education slots were available in six classrooms located in three of the state’s urban communities.

Head Start programs, private child care, and public schools are eligible to receive state pre-K funding through a competitive process conducted by the Rhode Island Department of Elementary and Secondary Education. State funds for the pre-K program were eliminated from the state budget for the 2011-2012 school year. However, the Department of Elementary and Secondary Education and local advocates were able to identify funding for six of the seven previously funded classrooms using a combination of funds from the state education agency’s budget, Title I, and private foundations.

The state’s newly adopted school funding formula includes an expansion plan for the Rhode Island Prekindergarten Program, which will increase the state investment each year for 10 years up to \$10 million per year. The state budget for the 2012-2013 school year provides full funding of the education funding formula, including the categorical allocation for the state pre-K program. These funds allow the Department of Elementary and Secondary Education to provide full funding for eight classrooms.

State pre-K teachers are required to have a bachelor’s degree with an early childhood teaching certificate. Training and technical assistance is provided to teachers by the Rhode Island Department of Elementary and Secondary Education on an ongoing basis. The Rhode Island Prekindergarten Program has been evaluated for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, mathematics, and social-emotional development.

Rhode Island was one of nine recipients of grants from the first round of the federal Race to the Top – Early Learning Challenge. The state intends to use some of that funding for the state pre-K program to increase the quality of early childhood education programs in high-needs communities to establish a pool of programs meeting the standards and criteria for state pre-K funding. The funding will also enable the state to provide information on children’s access to early learning opportunities linked to their kindergarten entry assessment, which will guide future policy and funding decisions through the development of an early learning data system. The Race to the Top – Early Learning Challenge funds will also be used to improve the quality of state pre-K classrooms by providing additional comprehensive, high-quality professional development and technical assistance.

Through the Department of Human Services, Rhode Island supplements the federal Head Start program with state funding to provide additional slots. However, funding for this initiative has been cut back in recent years. During the 2011-2012 school year, 134 children ages 4 and 5 were served using \$800,000 from the state general revenue fund.

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

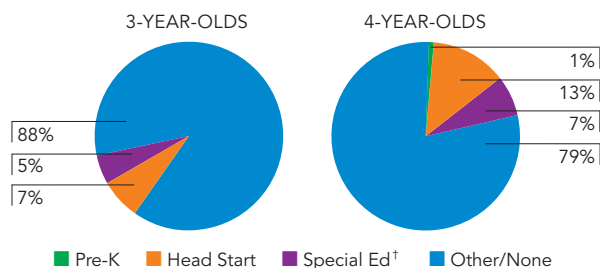
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	3

RHODE ISLAND PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	108 ¹
School districts that offer state program	8% (communities)
Income requirement.....	None
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	1,793
Federal Head Start enrollment, ages 3 & 4	2,206
State-funded Head Start enrollment.....	81 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	Early Childhood certification	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 college credits of EC	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.....	Vision, hearing, health, developmental, 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

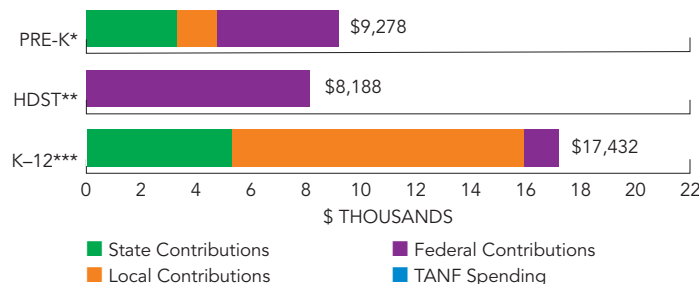
Total state pre-K spending.....	\$358,000
Local match required?	No
State Head Start spending.....	\$800,000
State spending per child enrolled	\$3,315
All reported spending per child enrolled*	\$9,278

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



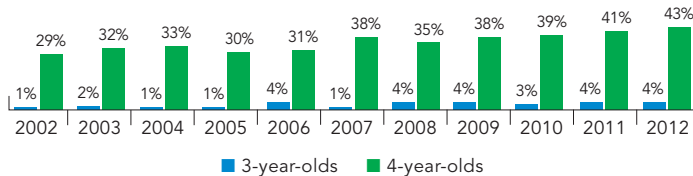
¹ This is the total enrollment, which is made up of 63 children being served with state funds only and 45 children being served with state funds blended with Title I funds.

² Rhode Island's state Head Start funds provide services to 4- and 5-year-olds. Only 4-year-olds are included in this enrollment count.

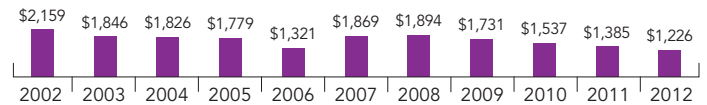
³ Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Support services include parent conferences and/or home visits, parent involvement activities, and transition to kindergarten activities.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



The Half-Day Child Development Program, also referred to as 4K, was established in 1984 by the South Carolina Education Improvement Act. The program seeks to further develop school readiness by providing part-day preschool education programs to at-risk 4-year-olds. The state requires each district to have at least one 4K classroom, although districts may determine their own eligibility requirements based on local needs as well as a list of state-specified risk factors. Risk factors include homelessness, low parent education, child history of foster care, low family income, and teen parents.

School districts receive funding for 4K based on the number of kindergarteners eligible for free or reduced-price lunch in their districts. Though most children are served in public school settings, districts may partner with Head Start programs. Although 4K funds only a part-day program, school-day preschool services are provided by about 25 percent of 4K programs using funds from other sources. Due to reductions in staff at the state level, 4K programs did not receive program review or technical assistance during the 2011-2012 school year.

Established in 2006, the Child Development Education Pilot Program (CDEPP), the state's second early education initiative, was created as result of the lawsuit *Abbeville County School District v. South Carolina*. The court decision stated school-day preschool must be provided in the counties named in the lawsuit if those counties decided to offer the 4K program. Eligibility for the school-day program includes children eligible for free or reduced-price lunch or Medicaid. The state Department of Education must approve public school programs who wish to offer CDEPP, while private child care centers must receive approval by South Carolina's First Steps to School Readiness. CDEPP is also available to students with documented developmental delay as of the 2009-2010 school year. During the 2011-2012 school year, CDEPP programs only received site visits or technical assistance upon request as a result of reductions in staff at the state level. This program was evaluated in the 2009-2010 school year for both process quality and program impact/child outcomes.

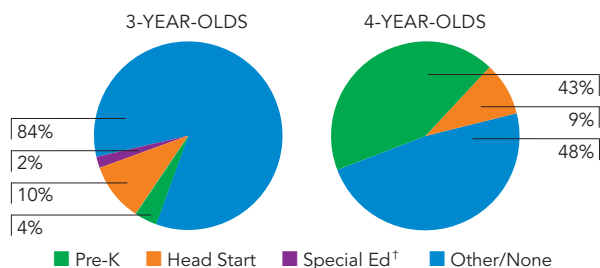
In addition, First Steps to School Readiness provides further services for preschool-age children and their families, such as home-visiting services, nurse-family partnership programs, and parenting courses. Funding is distributed at local levels by the First Steps County Partnerships, and some communities use these funds along with 4K or CDEPP allocations to extend preschool services to a school-day program or provide additional slots.

South Carolina's overall contributions and commitment to state-funded prekindergarten, including state spending and enrollment for both 4K and CDEPP, are profiled in the first two pages of their state profile. The 4K initiative is the focus of the third page and the final page covers specific details about the CDEPP initiative.

STATE OVERVIEW

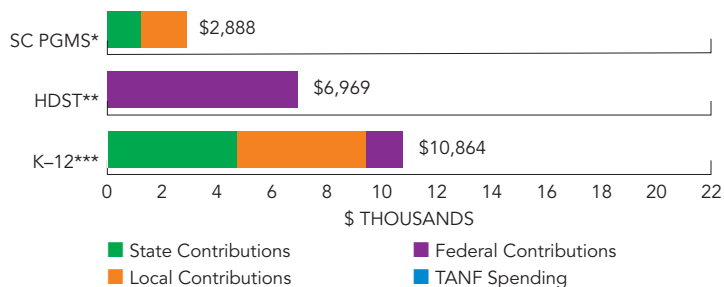
Total state program enrollment	29,121
Total state spending	\$35,708,905
State spending per child enrolled	\$1,226
All reported spending per child enrolled*	\$2,888

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
10	14

RESOURCES RANKINGS

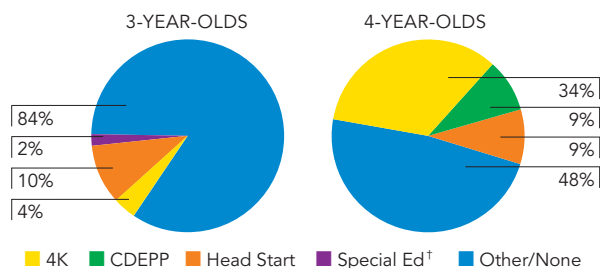
STATE SPENDING	ALL REPORTED SPENDING
39	36

SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM (4K)

ACCESS

Total state program enrollment	23,338
School districts that offer state program	57%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,785
Federal Head Start enrollment, ages 3 & 4	11,997
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	Early Childhood certification	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	Support services only ¹	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	None ²	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

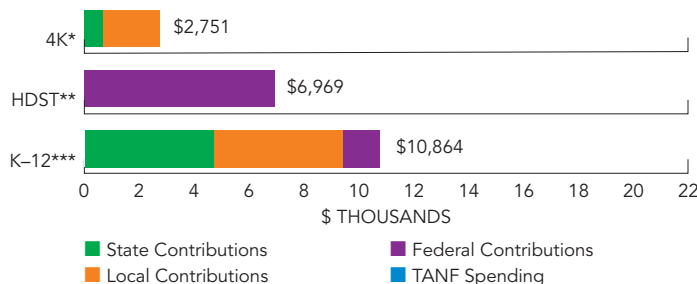
Total state pre-K spending	\$15,813,846 ³
Local match required?	No
State spending per child enrolled	\$678
All reported spending per child enrolled*	\$2,751

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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. Support services include 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.

² For the 2011-2012 school year, reductions in staff at the state level do not allow for program review.

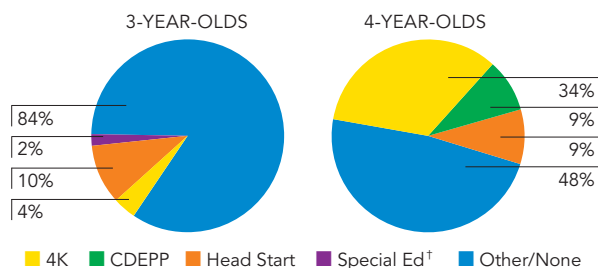
³ Total state spending is the appropriated amount rather than actual spending.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment	5,783
School districts that offer state program	43%
Income requirement	185% FPL ¹
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,785
Federal Head Start enrollment, ages 3 & 4	11,997
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) ²	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 ³	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.....	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	None ⁵	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

7

RESOURCES

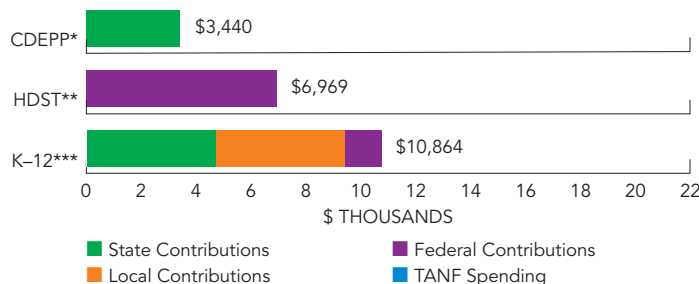
Total state pre-K spending	\$19,895,059 ⁶
Local match required?	No
State spending per child enrolled	\$3,440 ⁶
All reported spending per child enrolled*	\$3,440 ⁶

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 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.

³ Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers in certain instances.

⁴ Support services include parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities. Other support services are determined locally.

⁵ For the 2011-2012 school year, reductions in staff at the state level do not allow for program review unless requested.

⁶ These figures include general funds (\$17,300,000) and South Carolina First Steps funds (\$2,595,059) used to serve children in CDEPP classrooms. State spending from the general fund is the appropriated amount rather than actual spending. First Steps funding includes the appropriated amount as well as carry-over funds.

South Dakota

NO PROGRAM

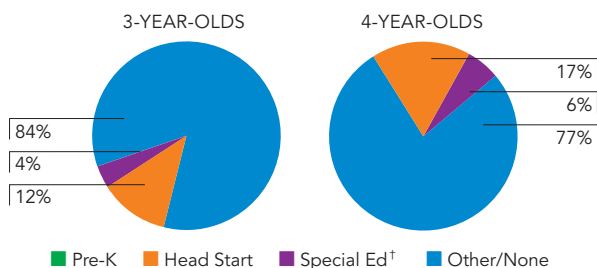
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,515
Federal Head Start enrollment, ages 3 & 4	3,616
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

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

TOTAL BENCHMARKS MET
No Program

RESOURCES

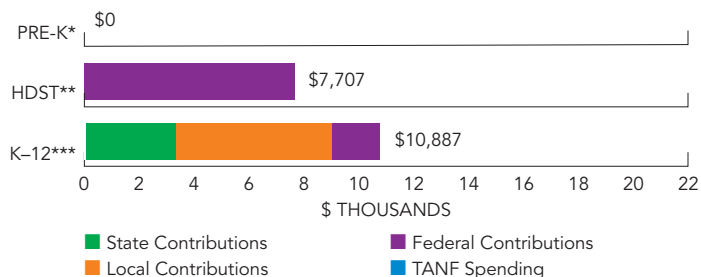
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

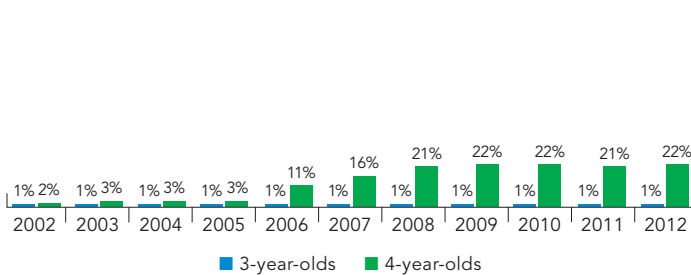
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1998 Tennessee’s Early Childhood Education (ECE) Pilot Project began operating in 30 classrooms established through a competitive grant program for public schools, Head Start agencies, private child care agencies, public housing authorities, and institutions of higher education. The Tennessee Voluntary Pre-K (VPK) program was launched as a result of the Voluntary Pre-K for Tennessee Act of 2005, adding 300 new classrooms to the existing ECE Pilot Project. By the 2011-2012 school year, a total of 18,609 children were served in 934 classrooms throughout the state with every district offering at least one classroom.

The Tennessee Department of Education restructured in 2011 creating the Division of Special Populations (DSP). The Office of Early Learning (OEL) is located within DSP and is responsible for VPK, oversight of Family Resource Centers and the School Administered Child Care Program, and the Head Start State Collaboration Office. The OEL is responsible for technical assistance, program administration, monitoring, oversight, training, and data collection for VPK. This office is also responsible for coordinating and collaboration with local school systems, community providers, and intra-state agencies to gather best practices and information in support of early childhood education.

State-funded VPK grants are only available to public schools through a competitive process, though these schools may subcontract with Head Start agencies, private child care agencies, public housing authorities, institutions of higher education, and any three-star rated community-based or private child-serving agency where lead teachers are licensed in early childhood education. Contracted programs must operate within the jurisdiction of the school district.

Tennessee uses a three-tier prioritization system to determine eligibility. Top priority is given to tier one 4-year-olds whose family income qualifies them to receive free or reduced-priced lunch as well as children who are homeless or in foster care. Children who have an IEP, have a history of abuse or neglect, are English Language Learners, or are in state custody may enroll as the second tier of eligibility if space is available. Any remaining spots may then be offered to children who qualify for third tier enrollment based on locally determined risk factors, including low parent education level, single-parent families, teen parents, or a parent on active military duty. VPK only serves 4-year-olds, although at-risk 3-year-olds may be enrolled in pilot programs.

VPK has relied on funding from multiple sources since its inception, including general education revenue and, in the past, lottery revenue and federal TANF funds. In the 2011-2012 school year, the VPK program received a \$950,000 increase over the 2010-2011 level. The additional funds were allocated to the existing classrooms to support increases for teachers’ retirement and health care costs. Funds used to provide the required local match include federal Head Start, Title I, Even Start, and IDEA and may include in-kind contributions for facilities, staffing, and operational costs. There have been no additional funds for classroom expansion since the 2008-2009 school year.

Program quality is monitored by state personnel and consultants annually through on-site visits and review of submitted reports including use of classroom quality assessments with program level outcomes incorporated into a program plan of action for continuous improvement. During the 2011-2012 school year, the Peabody Research Institute at Vanderbilt University was involved in the fourth year of a five-year, external evaluation on the effectiveness of the VPK program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
19	23

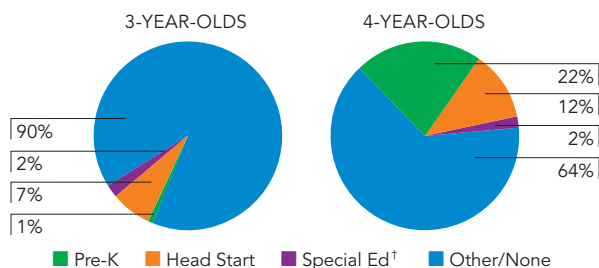
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	17

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	18,609
School districts that offer state program	100%
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,861
Federal Head Start enrollment, ages 3 & 4	15,692
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	<input checked="" type="checkbox"/>
3-year-olds	16 ⁶		
4-year-olds	20 ⁶		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, developmental; and support services	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

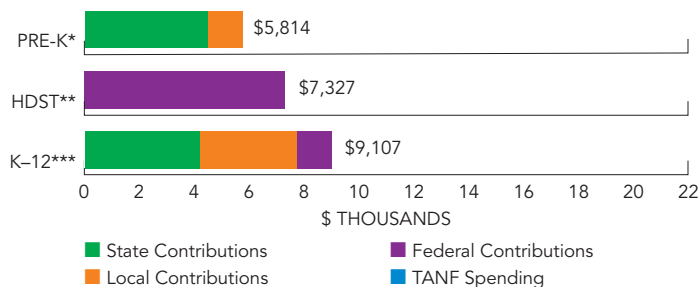
Total state pre-K spending	\$84,254,767
Local match required?	Yes ⁸
State spending per child enrolled	\$4,528
All reported spending per child enrolled*	\$5,814

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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-Grade 3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Special Education. The pre-K-4 certification and Special Education Pre-K-1 are no longer issued, but are still accepted for pre-K teachers in public and nonpublic settings.

⁴ The LEA is required to hire an assistant teacher with a CDA or AA 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 completion of a CDA.

⁵ All lead 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. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.

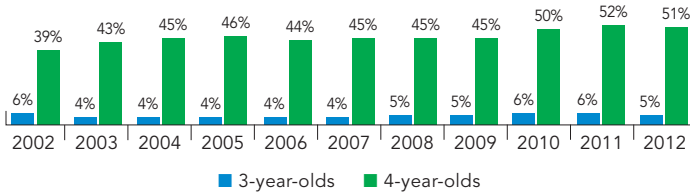
⁶ In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

⁷ Dental screening and referrals are locally determined. Support services include parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

⁸ The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base.

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1985, the Texas Public School Prekindergarten initiative was launched to provide at-risk 4-year-olds with half-day preschool education services. School districts are required to provide the program if they have 15 or more eligible 4-year-olds. Risk factors that determine eligibility include: qualifying for a free or reduced-price lunch, homelessness, participation in foster care, inability to speak or comprehend the English language, or a parent on active military duty or who has been injured or killed on duty. Non-eligible children are able to enroll at the discretion of the district if parents pay tuition. Some districts are able to offer the program to 3-year-olds with additional state and district funds.

Although funding is allocated directly to school districts, districts are encouraged to partner with licensed child care centers and Head Start programs to provide preschool services. Both state and local funds support the Texas Public School Prekindergarten program. This initiative is a part of the K–12 system through the Foundation School Program, which generates funding based on Average Daily Attendance (ADA) to maintain part-day services.

In the 2007-2008 school year, the Texas Education Code was amended to work with the Texas School Ready Certification System (SRCS), a quality rating system meant to improve school readiness among pre-K students. The SRCS was available across various settings, including Head Start agencies, public preschool programs, and both for profit and nonprofit licensed child care centers that participated in the Texas School Ready! program and the former Prekindergarten Early Start (PKES) grant. In the 2011-2012 school year, the SRCS was rebranded and re-launched as the Kindergarten Readiness System (KRS). The revamped system streamlined data collection, was made available statewide at no cost, and had a shortened designation timeline.

The Texas Prekindergarten Curriculum Guidelines have been implemented statewide since 2008. Trainings are held at one of 20 Regional Education Service Centers (ESCs), which provide professional development, training, and technical assistance to early childhood education providers within that region. ESCs are staffed by a School Readiness Integration specialist or an early childhood education professional who coordinates the implementation of KRS which evaluates the effectiveness of prekindergarten, Head Start, and community-based licensed child care programs in preparing children for kindergarten. Online training vignettes and case studies are also available.

In September 2009, the restructured Prekindergarten Expansion Grant Program became the Prekindergarten Early Start grant. PKES grant funds were used by eligible school districts and charter schools to prepare preschoolers to enter kindergarten. Grantees were required to engage in continual monitoring of student programs in the classroom as well as provide professional development and implement high-quality, developmentally appropriate curriculum. Programs were mandated to participate in the School Readiness Certifications Systems and develop a School Readiness Integration Plan. However, there were no funds appropriated for this initiative in the 2011-2012 program year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	11

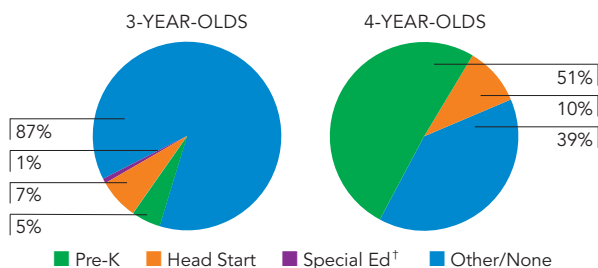
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	33

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	225,037
School districts that offer state program	85%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	22,342
Federal Head Start enrollment, ages 3 & 4	66,727
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); None (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Generalist (EC–Grade 6) Teaching Certificate (public); None (nonpublic) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	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 ³		
4-year-olds	No limit ³		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit ³		
4-year-olds	No limit ³		
Screening/referral	Health 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	None	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

2

RESOURCES

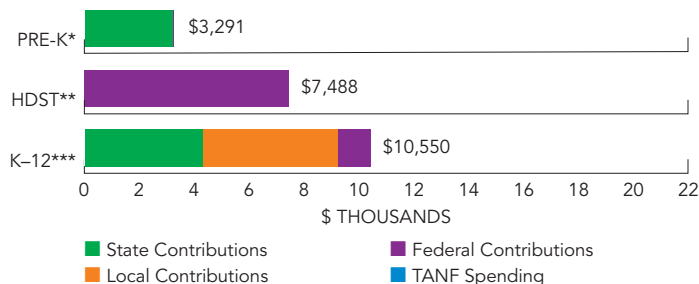
Total state pre-K spending	\$727,213,344
Local match required?	No
State spending per child enrolled	\$3,232
All reported spending per child enrolled*	\$3,291

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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 Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

³ Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) with a staff-child ratio of 1-22 are preferred but not required.

⁴ Some support services are required, but specific services are determined locally.

⁵ 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 school-day programs provide lunch.

Utah

NO PROGRAM

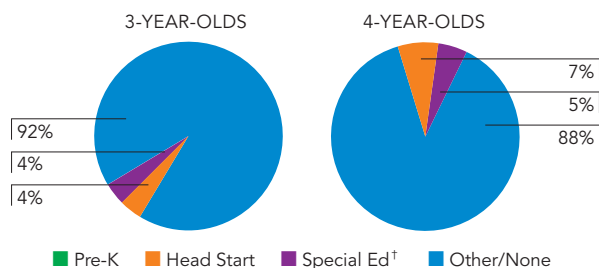
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,510
Federal Head Start enrollment, ages 3 & 4	5,681
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

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

TOTAL BENCHMARKS MET

No Program

RESOURCES

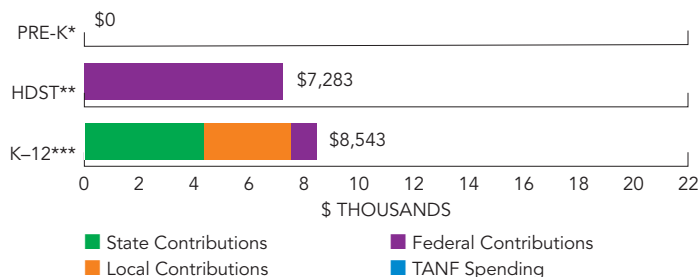
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

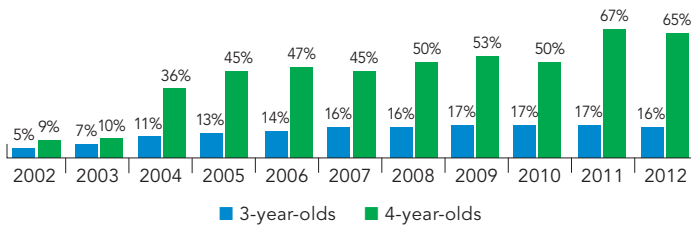
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

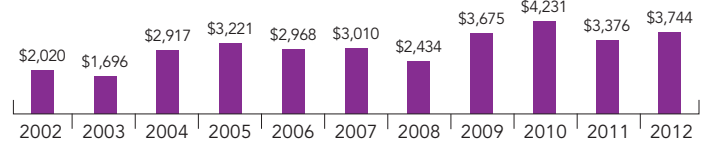


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1987, the Vermont Early Education Initiative (EEI) was established as an annual competitive grant program to fund early education opportunities for at-risk 3- and 4-year-olds. To be eligible to receive EEI, the prospective child must have a family income below 185 percent of the federal poverty level and/or another risk factor, such as limited English proficiency, developmental delay, social isolation, or a history of abuse or neglect. EEI grant proposals must be submitted by a partnership composed of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI funding has remained relatively stable.

Vermont established a second preschool initiative in 2003, which allows school districts to fund prekindergarten education by including 3- to 5-year-olds in their school census. Originally called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), the program name changed to Vermont Prekindergarten Education-Act 62 in the 2007-2008 program year. The pre-K programs are funded through the state's Education Fund in the same way as K-12 education is funded, which takes previous years' enrollment counts into consideration. Pre-K programs are offered at the local community's discretion and child participation is voluntary. Pre-K is offered by roughly 80 percent of Vermont's local education agencies (LEAs) through a combination of school-based programs and partnerships with private family-based or center-based providers, and/or with Head Start programs. In Act 62, "publicly funded prekindergarten education" is defined as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" pre-K is 10 hours per week during the school year. Public schools may subcontract with other preschool providers using Act 62 funds, including Head Start agencies, faith-based centers, private child care, and family child care homes for service provision.

The state initially had a cap on the number of pre-K children a district could count in its school census. Vermont's Act 62 was amended in the spring of 2010 so that the cap would be waived for any town with a K-12 school that failed to make Adequate Yearly Progress under NCLB as of the 2010-2011 school year. During the spring of 2011, the state eliminated the pre-K caps in all towns, effective in the 2011-2012 school year. Although budgets had already been set for the 2011-2012 school year, lifting the cap may have a positive effect on enrollment for future years.

Since the 2008-2009 school year, Act 62 programs operating in nonpublic settings required only one teacher per center to have a ECE educator license, rather than requiring one teacher with an educator license in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license in both the public and private settings. Step Ahead Recognition Systems (STARS), Vermont's quality rating systems, adopted new rules that went into effect that same year. The new rules require all pre-K programs, including those operated by public schools, to achieve at least 4 out of 5 stars in the system or hold NAEYC accreditation. In 2011-2012, pre-K programs had a choice to use either Work Sampling System or Teaching Strategies GOLD to assess children's progress.

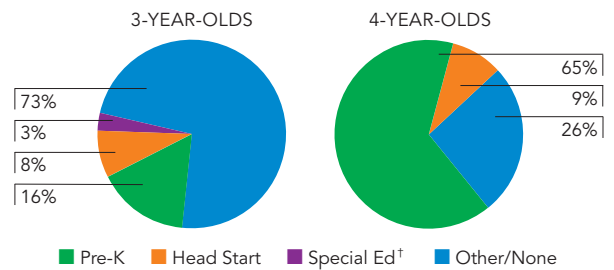
The first two pages of Vermont's profile describe the state's overall commitment and contributions to preschool education with enrollment and state spending information for both initiatives. The next two pages provide specific details about each of Vermont's preschool initiatives with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

† Enrollment in the Act 62 program in the 2011-2012 year was 5,260, including an estimated 886 children who were also receiving special education services. In the 2011-2012 school year, 819 children were enrolled in both the EEI and Act 62 programs. These children have been removed from the EEI enrollment figure for the state total to avoid duplication of enrollment.

STATE OVERVIEW

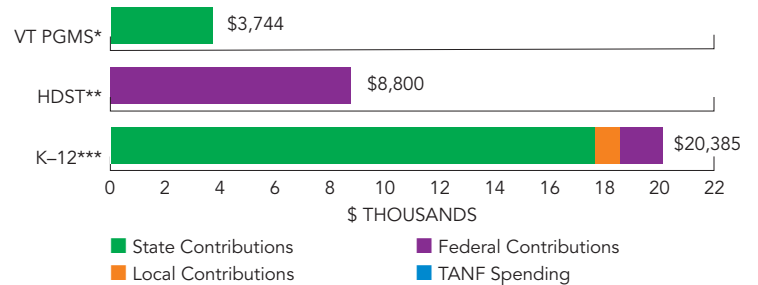
Total state program enrollment	5,442
Total state spending	\$20,374,443
State spending per child enrolled	\$3,744
All reported spending per child enrolled*	\$3,744

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
3	3

RESOURCES RANKINGS

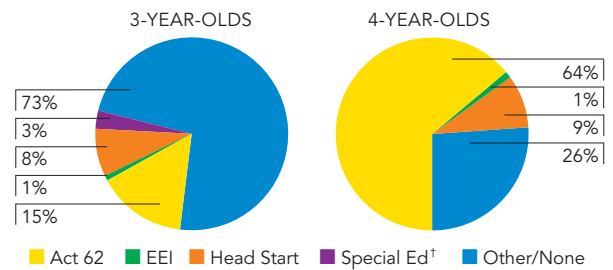
STATE SPENDING	ALL REPORTED SPENDING
20	27

VERMONT PREKINDERGARTEN EDUCATION-ACT 62

ACCESS

Total state program enrollment	5,260
School districts that offer state program	87% (communities)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,129
Federal Head Start enrollment, ages 3 & 4	1,087
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?	TOTAL BENCHMARKS MET 4
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree.....	BA (public); Meets child care regulations (nonpublic) ²	BA	<input type="checkbox"/>	
Teacher specialized training.....	ECE, Limited ECE or ECSE endorsement (public and 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	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals.....	No meals are required	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>	

RESOURCES

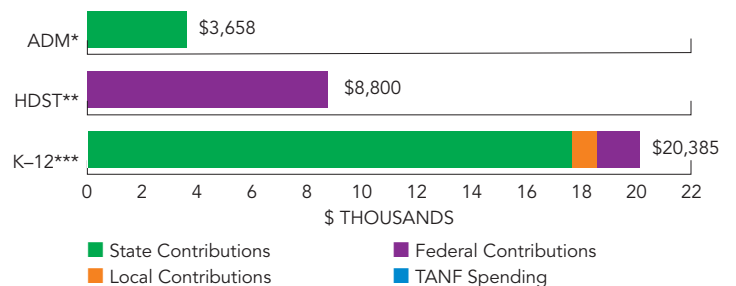
Total state pre-K spending	\$19,242,692
Local match required?	No
State spending per child enrolled	\$3,658
All reported spending per child enrolled*.....	\$3,658

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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, 6-10 hours/week, 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. Nonpublic centers are only required to have one licensed teacher per center rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or Child Care post-secondary certificate. Registered child care homes require only brief supervision by a licensed teacher. The majority of lead teachers possess a BA and are certified.

³ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider for whom they work.

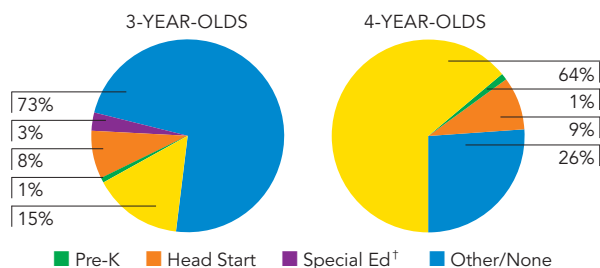
⁴ Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	1,001 ¹
School districts that offer state program	67% ²
Income requirement	185% FPL ³
Hours of operation	Determined locally ⁴
Operating schedule	Academic year
Special education enrollment	1,129
Federal Head Start enrollment, ages 3 & 4	1,087
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?	TOTAL BENCHMARKS MET 4
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree.....	BA (public); Meets child care regulations (nonpublic) ⁵	BA	<input type="checkbox"/>	
Teacher specialized training	ECE, Limited ECE, or ECSE (public); Meets child care regulations (nonpublic) ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic)	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	Determined locally; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals.....	No meals are required	At least 1/day	<input type="checkbox"/>	
Monitoring	None ⁷	Site visits	<input type="checkbox"/>	

RESOURCES

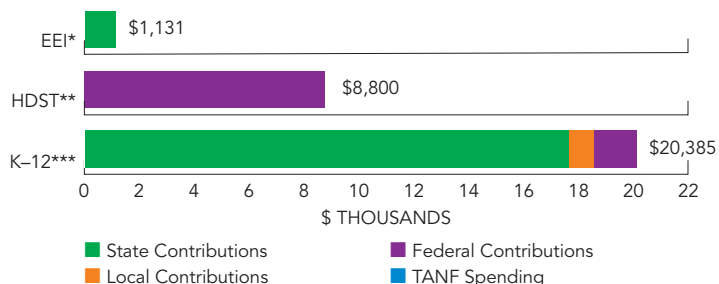
Total state pre-K spending	\$1,131,751
Local match required?	No
State spending per child enrolled	\$1,131
All reported spending per child enrolled*.....	\$1,131

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Of the 1,001 children receiving services through the EEI program, 819 children were also served in the Act 62 program and reported in that figure. EEI figures are excluded from the state total to avoid duplication of enrollment.

² EEI is a competitive grant program. A total of 47 grants were awarded in 2011-2012.

³ Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or geographic isolation.

⁴ Grantees propose their EEI service delivery model systems. Most EEI programs are part-day, 8-11 hours/week, for 2-3 days/week.

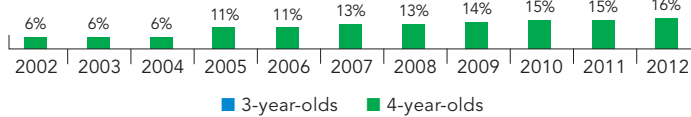
⁵ Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a post-secondary child care certificate (9 specific early education classes) with two years experience.

⁶ Screenings and referrals are up to the EEI grantee to determine. Support services include parent conferences or home visits, parent involvement activities, and transition to kindergarten activities.

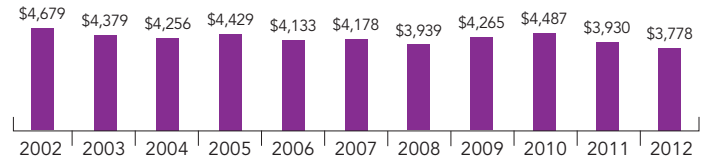
⁷ State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data. Department of Education staff may conduct unannounced site visits.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The Virginia Preschool Initiative (VPI) has served at-risk 4-year-olds who are not enrolled in existing preschool programs since 1995. Enrollment in the Virginia Preschool Initiative increased in the 2011-2012 school year by 5 percent over the previous year, serving 16,618 4-year-olds. More than 80 percent of districts offer VPI services with the majority of children participating in public school settings. Eligibility criteria for students are based on locally determined risk factors including, but not limited to, limited English proficiency, family unemployment, homelessness, poverty, parent incarceration, and parent with limited education; however, funding allocations to local school divisions are based on free lunch eligibility figures. VPI programs may operate on either a part- or school-day schedule throughout the school year.

Funding for VPI is distributed to public school districts and local departments of social services, though these agencies may subcontract with Head Start programs or private child care centers to offer preschool education services. Communities are required to contribute matching funds, as calculated by a local composite index of district resources. The required local match remained capped at one-half the per-pupil amount regardless of local composite index during the 2011-2012 school year with the state contributing at least half of the \$6,000 per-pupil rate. Local matching funds accounted for over 35 percent of total costs statewide. Programs operating on a part-day schedule received half of the full-day funding allocation.

State funding for VPI in 2011-2012 school year was restored by nearly \$2 million from the previous year when it was reduced by \$2.6 million from 2009-2010 and compensated by increased local spending of \$2.2 million. Re-benchmarking in 2011-2012 of the VPI formula for the 2012-14 biennium will generate additional funding and about 24,500 slots each year. Lottery revenues continue to account for all state funding for VPI in the 2011-2012 school year.

The Virginia Preschool Initiative was evaluated for both process quality and program impact/child outcomes in 2011 by the Curry School of Education at the University of Virginia. Due to a budget shortfall, funding was eliminated in 2011-2012 that previously allowed state education staff and consultants to monitor VPI programs through biennial site visits and reviews of program facilities, on-site safety procedures, and program record checks. The discontinuance of site visits results in Virginia meeting six of NIEER's quality standards benchmarks in 2011-2012, down from seven benchmarks in 2010-2011. Desk monitoring continues to allow the annual review of program-level outcomes based on review of local plans and results of child assessments.

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

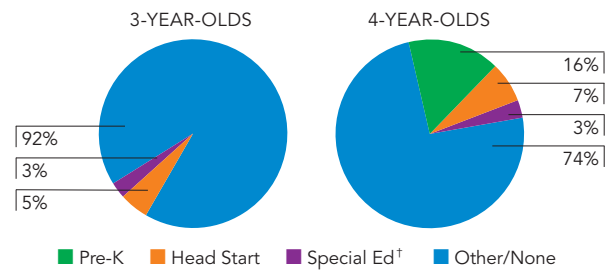
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	16

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	16,618
School districts that offer state program	84%
Income requirement.....	None
Hours of operation	3 hours/day (part-day), 5.5 hours/day (school-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	9,406
Federal Head Start enrollment, ages 3 & 4	12,426
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.....	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	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

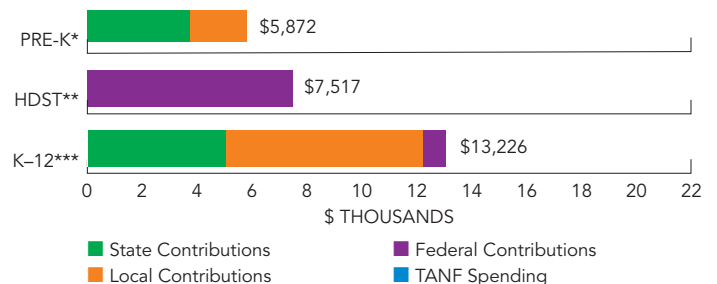
Total state pre-K spending	\$62,780,182
Local match required?	Yes, based on composite index of local ability to pay
State spending per child enrolled	\$3,778
All reported spending per child enrolled*.....	\$5,872

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Localities may choose to offer part-day programs for 3 hours per day or school-day programs for 5.5 hours per day. Most programs operate on a school-day schedule. All programs operate 5 days per week.

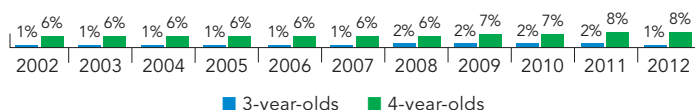
² For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. This policy does not meet NIEER's benchmark requirement because the instructional lead is not required to be present at all times when children are in attendance.

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.

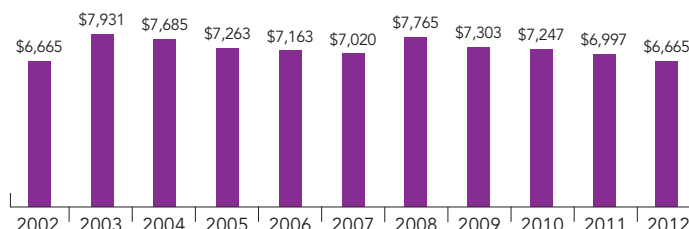
⁴ Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. The number of programs providing at least one meal is not known.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



In 1985, the Washington Early Childhood Education and Assistance Program (ECEAP) was established in response to evidence that early education and family support build a more competitive, stronger, workforce. ECEAP is overseen by the Department of Early Learning (DEL), which works with the nonprofit organization Thrive by Five Washington and the Office of the Superintendent of Public Instruction to coordinate programs to improve school readiness.

A variety of public and private settings offer ECEAP, including those run by educational service districts, nonsectarian organizations, public school districts, nonprofit organizations, local government, and community and technical colleges. The majority of children served through ECEAP are 4-year-olds from families at or below 110 percent of the federal poverty level. However, up to 10 percent of slots may be filled by children whose families are over the income cutoff if there are environmental or developmental risk factors present. Children who qualify for special education due to a disability are eligible for ECEAP regardless of family income. Some 3-year-olds with risk factors may also enroll.

A number of services beyond preschool education are provided by ECEAP to the children and families in the program. These services include social services, nutrition, family support, parental involvement, and medical and dental services coordination. While building families' capacities to support the success of their children, ECEAP also seeks to increase children's social-emotional, physical, and pre-academic skills through these services. Children and families in 37 out of the state's 39 counties participated in ECEAP during the 2011-2012 school year.

In the 2011-2012 school year, the state restored funding for slots that were previously eliminated and funded a small expansion. For the 2012-2013 school year, the state released an ARRA-funded data system to manage ECEAP data, part of the state longitudinal data system. Washington is launching the Early Achievers QRIS system starting with a small group of ECEAP contractors and Head Start grantees piloting the system. Washington is also working to integrate across early learning programs, including in the area of whole-child assessments. Beginning in fall 2012, ECEAP will use Teaching Strategies GOLD, which aligns with the kindergarten entry assessment process, WaKIDS. Early Achievers QRIS will ask participants to also use an assessment that aligns with WaKIDS.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	19

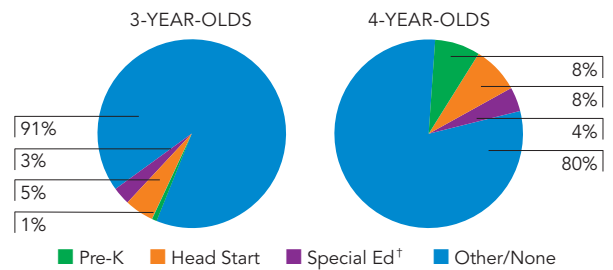
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	14

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment	8,391
School districts that offer state program	95% (counties)
Income requirement	90% of children must be at or below 110% FPL
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	8,381
Federal Head Start enrollment, ages 3 & 4	11,597
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 ²	BA	<input type="checkbox"/>	
Teacher specialized training.....	30 quarter units in ECE ²	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 ³	at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal ⁴	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

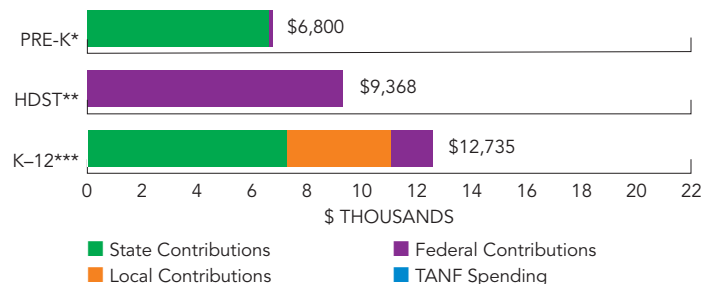
Total state pre-K spending	\$57,055,931
Local match required?	No
State spending per child enrolled	\$6,665
All reported spending per child enrolled*	\$6,800

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

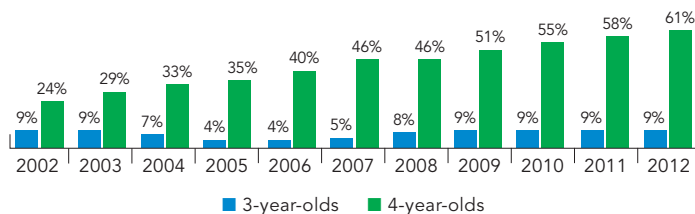


¹ A minimum of 320 classroom hours per year is required, and each class session must be at least 2.5 hours long. A typical program may meet 3 hours per day, 3 or 4 days per week, through the school year.
² Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K-3) or EC Special Education.

³ Support services include 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 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 (2012 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 provide programs for 3- and 4-year-olds, although as of 2004, 3-year-olds have only been eligible for state-funded preschool if they had an Individualized Education Plan (IEP). In 2002, West Virginia expanded preschool education and is striving to make it available to all 4-year-olds statewide by the 2012-2013 school year. Now referred to as the West Virginia Universal Pre-K System, this program offers prekindergarten programs in all 55 of the state’s counties.

Funding for the West Virginia Universal Pre-K System is provided directly to public schools; however, these schools may then subcontract with other agencies to provide services. To facilitate the expansion, half of the programs are required to operate in collaborative settings with child care centers, Head Start agencies, and private prekindergarten centers. Some programs use supplementary funding from sources such as the federal Head Start, IDEA, and Titles I and II. However, districts are shifting over to state aid funding as the state moves toward universal access.

Effective with the 2009-2010 school year, the West Virginia Board of Education requires programs to provide meals, regardless of the hours of instruction. The state’s early learning standards were updated in 2010 to align with kindergarten content standards and objectives and to address assessment and school readiness, with these policy revisions going into effect during the 2010-2011 program year.

Child and program assessments were revised in the 2010-2011 school year and were implemented in the 2011-2012 program year. Formerly done using the Creative Curriculum tool, child assessments are now conducted through a comprehensive assessment system using the Early Learning Scale, health data, and additional information. Programs are assessed using the ECERS-R tool once every three years, rather than annually as in the past. Programs also develop a comprehensive monitoring system to provide ongoing continuous quality improvement, which allows for the use and implementation of other monitoring tools established by the local collaborative team. The West Virginia Universal Pre-K program was evaluated for process quality in 2009 and 2012 as well as for program impact/child outcomes in 2005.

Additional revisions were made to state policy that will go into effect during the 2012-2013 school year, which include increasing the total number of instructional days per year from 108 to 128 and raising the minimum number of instructional hours per week from 12 to 14. In addition, programs are required to establish a process for phasing in the requirement for lead teachers in community partnerships to have a bachelor’s degree, which will be mandatory for all newly hired teachers as of August 2013. West Virginia also plans to revise and strengthen requirements for assistant teachers during the 2012-2013 school year, with the state Department of Education recommending that assistant teachers be required to hold a CDA.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	7

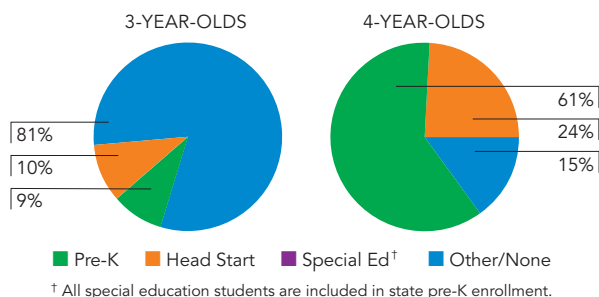
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	15,268
School districts that offer state program	100%
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,857
Federal Head Start enrollment, ages 3 & 4	7,193
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?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA in ECE or Pre-K SpEd (public); AA (nonpublic) 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 per year	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	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

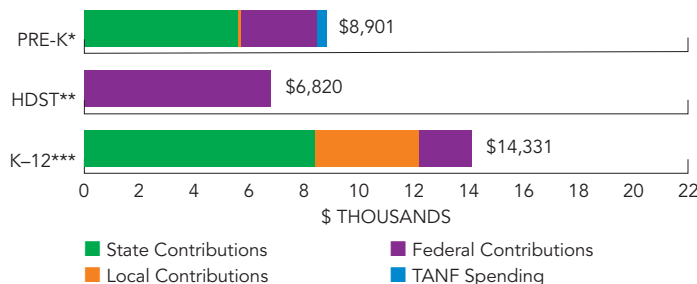
Total state pre-K spending	\$91,644,229 ⁵
Local match required?	No
State spending per child enrolled	\$6,002 ⁵
All reported spending per child enrolled*	\$8,901

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 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 BA.

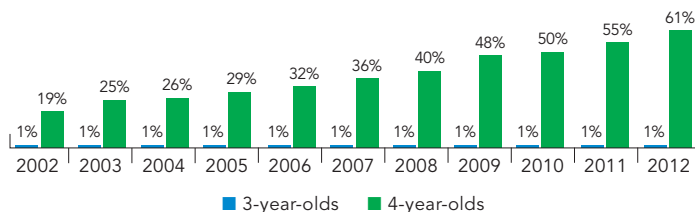
³ Teachers in public school settings that are not collaboratives must be certified in pre-K 3-5, ECE, preschool special needs, or EE with a pre-K-K endorsement. Teachers in community collaborative settings must have a minimum of an AA in child development, early childhood education, or occupational development with an emphasis in child development.

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

⁵ These figures include both state and TANF funds.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



Since it became a state in 1848, Wisconsin’s constitution has included a commitment to provide free, voluntary education for 4-year-olds. Established in 1873, the Four-Year-Old Kindergarten (4K) program continues to operate today, although there was a suspension of state funding between 1957 and 1984. Funds for 4K are directly allocated to public schools, which then may subcontract with Head Start agencies, private child care centers, and other community-based programs. Programs providing parent support receive 60 percent of the standard per-pupil K–12 state funding amount, while part-day 4K slots receive 50 percent.

There has been a recent increase in 4K enrollment due to efforts to open new programs in districts that did not previously offer programs in addition to expanding access in existing programs. As of the 2011-2012 program year, 89 percent of the state’s school districts offer the 4K program. There is a growing interest in providing services through diverse settings as the 4K program continues to expand. In recent years, there has been an increase in the number of partnerships between Head Start grantees and local school districts collaborating on 4K programs. To further encourage collaboration, the state has offered start-up grants since the 2008-2009 school year. During the 2011-2012 school year, 115 school districts have collaborated with Head Start and/or child care programs to provide preschool education services.

Wisconsin began statewide implementation of an early literacy assessment for kindergarteners in the 2011-2012 school year and is exploring options for a comprehensive kindergarten screening to be implemented through the 4K program. During the 2003-2004 year, the 4K program was evaluated for both process quality and program impact/child outcomes.

The Wisconsin Head Start program is a separate state-funded initiative that offers comprehensive early childhood education for 3- and 4-year-olds with disabilities or from low-income families. To enhance services and increase access, this program provides supplemental state funds to federal Head Start grantees. Participating programs are required to follow the federal Head Start Performance Standards. However, continued reductions in the amount of the state supplement have resulted in the program serving fewer children. 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 state is also exploring options for a longitudinal data system that will allow for better data collection.

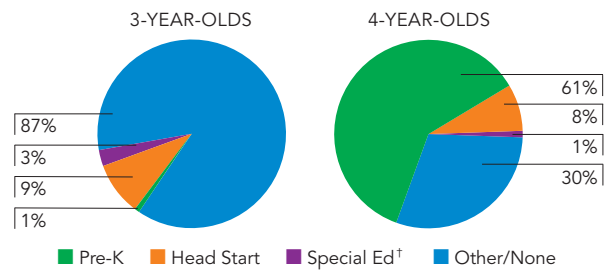
Formed under the Head Start Reauthorization Act, the Governor’s Advisory Council on Early Education seeks to raise awareness on preschool education and encourage collaboration among agencies. The council’s responsibilities include identifying opportunities for—and barriers to—coordination and collaboration, and it is making a significant impact on cross-sector system development. Additionally, the council develops recommendations on how to create a unified data collection system, enhance statewide professional development and career advancement, improve early learning standards, and increase enrollment in existing early child programs. During the 2012-2013 school year, Wisconsin was a recipient of a grant under the federal Race to the Top-Early Learning Challenge competition. The state’s application focused on improving and building the statewide pre-K system.

The first two pages of Wisconsin’s profile give an overview of the state’s overall commitment and contributions to state-funded prekindergarten programs, including enrollment and state spending for both the Four-Year-Old Kindergarten program and the Head Start state supplement. The third page presents specific details on the 4K program, and the fourth page focuses exclusively on the Wisconsin Head Start program.

STATE OVERVIEW

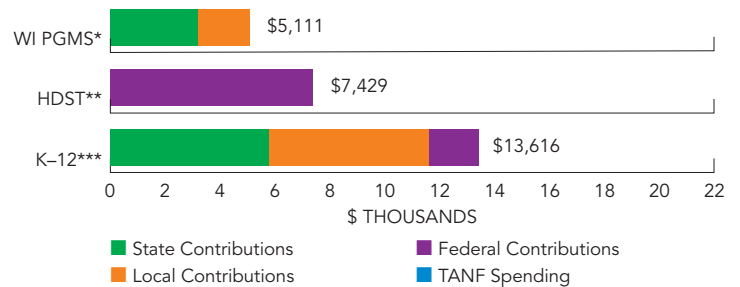
Total state program enrollment	48,011
Total state spending	\$153,864,100
State Head Start spending	\$6,264,100
State spending per child enrolled	\$3,205
All reported spending per child enrolled*	\$5,111

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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
4	21

RESOURCES RANKINGS

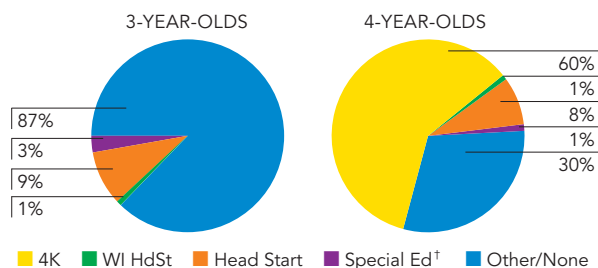
STATE SPENDING	ALL REPORTED SPENDING
30	19

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN

ACCESS

Total state program enrollment	46,914
School districts that offer state program	89%
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	9,025
Federal Head Start enrollment, ages 3 & 4	12,865
State-funded Head Start enrollment	1,062 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	ECE Birth–age 8, ECE Birth–age 11, 4K–grade 3	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 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	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depends on length of program day	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

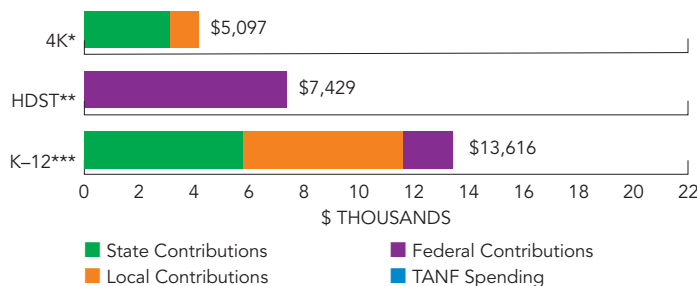
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$147,600,000
Local match required?.....	Yes, local share of school revenue generated through property tax
State Head Start spending	\$6,264,100
State spending per child enrolled	\$3,146
All reported spending per child enrolled*.....	\$5,097

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 2011-2012 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 '11-'12 school year, unless otherwise noted.

¹ 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 for an academic year, 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 2011-2012.

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, referral for special education, parent conferences and/or home visits, and access to a school nurse, psychologist, and social worker.

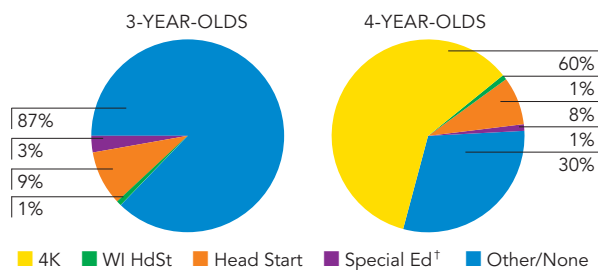
⁵ If a school-based program operates longer than 2.5 hours, it is required to provide a meal or snack through the school nutrition program. Programs being implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment	1,097 ¹
School districts that offer state program.....	92% (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	9,025
Federal Head Start enrollment, ages 3 & 4	12,865
State-funded Head Start enrollment	1,062 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); AA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized.....	ECE Birth–age 8, ECE Birth–age 11 (public); AA in ECE or related field (nonpublic) 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 ⁵		
4-year-olds .....	.....20 ⁵		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....2:17 ⁵		
4-year-olds .....	.....1:10 ⁵		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$6,264,100 ⁹
Local match required?	No
State Head Start spending	\$6,264,100 ⁹
State spending per child enrolled	\$5,710
All reported spending per child enrolled*	\$5,710

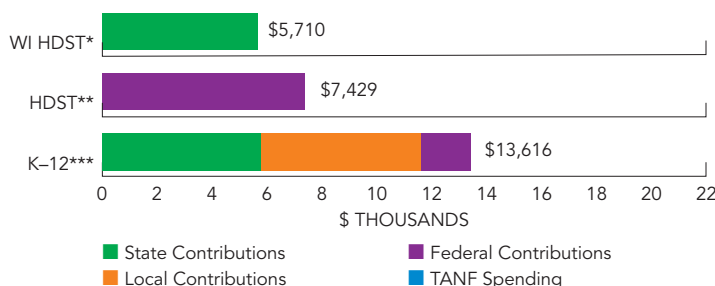
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

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

Data are for the '11-'12 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 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 as of 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 Local programs determine operating schedule by the approved federal grant application model. Part-day is the most common schedule for hours per day, and summer school and full-year programs exist.

⁴ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

⁵ For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-to-child ratio.

⁶ Support services include 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 federal Head Start performance standards.

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 The state itself does not conduct monitoring of these programs though grantees are monitored by the federal Head Start system. Information such as grant applications, budget reports, sections of the federal application, and submission of the Head Start PIR are included.

⁹ All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

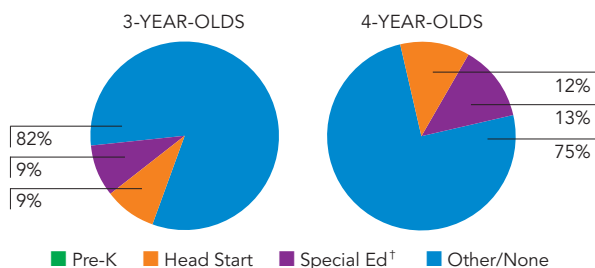
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	2,207
Federal Head Start enrollment, ages 3 & 4	1,697
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

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

TOTAL BENCHMARKS MET
No Program

RESOURCES

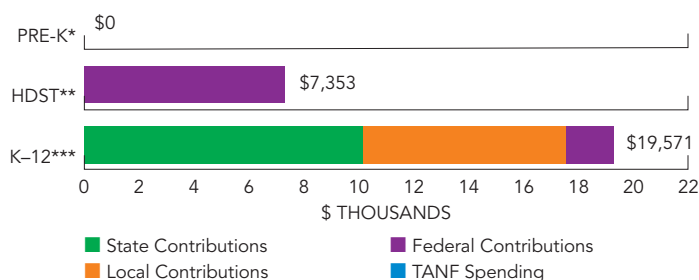
Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

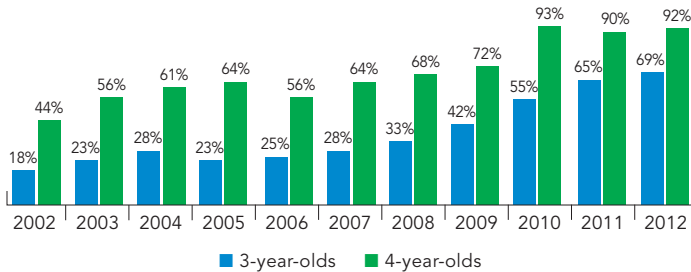
*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

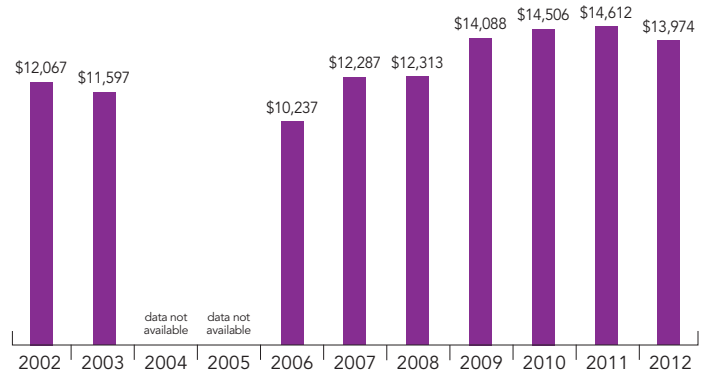


District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2012 DOLLARS)



The District of Columbia has provided funding for prekindergarten programs since the 1960s. The D.C. Public Pre-Kindergarten program as it now exists serves students in schools run through D.C. Public Schools (DCPS), community-based organizations (CBOs), and charter schools authorized by the D.C. Public Charter School Board (PCSB). The Pre-Kindergarten Enhancement and Expansion Amendment Act, passed in 2008, aims to provide high-quality, universally available prekindergarten education services through a mixed delivery system across all education sectors. The distribution of program funds by the D.C. Office of the State Superintendent of Education (OSSE) is based on a per-pupil funding formula with additional funds for serving children who receive special education services or are English Language Learners. Charter schools receive a separate facilities allowance per child.

DCPS piloted blended classrooms that enroll pre-K students funded through various sources in the pre-K program during the 2010-2011 school year. Additional freedom was also granted to non-public providers to manage their own contracts for technical assistance and comprehensive health service consultations.

The PCSB provides oversight to participating pre-K programs in charter school settings, referred to here as the D.C. Public Charter School Pre-K. Charter schools participating in the public school program must meet the standards set by the Pre-Kindergarten Enhancement and Expansion Amendment Act, though they have autonomy as granted by the School Reform Act to design their educational program according to their charters. For the 2012-2013 year, DCPS is piloting a new accountability system called the Early Childhood Performance Management Framework (PMF). Outcomes on assessment data are collected through the schools' accountability plan and Early Childhood PMF. Additionally, PCSB is piloting the usage of CLASS for pre-K site observations. Since the nature of charter schools allows for individual schools to set their own goals, charter schools in D.C. are profiled separately in this report from programs run by DCPS and CBOs to allow for more accurate reporting.

To increase availability of services, D.C. has sought to align early learning programs that include district-funded preschool and pre-K, Head Start, and special education. Efforts have been made to unduplicate enrollment figures presented in this report.

The District of Columbia has the unique situation of being a city that is not within a state. To be inclusive, we indicate how the District compared to the states. For example, as indicated by the "1*" ranking here and elsewhere in the report, when D.C. is compared to the states, it has a higher percentage of children enrolled at ages 3 and 4 and a higher expenditure per child than any of the states.

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

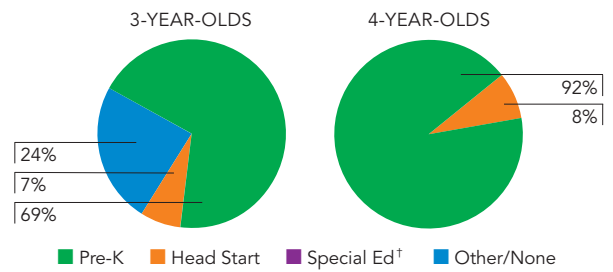
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1*	1*

* While Washington, D.C. is not a state but a city with a unique status as our nation's capital, to be inclusive we indicate how D.C. ranks compared to the 50 states.

DISTRICT OVERVIEW

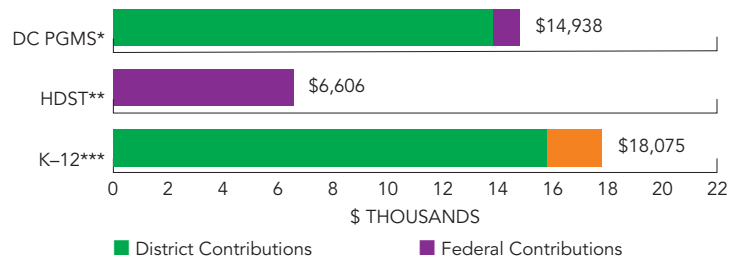
Total district program enrollment	11,267
Total district spending	\$157,440,000
District spending per child enrolled	\$13,974
All reported spending per child enrolled*	\$14,938

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



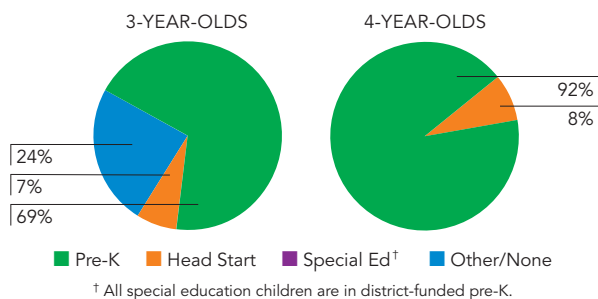
- * Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
- ** Head Start per-child spending for the 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
- *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

D.C. PUBLIC PRE-KINDERGARTEN (DCPS & CBOs)

ACCESS

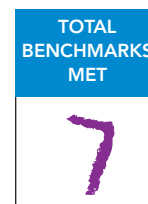
Total district program enrollment	5,827 ¹
School districts that offer state program	100%
Income requirement.....	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	852
Federal Head Start enrollment, ages 3 & 4	2,645
District-funded Head Start enrollment	0

STATE PRE-K AND HEAD START 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 checked="" type="checkbox"/>
Assistant teacher.....	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ³	CDA or equivalent degree	<input type="checkbox"/>
Teacher in-service.....	5 days/1 year (DCPS); 1 day/month (CBO)	At least 15 hours/year	<input 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; 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 ⁵	Site visits	<input type="checkbox"/>



RESOURCES

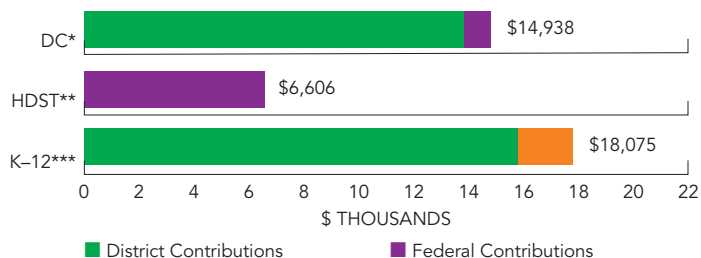
Total district pre-K spending.....	\$157,440,000 ⁶
Local match required?	No
District spending per child enrolled	\$13,974 ⁶
All reported spending per child enrolled*.....	\$14,938 ⁶

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 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 and so does not meet this benchmark. 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 Health exams are provided directly in some, but not all, programs. All students must have a completed DC Universal Health Certificate. Support services include annual parent conferences (plus one annual home visit for Head Start programs), parent involvement activities, and transition to kindergarten activities. Other support services are determined locally.

⁵ While the program does require site visits for both DCPS and CBO settings, there is no guarantee that programs receive a visit on the schedule required for the this benchmark. Based on further clarification, this policy does not meet NIEER's requirement.

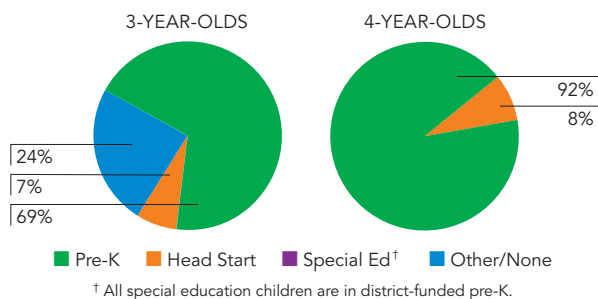
⁶ Spending amounts include district-level funding for the D.C. Pre-K Program across all DCPS, Charters, and CBOs, totaling \$157,440,000. Spending is based on the per-pupil funding formula of \$11,986 per 3-year-old and \$11,629 per 4-year-old with adjustments for special education and limited English proficiency students. DCPS also spends \$10,870,000 in Head Start funds.

D.C. PUBLIC PRE-KINDERGARTEN (CHARTER)

ACCESS

Total district program enrollment	5,382
School districts that offer state program	100% ¹
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	852
Federal Head Start enrollment, ages 3 & 4	2,645
District-funded Head Start enrollment	0

STATE PRE-K AND HEAD START 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	None ³	BA	<input type="checkbox"/>
Teacher specialized training	None ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None ³	CDA or equivalent	<input 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; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Lunch ⁵	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring ⁶	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
2

RESOURCES

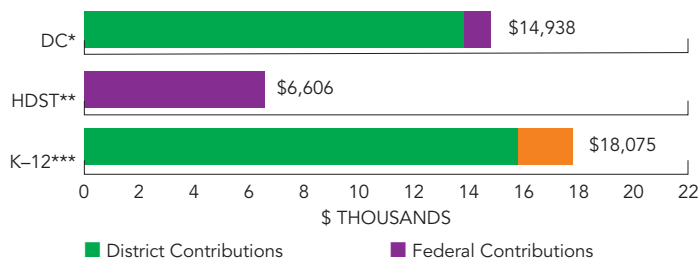
Total district pre-K spending	\$157,440,000 ⁶
Local match required?	No
District spending per child enrolled	\$13,974 ⁷
All reported spending per child enrolled*	\$14,938 ⁷

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ DC Public Charter Schools that are "chartered" to offer preschool and/or pre-K must have approval by their charters from the DC Public Charter School Board to open a preschool or pre-K classroom.

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 PCSB can only regulate lead and assistant teacher degree requirements for schools that accept Title I funds, which must require lead teachers have a BA and assistant teachers have an AA. All but one charter school in the 2011-2012 year received Title I funds. Each LEA can determine specific requirements/specialty of the degree, though child development, early childhood education, and/or child/family studies is preferred. Charter schools that receive additional funds from the Office of the State Superintendent (OSSE) must abide the OSSE policy that any lead teacher without a BA must have it by 2014 and any assistant teacher must have an AA by 2014.

⁴ Screenings for vision, hearing, and psychological/behavioral are locally determined. Support services include health services for children, referral for social service, and parent handbook outlining school policies.

⁵ Most programs also provide breakfast and snack.

⁶ Charter schools are visited by DCPCSB as per its PDR schedule, but visits are not specifically guaranteed for pre-K classrooms. Based on further clarification, this policy does not meet NIEER's requirement.

⁷ Spending amounts include district-level funding for the D.C. Pre-K Program across all DCPS, Charters, and CBOs, totaling \$157,440,000. Spending is based on the per-pupil funding formula of \$11,986 per 3-year-old and \$11,629 per 4-year-old with adjustments for special education and limited English proficiency students. DCPS also spends \$10,870,000 in Head Start funds.

METHODOLOGY

The data in this report were collected primarily through surveys of state preschool administrators and focus on the 2011-2012 school year. During July of 2012, links to a web-based survey were sent to administrators of the state-funded prekindergarten initiatives covered in NIEER's 2011 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2010-2011 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 2011 report, with two noted exceptions. Arizona's First Things First Prekindergarten Scholarship Program is included for the first time for the 2011-2012 school year. Arizona previously was included for its Early Childhood Block Grant program, but this was eliminated for the 2010-2011 program year and was not profiled in the 2010-2011 report. In Massachusetts, the Preschool Child Care Enrichment Quality (PSCCE) Add-On Initiative, a small effort funded by ARRA dollars, was added to the existing profile of Massachusetts Grant 391 and UPK programs for the 2010-2011 school year but was removed for the 2012 *State Preschool Yearbook* as the program was no longer funded.

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 2011 *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 2011-2012 program year.

In terms of topics, the survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, personnel, resources, program monitoring and evaluations, 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 2011-2012 program year. The wording of some questions—such as those on evaluations and age eligibility—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 the 2010-2011 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2012 and Estimates of School Statistics 2013*. Total K–12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K–12 education than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total preschool spending per child because this funding generally must cover all costs, including facilities. Expenditure per child was calculated for each state by dividing total expenditures by the fall 2010 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the 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 the 2011-2012 program year. Head Start data are provided in Appendix B. Additional calculations were done for the PIR data to ensure that children served on interim grants were included in the appropriate states. In past years, reported Head Start funding unintentionally included spending for Early Head Start programs, which serve children ages 3 and under. This error, which has been rectified for the 2011-2012 school year, may make 2012 per child spending seem significantly lower than 2011 per child spending in some states.

The 2012 *State 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 *Downward Slide: State Child Care Assistance Policies 2012*, a report from the National Women's Law Center. 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 were obtained from The 2011 *Child Care Licensing Study*, a report prepared by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration, in advance of its publication. 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 datasets and are shown in Appendix D. In the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2009 for the 2009-2010 program year) 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 2011-2012 program year. These data are provided in Appendix E.

In the 2012 *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-five states reported including children in special education in their state preschool enrollment figures for at least one program, while five do not include these children in their enrollment count. Only 21 states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment for all programs. Those children were subtracted from the special education enrollment figure for the state but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. Estimates were used for the ten states providing no breakdown and the four multi-program states that could not provide it for all programs 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 2011-2012 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. 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 of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal 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 fifth 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 part- or school-day program depending on the operating schedule of the state’s program. If a state’s program(s) served children in both part- and school-day programs, a weighted estimate was used based on the percent of children served in each type of operating schedule. For states that did not provide state-funded pre-K, funds were calculated for providing part-day services. 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 using 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.

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 2011-2012

Access

- Availability of program
- Program enrollment including ELL and special education

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- Prekindergarten and kindergarten eligibility requirements
- Exceptions to age requirements

Income Requirement

Other Eligibility Requirements

- Risk factors for eligibility
- Reassessment of eligibility

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- Class sizes
- Staff-child ratios
- Meal requirements
- Screening and referral services
- Supports for English Language Learners
- Comprehensive services

Early Learning Standards

Personnel

- Teacher degree requirements and specialization
- Teacher education levels
- Teacher in-service requirements
- Assistant teacher degree requirements and specialization

Resources

- Fiscal year 2012 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 collected and used by the state
- Formal evaluations of the prekindergarten program
- Assessments used in pre-K and kindergarten

Appendix B: Head Start Data

Appendix C: Child Care Data

Appendix D: U.S. Census Population Data

Appendix E: Pre-K Special Education Enrollment Data

APPENDIX A: STATE SURVEY DATA 2011-2012

STATE

ACCESS

State agency with administrative authority over state pre-K

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

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

STATE

ACCESS

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

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

STATE

ACCESS

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

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

STATE

ACCESS

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

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STATE

ACCESS

Are children receiving special education services counted in enrollment total?

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

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STATE

ACCESS

Special education enrollment, by age

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

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STATE

ACCESS

Program enrollment – Fall 2011, by type of administering agency

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

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

STATE

OPERATING SCHEDULE

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

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

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

STATE

OPERATING SCHEDULE

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

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

STATE

AGE ELIGIBILITY

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

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

STATE

AGE ELIGIBILITY

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

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

STATE

AGE ELIGIBILITY

Details of age exceptions

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

STATE

AGE ELIGIBILITY

Details of age exceptions

Nevada	NA
New Jersey Abbott	Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
New Jersey ECPA	Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
New Jersey ELLI	Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
New Mexico	A kindergarten-eligible child may attend pre-K if the child has a developmental delay and the IEP recommends a pre-K placement. This is handled on a case-by-case basis and requires permission from state agencies.
New York	Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2011-2012 school year, three districts were able to offer the program to 201 3-year-olds. Age exceptions for kindergarten are permitted and are locally determined.
North Carolina	State statute allows for a child's early entry into kindergarten using state established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
Ohio	Age eligibilities are based on two kindergarten cutoff dates of August 1 or September 30. These are the only two dates possible, but each district chooses which one to use.
Oklahoma	Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.
Oregon	State law for pre-K allows serving children ages 3 to school entry (age 5 by Sept 1). School districts must follow state law or local school board can develop a policy for early kindergarten entrance.
Pennsylvania EABG	Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. Districts determine the eligibility requirements. Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended cut-off for kindergarten is 5 years old by September 1, but this is determined locally.
Pennsylvania HSSAP	Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cut-off is 5 by September 1, but this is determined locally.
Pennsylvania K4 & SBPK	Districts may determine if they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds.
Pennsylvania Pre-K Counts	Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten-age eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is 5 by September 1, but this is locally determined. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts. Children who are not age-eligible for enrollment in Pre-K Counts may be enrolled if funding is provided by a non-state source. Districts may determine if a child may enter kindergarten prior to the eligibility date on an individual basis.
Rhode Island	Districts have the option to adopt policies that allow for early entry to kindergarten only based on the determination that a child is developmentally ready for kindergarten.
South Carolina 4K	Districts may decide to offer programs for 3-year-olds as an exception and they are locally funded.
South Carolina CDEPP	There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.
Tennessee	Pilot pre-K programs may also serve children who are 3 years old by September 30. Five-year-olds may participate if they have an IEP that identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP. Request for enrollment is made to the Department of Education for approval before the child is enrolled in VPK program. Pilot Pre-K programs may serve 3-year-old children as well.
Texas	NA
Vermont Act 62	Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally (and often set at September 1) but must be between August 31 and December 31. Act 62 allows districts to serve 3- and 4-year-olds or just 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age-eligible for kindergarten in a pre-K program if that is found to better suit the child's needs.
Vermont EEI	EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. Kindergarten entry age is determined locally though state law requires the date be set on or between August 31 or January 1.
Virginia	School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program.
Washington	Children younger than 3 or older than 4 by August 31 are not admitted to pre-K. Younger children can be admitted to kindergarten via testing but this is rare.
West Virginia	Three-year-olds with special needs may attend state pre-K. Some special exceptions are made for kindergarten age-eligible children with documented need.
Wisconsin 4K	Districts may adopt early entrance policies.
Wisconsin HdSt	Districts and local Head Start programs may adopt early entrance policies or set higher dates.
D.C. Pre-K (DCPS & CBOs)	NA
D.C. Pre-K (Charter)	NA

STATE

AGE ELIGIBILITY

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

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

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

STATE

INCOME REQUIREMENT

Besides age, how is eligibility determined for individual children?

Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll
Alaska	Eligibility is determined by individual child or family characteristics in addition to age
Arizona	Eligibility is determined by individual child or family characteristics in addition to age
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age ⁴
California	Eligibility is determined by individual child or family characteristics in addition to age
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Delaware	Eligibility is determined by individual child or family characteristics in addition to age
Florida	All age-eligible children in districts offering the program, or in the entire state, may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Illinois	Eligibility is determined by individual child or family characteristics in addition to age
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age
Iowa SVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
Kansas At-Risk	Eligibility is determined by individual child or family characteristics in addition to age
Kansas Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age ¹³
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ²
Louisiana LA 4	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹⁰
Louisiana NSECD	Eligibility is determined by individual child or family characteristics in addition to age
Maine	All age-eligible children in districts offering the program, or in the entire state, may enroll ¹⁰
Maryland	Eligibility is determined by individual child or family characteristics in addition to age
Massachusetts	All age-eligible children in districts offering the program may enroll ⁸
Michigan	Eligibility is determined by individual child or family characteristics in addition to age
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
New Jersey Abbott	All age-eligible children in districts offering the program may enroll ⁹
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁸
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁹
New Mexico	All age-eligible children in districts offering the program are eligible. ⁶
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Pennsylvania K4 & SBPK	All children in districts offering the program, or in the entire state, may enroll (K4); Eligibility may be determined by individual or family characteristics (SBPK)
Pennsylvania Pre-K Counts	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Rhode Island	All age-eligible children in districts offering the program may enroll
South Carolina 4K	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics in addition to age
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont Act 62	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age
Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Wisconsin 4K	All age-eligible children in districts offering the program may enroll ⁷
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁶
D.C. Pre-K (DCPS & CBOs)	All age-eligible children in districts offering the program, or in the entire state, may enroll
D.C. Pre-K (Charter)	All age-eligible children in districts offering the program, or in the entire state, may enroll

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

STATE

INCOME REQUIREMENT

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

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

STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

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

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

STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

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

STATE

OTHER ELIGIBILITY REQUIREMENTS

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

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

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Is there a sliding payment scale based on income?	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	Yes, for all children in 88 state-supported slots grant programs	No
Alaska	No	No
Arizona	No	Yes
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	Yes, only for full-day programs ²	Yes, only for full-day programs ³
Colorado	No	No
Connecticut	Yes, for all children ⁷	Yes ⁸
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of the children	No
Iowa SVPP	No	No
Kansas At-Risk	No	No
Kansas Pre-K	No	No
Kentucky	Determined locally ¹⁵	No
Louisiana 8(g)	No	No
Louisiana LA 4	Determined locally ¹¹	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Yes, scale is determined locally (UPK) ¹⁰	No
Michigan	No	No
Minnesota	No	Yes ⁵
Missouri	Determined locally ⁴	No
Nebraska	Yes ⁶	No
Nevada	No	No
New Jersey Abbott	No	No ¹⁰
New Jersey ECPA	No	No ⁸
New Jersey ELLI	No	No ¹¹
New Mexico	No	No
New York	No	No
North Carolina	Determined locally ⁶	No
Ohio	Yes, for children of families that are 101-200% of FPL	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania Pre-K Counts	No	No
Rhode Island	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	Yes, at the beginning of each year of enrollment ⁶
Vermont Act 62	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No
D.C. Pre-K (DCPS & CBOs)	No	No
D.C. Pre-K (Charter)	No	No

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

STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 20 ⁵	4-year-olds, 1:10 ⁵
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds 1:10
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit ⁴	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut	3- and 4-year-olds, 20 ⁹	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
Florida	4-year-olds, 20 (540-hour program); 12 (300-hour program)	4-year-olds, 1:11 or 2:11-20 (540-hour program); 1:12 (300-hour program) ⁸
Georgia	4-year-olds, 22 ⁵	4-year-olds, 1:11 ⁵
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Iowa Shared Visions	3-year-olds, 18; 4-year-olds, 20 ⁴	3- and 4-year-olds, 1:8
Iowa SVPP	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds, 1:10
Kansas At-Risk	4-year-olds, 20	4-year-olds, 1:10
Kansas Pre-K	4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana LA 4	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20 ⁴	4-year-olds, 1:10 ⁵
Maine	4-year-olds, No limit ¹¹	4-year-olds, 1:15 ¹²
Maryland	3- and 4-year-olds, 20 ⁸	3- and 4-year-olds, 1:10
Massachusetts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10 (UPK); 1:7-10 (Grant 391) ¹¹
Michigan	4-year-olds, 18	4-year-olds, 1:8 ¹¹
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10
New Jersey Abbott	3- and 4-year-olds, 15	3- and 4-year-olds, 2:15
New Jersey ECPA	3- and 4-year-olds, 18	3- and 4-year-olds, 1:9
New Jersey ELLI	4-year-olds, 20	4-year-olds, 1:10
New Mexico	4-year-olds, 20	4-year-olds, 1:10
New York	3- and 4-year-olds, 20 ⁵	3-year-olds, 1:8; 4-year-olds, 1:9 ⁶
North Carolina	4-year-olds, 18	4-year-olds, 1:9
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3- and 4-year-olds, 20 ⁷	3- and 4-year-olds, 2:17
Pennsylvania K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK) ²	3- and 4-year-olds, No limit (K4); 1:10 (SBPK) ²
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20 ⁶	3- and 4-year-olds, 1:10 ⁶
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20 ⁸	3-year-olds, 1:8; 4-year-olds, 1:10
Texas	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, No limit ⁷
Vermont Act 62	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Vermont EEI	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Virginia	4-year-olds, 18	4-year-olds, 1:9
Washington	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10 ⁶
Wisconsin 4K	4-year-olds, determined locally ⁸	4-year-olds, determined locally ⁸
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20 ⁷	3-year-olds, 2:17; 4-year-olds, 1:10 ⁷
D.C. Pre-K (DCPS & CBOs)	3-year-olds, 16; 4-year-olds, 20 ⁷	3-year-olds, 2:16; 4-year-olds, 2:20 ⁷
D.C. Pre-K (Charter)	3- and 4-year-olds, determined locally ⁵	3- and 4-year-olds, determined locally ⁵

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

STATE

PROGRAM STANDARDS

Meal requirement

STATE	PROGRAM STANDARDS
Alabama	Lunch and Snack ⁶
Alaska	Breakfast or Lunch and one snack
Arizona	Depends on length of program day ⁸
Arkansas	Breakfast, Lunch, and Snack
California	Depends on length of program day ⁵
Colorado	Depends on length of program day ¹¹
Connecticut	Depends on length of program day ¹⁰
Delaware	At least one meal and snack ⁵
Florida	Depends on length of program day ⁹
Georgia	Lunch ⁶
Illinois	Lunch and Snack (school day); Snack (part day)
Iowa Shared Visions	Lunch and Snack ⁵
Iowa SVPP	Snack ⁵
Kansas At-Risk	Snack
Kansas Pre-K	Snack
Kentucky	At least one meal a day, Breakfast or Lunch
Louisiana 8(g)	Breakfast, Lunch, and Snack
Louisiana LA 4	Lunch and Snack ¹²
Louisiana NSECD	Breakfast, Lunch, and Snack
Maine	No meals are required ¹³
Maryland	Breakfast and Lunch (school day); Breakfast or Lunch (part day)
Massachusetts	Depends on length of program day ¹²
Michigan	Snack (part day); At least one meal and one snack (school day) ¹²
Minnesota	Breakfast and/or Lunch ⁶
Missouri	Depends on length of program day ⁵
Nebraska	Snack ⁸
Nevada	No meals are required ⁵
New Jersey Abbott	Breakfast, Lunch, and Snack
New Jersey ECPA	Depends on length of program day ⁹
New Jersey ELLI	Depends on length of program day ¹²
New Mexico	At least one meal per day, breakfast or lunch depending on schedule
New York	Depends on length of program day ⁷
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day ⁶
Oklahoma	At least one meal ⁷
Oregon	Lunch and either Breakfast or Snack ¹⁰
Pennsylvania EABG	No meals are required
Pennsylvania HSSAP	Lunch and either Breakfast or Snack
Pennsylvania K4 & SBPK	No meals are required
Pennsylvania Pre-K Counts	Snack (part day); Snack and one meal (school day)
Rhode Island	Lunch and Snack
South Carolina 4K	Snack
South Carolina CDEPP	Breakfast and Lunch
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day ⁸
Vermont Act 62	No meals are required
Vermont EEI	No meals are required ⁶
Virginia	No meals are required ⁶
Washington	At least one meal
West Virginia	At least one meal ⁷
Wisconsin 4K	Depends on length of program day ⁹
Wisconsin HdSt	Lunch and Snack ⁸
D.C. Pre-K (DCPS & CBOs)	Breakfast and Lunch ⁸
D.C. Pre-K (Charter)	Lunch ⁶

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

STATE

PROGRAM STANDARDS

Screening and referral requirements

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

STATE

PROGRAM STANDARDS

Screening and referral requirements

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

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

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

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

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

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

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

STATE

PROGRAM STANDARDS

Support services required for all programs

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

STATE

PROGRAM STANDARDS

Support services required for all programs

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Name of early learning standards document
Alabama	Alabama Performance Standards for 4-Year-Olds
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations, Volumes 1 & 2
Colorado	Building Blocks to the Colorado K–12 Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Delaware Early Learning Foundations: Preschool
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas At-Risk	The Kansas Early Learning Document
Kansas Pre-K	The Kansas Early Learning Document
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana LA 4	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year-Old Children
Maine	State of Maine Early Learning Guidelines
Maryland	Maryland Model for School Readiness (MMSR) / State Curriculum (SC) for Prekindergarten
Massachusetts	Guidelines of Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Prekindergarten
Minnesota	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	Missouri Early Learning Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Outcomes - Full Version
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio	Ohio's Early Learning and Development Standards and Ohio's Early Learning Program Guidelines
Oklahoma	Oklahoma C3 Standards
Oregon	Early Childhood Foundations for Children Ages Birth to Five
Pennsylvania EABG	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning Standards
South Carolina 4K	South Carolina Early Learning Standards
South Carolina CDEPP	South Carolina Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Texas Prekindergarten Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2010 ECEAP Performance Standards and Washington State Early Learning and Development Guidelines
West Virginia	WVBE Policy 2520.15 - West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
D.C. Pre-K (DCPS & CBOs)	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
D.C. Pre-K (Charter)	Early Learning Standards: Infant, Toddlers and Pre-kindergarten

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

Web address of early learning standards document

Alabama	http://children.alabama.gov/
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arizona	http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf
Arkansas	http://humanservices.arkansas.gov/dccece/Pages/default.aspx
California	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	http://www.cde.state.co.us/early/downloads/building_blocks_sept_2011.pdf
Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/PresscELFFinalJul2010.pdf
Florida	http://www.fldoe.org/earlyLearning/
Georgia	http://www.dec.al.ga.gov/Prek/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf
Iowa Shared Visions	http://educateiowa.gov/index.php?option=com_content&task=view&id=681&Itemid=1571
Iowa SVPP	http://educateiowa.gov/index.php?option=com_content&task=view&id=681&ItemID=1571
Kansas At-Risk	http://www.ksde.org/Default.aspx?tabid=3321
Kansas Pre-K	http://www.ksde.org/Default.aspx?tabid=3321
Kentucky	http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx
Louisiana 8(g)	http://www.louisianaschools.net/lde/uploads/17057.pdf
Louisiana LA 4	http://www.louisianaschools.net/lde/uploads/17057.pdf
Louisiana NSECD	http://www.louisianaschools.net/lde/uploads/17057.pdf
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://marylandpublicschools.org/MSDE/divisions/child_care/early_learning/MMSR.htm
Massachusetts	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/mde/0,4615,7-140-6530_6809_50451-193806--,00.html
Minnesota	http://education.state.mn.us/MDE/StuSuc/EarlyLearn/index.html
Missouri	http://dese.mo.gov/eel/el/PreK_Standards/index.htm
Nebraska	http://www.education.ne.gov/OEC/elg.html
Nevada	http://www.doe.nv.gov/APAC_PreK/
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/
New Mexico	https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_Birth-Kindergarten_fullversion.pdf
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysisprek.pdf
North Carolina	http://www.earlylearning.nc.gov/Foundations/index.asp
Ohio	http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1513&ContentID=1629&Content=127736 (ELDS); http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1390&ContentID=5590&Content=96201 (ELPG)
Oklahoma	http://ok.gov/sde/sites/ok.gov/sde/files/C3%20Pass%20prek.pdf
Oregon	Early Childhood Foundations for Children Ages Birth to Five are no longer posted on the web due to change in 2012 to Head Start Child Development Early Learning Framework: http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/eecd/Assessment/Child%2000Outcomes/revised-child-outcomes.html
Pennsylvania EABG	http://www.pakeys.org/pages/get.aspx?page=career_standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=career_standards
Pennsylvania K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=career_standards
Pennsylvania Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=career_standards
Rhode Island	www.ride.ri.gov/els
South Carolina 4K	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina CDEPP	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/ci/earlychildhood/
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont Act 62	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEI	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf and http://www.del.wa.gov/publications/development/docs/Guidelines.pdf
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php
D.C. Pre-K (DCPS & CBOs)	http://dcps.dc.gov/downloads/TEACHING%20&%20LEARNING/Learning%20Standards%202009/DCPS-ELA-PREK-STANDARDS-LEARNING-ACTIVITIES.pdf
D.C. Pre-K (Charter)	http://dcps.dc.gov/downloads/TEACHING%20&%20LEARNING/Learning%20Standards%202009/DCPS-ELA-PREK-STANDARDS-LEARNING-ACTIVITIES.pdf

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

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

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

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

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

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

STATE

STATEWIDE EARLY LEARNING STANDARDS

NEGP domains addressed in standards

Alabama	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁷
Alaska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arizona	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arkansas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
California	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Colorado	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹²
Connecticut	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹²
Delaware	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹²
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
Illinois	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Iowa Shared Visions	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Iowa SVPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas At-Risk	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas Pre-K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kentucky	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana 8(g)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ³
Louisiana LA 4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹³
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁷
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁵
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
Massachusetts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁵
Michigan	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Minnesota	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Missouri	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nebraska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

STATE

STATEWIDE EARLY LEARNING STANDARDS

NEGP domains addressed in standards

Nevada	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey Abbott	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ECPA	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ELLI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Mexico	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New York	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁰
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ⁹
Ohio	Approaches toward learning; Language development; Cognitive and general knowledge ⁸
Oklahoma	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oregon	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge ¹⁴
Pennsylvania EABG	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania HSSAP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania K4 & SBPK	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania Pre-K Counts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Rhode Island	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina CDEPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Tennessee	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Texas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont Act 62	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont EEI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Washington	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
West Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
D.C. Pre-K (DCPS & CBOs)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
D.C. Pre-K (Charter)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

STATE

PERSONNEL

Minimum teacher degree requirement

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

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

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

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

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

STATE

PERSONNEL

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

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

STATE

PERSONNEL

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

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

STATE

PERSONNEL

Assistant teacher specialized training requirement

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

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

STATE

RESOURCES

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

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

STATE

RESOURCES

State funding sources and amounts

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

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

STATE

RESOURCES

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

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

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RESOURCES

Agencies eligible to receive funding directly

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

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

STATE

RESOURCES

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

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

STATE

MONITORING

Information collected for monitoring purposes

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

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

STATE

MONITORING

Information collected for monitoring purposes

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

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

STATE

MONITORING

How is monitoring information collected by the state?

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

STATE

MONITORING

How is monitoring information collected by the state?

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

STATE

MONITORING

How is monitoring information used by the state?

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

STATE

MONITORING

How is monitoring information used by the state?

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

STATE

MONITORING

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

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

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

STATE

MONITORING

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

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

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

STATE

MONITORING

Documentation of evaluation

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

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

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

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

STATE

MONITORING

How are child-level pre-K assessments used?

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

STATE

MONITORING

How are child-level pre-K assessments used?

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

STATE

MONITORING

When are kindergarten programs required to assess learning and development?

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

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

STATE

MONITORING

Required kindergarten assessment instruments

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

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

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

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

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

ALASKA – Alaska Prekindergarten Program

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

ARIZONA – First Things First Prekindergarten Scholarships

- 1 First Things First is the funding and administrative authority for FTF Prekindergarten Scholarships and has partnership agreements for service delivery with the Arizona Department of Education and local United Way affiliate.
- 2 FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. This count of 13 also includes four of 10 tribal Regional Partnership Councils, which are defined by tribal land (reservation) boundaries, and include separate child counts from the geographic county in which the tribal land resides.
- 3 Funding is allocated by each FTF Regional Partnership Council. The opportunity to receive funding depends on the amount allocated in each region.
- 4 This program serves children ages 3 to 5 years, but an age breakdown was not available for the 2011-2012 school year.
- 5 First Things First has administrative authority for both the public and nonpublic school sectors for this program and regulatory requirements are the same no matter where children are served.
- 6 The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day on a full calendar year.
- 7 Formal partnerships to provide extended-day services would occur at the local Regional Partnership Council’s level.
- 8 Programs are required to follow state child care licensing regulations. Children enrolled 2 to 4 hours receive one or more snacks; children enrolled 4 to 8 hours receive one or more snacks and a meal; children enrolled 9 or more hours receive two snacks and at least one meal.
- 9 Certification was not required in the 2011-2012 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (Birth–grade 3) as of July 2012.
- 10 Funds provided through non-required local sources are not reported at the state level. The amount from required local sources may also include some federal dollars that are leveraged to meet the matching requirement, but the sources of matching funds are not separated out.
- 11 Programs must show evidence of leveraged funding at a minimum of 20 percent of the total cost of services. Funding may be leveraged through cash donations to the program or through in-kind contributions.
- 12 Structured observations and site visits were conducted annually in the 2011-2012 school year, but will move to every two years beginning in the 2012-2013 school year. Participation in a state QRIS was encouraged in the 2011-2012 school year and will be required starting in the 2012-2013 school year.

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

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

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

CALIFORNIA – State Preschool Program

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

COLORADO – Colorado Preschool Program (CPP)

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

- 11 Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.
- 12 Revised Colorado Early Learning and Development Guidelines for children birth to age eight are expected to be approved by the Early Childhood Leadership Commission and rolled out beginning in January, 2013. These are aligned with Colorado Academic Standards for Preschool through 12th Grade, which have been aligned with the Common Core State Standards.
- 13 Teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in early childhood education or child development.
- 14 The only requirement of the Colorado Preschool Program is that their teachers comply with the child care licensing requirements of the Colorado Department of Human Services. CO Early Childhood Teacher requirements vary in educational level and experience; formal certification not required.
- 15 There is no specific category for "assistant teacher," but staff aides must meet Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).
- 16 In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.
- 17 Each year, participating programs submit a reapplication and annual report that are reviewed in-depth. In 2012-2013, CDE is instituting a rubric for review and feedback about these annual applications and reports. Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades K-12, graduation rates, and retention rates and placement in special education in grades K-12. Programs are required to conduct self-assessments through Colorado Quality Standards or NAEYC Accreditation but the state does not collect this data.
- 18 Not all programs provide the same measures of quality effectiveness data. At minimum, local district advisory councils must monitor each setting serving CPP children two times per year. Some district advisory councils also require NAEYC accreditation or Qualistar rating, but this is a local decision. Colorado uses a targeted assistance model that may provide newer programs with multiple site visits per year; all programs receive a visit at least every two years. District advisory councils may hire outside monitors.
- 19 The reported application of monitoring information represents how the state Department of Education uses monitoring information, not how local programs use the information.
- 20 Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Results of global outcome ratings based on the child assessment data are also reported to the Governor's Office as part of the annual early childhood system framework report submitted by the Lieutenant Governor. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and based on performance-based assessments, parent surveys, K-5 assessment data and retention rates, and program quality ratings. State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes in 2011-2012.
- 21 State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes in 2011-2012. The Creative Curriculum Developmental Continuum and Work Sampling System were discontinued as approved instruments. In 2011-2012, approximately 95 percent of CPP participants used GOLD.
- 22 The response provided is based on how local programs use assessment data.
- 23 In 2007, the State Board of Education approved three assessments from which districts may choose: DIBELS, PALS, and DRA 2 (Developmental Reading Assessment). These are administered as pre- and post-tests in the kindergarten year. Currently the requirements for kindergarten assessments are being revised.

CONNECTICUT – Connecticut School Readiness

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

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

DELAWARE – Delaware Early Childhood Assistance Program (ECAP)

- 1 Delaware follows the Head Start Performance Standards for recompetition.
- 2 Programs are required to provide a minimum of 3.5 hours of services per day. Programs that operate longer than 3.5 hours per day have blended funding from multiple sources to support the additional portion. Some ECAP programs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children.
- 3 State pre-K children must meet the federal Head Start income guidelines. Ten percent of available slots must be provided for children with disabilities. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- 4 Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can determine other risk factors through community assessments.
- 5 At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.
- 6 Programs follow the Head Start Performance Standards for ELL.
- 7 Some local school districts require teachers in the public school ECAP program to have a BA degree and a birth-kindergarten teaching certificate. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II. Public school assistant teachers must successfully complete the Praxis test. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have at least a BA. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.
- 8 Programs also participate in a triennial review with the Head Start program evaluation system.

FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

- 1 Three state agencies shared responsibility for the implementation of the program in the 2011-2012 school year, and will continue to share in 2012-2013. Each agency was assigned responsibilities that align with the agencies' statutory functions.
- 2 All school districts are required to offer the 300-hour VPK program during the summer.
- 3 Children participating in both school-year and summer program operated under different auspices may be counted twice.
- 4 In Florida, faith-based centers are a subset of private child care centers. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment.
- 5 Minimum operating hours are 540 hours for the school-year program (most operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most programs operate 5 days per week.
- 6 Enrollment in the school year program was 167,366 and in the summer program 7,776 with possible duplication for children attending both.
- 7 The school-year program cannot start earlier than two weeks before Labor Day or before the first day of school according to the local school district calendar and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- 8 The increase in the VPK class size in the 2011-2012 school year resulted from a statutory change.
- 9 Florida regulation does not specify when snacks or meals must be provided. Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times the children are in care. Meals and snacks are required for extended-day programs.
- 10 All children participating in programs in licensed child care facilities or public schools (LEAs) must have evidence of vision, hearing, and immunization/general physical health screenings. For public schools (LEAs) programs, referrals for further follow-up are required.
- 11 The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which include children with disabilities and English language learners. The waiver is based on the percentage of the program that falls into one of these categories.
- 12 Detailed information is available at <http://www.fldoe.org/earlyLearning/> or <http://www.fldoe.org/earlylearning/pdf/feldsfyo.pdf>.
- 13 Teachers in the summer program must hold a BA or higher degree in early childhood education, prekindergarten or primary education, preschool education, prekindergarten disabilities, or family and consumer science. Lead teachers in school-year and summer programs must complete a course in emergent literacy. The Department of Education offers Prekindergarten/Primary Education (age 3–grade 3) and Preschool Education (birth–age 4) certifications; they are not required for all VPK teachers.
- 14 VPK requires lead teachers to maintain a valid CDA or the FCCPC equivalent as a minimum credential for the school-year program. A CDA must be renewed every five years. Lead teachers in the summer program must have a Bachelor's degree. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.
- 15 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
- 16 State funding for 2011-2012 was increased to partially compensate for the elimination of federal ARRA funds previously used to support VPK.
- 17 Funding is appropriated using estimated population counts and the base student allocations.
- 18 The monitoring performed by coalitions and/or their contractors are validated by the Office of Early Learning. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the on-site monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis. The Office of Early Learning monitors staff credentials and provides guidance to coalitions on elements for program monitoring.
- 19 Providers that offer a joint VPK and School Readiness program receive technical assistance, mentoring, and training on curriculum implementation, adjusting curriculum based upon student needs, and how to facilitate parent interaction. VPK-only providers that score as low-performing providers receive improvement plans and needs assessments; the coalitions provide follow up, mentoring, and technical assistance to these providers as needed to make adjustments to their curriculum and implement the curriculum in the classrooms. Those providers that continue to score as low-performing after working with the early learning coalitions are removed from the program.
- 20 The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHO assessments, is administered annually to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process.

GEORGIA – Georgia's Pre-K Program

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

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

ILLINOIS – Illinois Preschool for All

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

IOWA – Shared Visions

- 1 The 32 school districts operate a total of 56 classrooms. In addition, 33 classrooms are offered by 13 of Iowa's 18 Head Start grantees and 12 are offered in child care centers.
- 2 In the 2011-2012 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. SVPP funds may be used to provide a school- or extended-day to children if the program adds at least 10 hours of instruction by an early childhood endorsed teacher and the program meets NAEYC standards.
- 3 A child who meets age and income criteria is considered eligible. If a child does not meet income eligibility criteria, he/she may be eligible by meeting age and one or more secondary risk factors. However, only 20 percent of the children may qualify based on meeting secondary risk factors.
- 4 Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.
- 5 Applicants for Shared Visions funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation but are required by NAEYC criteria.
- 6 The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.
- 7 Lead teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.
- 8 Certified teachers employed in school district programs must renew their licenses every 5 years, including six credit hours of professional development. In addition, Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates lead teachers have an average of 43 hours of staff development. Based on NAEYC accreditation standards, all new employees are required to have training to introduce them to program information including interaction with the children and curriculum. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.
- 9 Grantees follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA (or equivalent) or be working toward it.
- 10 Grantees are required to provide a 20 percent local match and other resources are comprised of additional local match and in-kind resource contributions.

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

IOWA – Iowa Statewide Voluntary Preschool Program (SVPP)

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

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

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

KANSAS – Kansas Pre-K Pilot Program

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

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

KENTUCKY – Kentucky Preschool Program

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

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

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

- 3 Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Social Studies Standards were also revised. All of the 4-year-old standards are being revised to be part of the new Birth–5 Early Learning and Development Standards continuum.
- 4 Effective 6/1/02, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.
- 5 Teacher assistants must possess a high school diploma or equivalent, have extended experience caring for a group of preschool age children (children younger than five years of age), possess proficient oral and written communication skills, and meet all other district requirements for employment.
- 6 Public agencies blend and braid 8(g) funds with other state and federal funding to provide programs. An attempt is made to collect information from local programs on the total funding of each source, but this information cannot be verified. Due to declining revenue from investment earnings and royalties, the Louisiana Quality Education Support Fund – 8(g) had an unprecedented reduction in funds.
- 7 The board allocated \$10,039,000 for the FY 2011-2012 8(g) Student Enhancement Block Grant Program. Public school systems targeted a total of \$8,987,900 to provide pre-K programs. Districts received a \$60,000 base and \$7.52 per pupil.
- 8 Site visits by state personnel are conducted when a new administrator is hired or concerns arise from an audit. Site visits are conducted on an as needed basis.
- 9 The program is currently being evaluated by the Cecil J. Picard Center for Child Development and Lifelong Learning; the anticipated completion date is December 2012.
- 10 Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, Developing Skills Checklist. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program

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

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

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

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

MAINE – Maine Public Preschool Program

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

- 20 Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on Maine's Essential Programs and Services school funding formula.
- 21 Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a state-wide mill rate.
- 22 All public schools must have a comprehensive educational plan that includes ways to monitor effectiveness of programs. However, the state does not have a formal monitoring system specific to public pre-K and the monitoring process is determined at the local level. Districts report general school information each year as part of Basic School Approval Report. Beginning 2012-2013, reports will be due once every three years.

MARYLAND – Maryland Prekindergarten Program

- 1 Local districts may contract pre-K to qualified vendors (accredited centers or nonpublic nursery schools) as per COMAR 13A.06.02.
- 2 There were 4,159 children under three years of age enrolled in Judy Centers not reflected in total enrollment figures.
- 3 Enrollment figure of 28,850 for the 2011-2012 school year includes 4-year-olds enrolled in state-funded pre-K programs, including those enrolled in Judy Centers. Some jurisdictions enroll children with an IEP/IFSP in the state funded pre-K program but are not counted in the 28,850 figure. Judy Center enrollment for 2011-2012 was 12,335, including pre-K.
- 4 Programs operate four part-days per week with the fifth day used for home visits and teacher planning. Some operate 5 days per week as a full school-day program.
- 5 Transportation to wrap-around extended-day services is provided by school-day state pre-K programs. State funds can be used to extend the program to a school day but not for wrap-around services.
- 6 Local boards of education have established regulations for early admissions to kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten age children to enroll in pre-K.
- 7 Children must first meet the income, homelessness, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families but who exhibit a lack of readiness for school. Eligibility can be determined as noted above or by other criteria chosen by the local school system.
- 8 State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this ratio provided an overall program average of 20 is maintained.
- 9 A "body system head-to-toe" full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children. Head Start requirements are more stringent.
- 10 The CCSS for Math and ELA were completed in summer 2012; online at www.mdk12.org. Maryland is currently working with the New Generation Science national framework to develop Maryland's science standards. Delays with Social Studies and the Arts national framework might push back the completion date to the winter of 2012-2013. As part of the RTT, MD developed an alignment document for early learning standards, Birth to K.
- 11 Some in-service requirements may be imposed locally. Pre-K teachers receive MMSR training aligned with Maryland Teachers Professional Development Standards. In addition, teachers must meet highly qualified teacher requirements under NCLB. Local school systems provide professional development for classroom assistants.
- 12 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the ParaPro assessment administered by ETS.
- 13 Pre-K spending from federal and local sources is determined through a funding estimation scheme given that there are no dedicated pre-K funds from these sources. As such, accurate actual spending estimates cannot be provided for federal and local sources.
- 14 State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the total enrollment for K–12. Compensatory funds account for weight associated with low-income, English Language Learners, and special education students. Local school systems must provide services for all "eligible" 4-year-olds using state and/or local funds. There are no dedicated state aid dollars for prekindergarten.
- 15 State policy requires local school systems to analyze the kindergarten assessment system in order to evaluate the effectiveness of pre-K and make necessary adjustments to the instructional program. A voluntary prekindergarten assessment is a part of the RTT-ELC and MMSR Phase II is under development. As a recipient of Race to the Top and Race to the Top-Early Learning Challenge grant funding, Maryland is collaborating with Ohio in the refinement of its pre-K-through-kindergarten formative assessment tools and systems.

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

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

- 14 EEC-licensed child care programs must develop a mechanism for and encourage ongoing communication with parents, including communicating effectively with families whose primary language is not English or who require alternative communication methods. The 2010 Licensing Regulations indicate that one-third of the required professional development of educators must address diverse learners. LEA regulations regarding special education services require that communications to families shall be in both English and the primary language of the home, if such primary language is other than English. Any interpreter used to implement this provision shall be fluent in the primary language of the home.
- 15 In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K to further define and complement the already existing preschool guidelines. Programs are not required to follow the Curriculum Frameworks though public school programs are likely to follow them.
- 16 All teachers must have an early childhood education certification. Public school teachers must have a pre-K–grade 2 certification. Non-public school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three-credit course in child growth and development. For centers at Level 2 in the QRIS, all members of the teaching staff must have a minimum of 3 credits in ECE or a related field, and 50 percent of classrooms must have an educator with a BA. For Level 3 programs, 75 percent of classrooms must have an educator with a BA. For Level 4 programs, 100 percent of classrooms must have an educator with a BA.
- 17 For the UPK program, assistant teachers must be 18 years old or have a high school diploma.
- 18 Total spending by program was \$12,812,552 for Grant 391. For UPK total spending was \$44,820,355. TANF and CCDF funds contribute to the UPK, while Grant 391 uses IDEA funds.
- 19 UPK program classrooms receive \$500 for each child in the classroom. An additional \$2,000 is given for each child receiving the financial assistance of a voucher or contract.
- 20 Starting in the 2012-2013 school year, all programs will be required to participate in QRIS. This will result in increased monitoring requirements, including the use of ECERS as a structured observation of classroom quality.
- 21 During 2008-2009 year EEC contracted with a vendor to conduct a program quality evaluation of UPK and non-UPK programs across the state using the CLASS tool. During the 2009-2010 year, EEC funded a Waitlist, Access and Continuity of Services Study to assess the need for preschool services, access, and continuity challenges as the state implements UPK on a larger scale.
- 22 Only programs that receive a full-day kindergarten grant are required to assess children's learning and development. All kindergarten programs are required to provide progress reports; however, programs are not instructed on how the progress reports must be completed.

MICHIGAN – Michigan Great Start Readiness Program (GSRP)

- 1 In addition, 39 agencies and two independent school districts (ISDs) also competed successfully for grants. Legislation allows for ISDs/LEAs that are also Head Start grantees to compete for non-school district funding.
- 2 All grants and funding flow through the independent school districts.
- 3 Children served in the school-day programs use two half-day slots and are only counted once in the enrollment. In addition, 249 children are served in a home-based option.
- 4 Special education children are also enrolled in separate classrooms, but those children are not counted in the total enrollment count.
- 5 Grantees may choose part-day, alternate-day or school-day classroom options, or a home-based (home visiting + cluster meetings) models. Part-day, alternate-day, and home-based models are reimbursed at one slot per child (\$3,400). School-day classroom programs are reimbursed at two slots per child (\$6,800).
- 6 Legislation allows for a GSRP/Head Start blended option as well as encourages a tuition-based sliding scale for children who are over-income. In addition, grantees that offer supplementary child care using funds other than GSRP to achieve an extended-day program (minimum 10 hours) will receive priority in the allocation of GSRP funds.
- 7 The minimum is four days per week, except for the school-day/alternate-day classroom model of 2 days per week, which is reimbursed the same as the part-day model.
- 8 It is allowable for new grantees to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year.
- 9 Per the Michigan State Board of Education and the School Aid Act, at least 75 percent of the children in each grantee's enrollment must meet the income requirement.
- 10 There are eight factors that determine eligibility: extremely low family income (below 200 percent of FPL), low family income (between 200 and 300 percent of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent and environmental risk. A state determined prioritization process allows extremely low family income to automatically qualify a child, then low family income plus two risk factors, then low family income plus one risk factor, then family income above 300 percent of FPL plus two risk factors with a cap of 25 percent of the total slots that can fall under this level.
- 11 A qualified teacher and associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult must be present.
- 12 Part-day programs provide a snack, and school-day programs provide one meal and two snacks or two meals and one snack.
- 13 Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. All programs must make appropriate referrals. The physical exam for licensing typically includes height/weight or BMI, blood pressure, and immunizations.
- 14 Program policies and procedures must promote, support and respect the home language, culture, and family composition of each child. The state encourages hiring of at least some staff who speak the dominant languages of the community and provide translators for parents. All staff are expected to learn key words from each child's home language.
- 15 All public school teachers must have BAs and elementary teaching certification with an early childhood endorsement. If training is incomplete, they may be considered "out of compliance" but must be enrolled in a training program and in compliance within four years. Teachers in nonpublic programs may have a BA in EE and an elementary teaching certificate with an early childhood endorsement, a BA with teaching certificate and CDA, or a BA in CD with a focus on preschool teaching.
- 16 All classroom staff must complete 12 clock hours per year plus current CPR, first aid, and blood borne pathogen training to keep required child care licenses current. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six credit hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.
- 17 The state has its own equivalent to a CDA, which includes the same requirements but teachers do not have to take the CDA exam. The state approves each candidate individually instead. An assistant teacher may have a CDA or equivalent as approved by the State Board of Education, or an AA in ECE/CD. If a suitable person cannot be hired, someone can start "out of compliance" but must have completed at least one credit-bearing course in child development and have a plan to complete the requirements within two years.
- 18 GSRP cannot operate solely on the state funding, but the state does not collect local spending. Local districts may choose to use Title I funds for preschool programming. Grantees typically spend roughly another \$1,500-\$2,000 per child to cover costs not paid for by the state. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.
- 19 Due to a change in funding structure to intermediate school districts being the fiduciary for all GSRP funds, funding was collapsed into one pot under the state school aid fund.
- 20 Although there is now only one funding stream, the state education agency continued to hold a statewide competition for non-school district agencies. The successful agency grantees were then assigned to the appropriate ISD for funding to flow through to the agency. The school district portion has both a needs and capacity assessment and a formula component.
- 21 School districts and competitive grantees can subcontract with for-profit or non-profit, public or private agencies.

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

MINNESOTA – Minnesota Head Start

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

MISSOURI – Missouri Preschool Project (MPP)

- 1 MPP contracts to private providers are limited to six years. In 2011-2012, the number of school districts in the state decreased from 522 to 520.
- 2 These children are included within the total enrollment figure.
- 3 The program must provide 6.5 hours of school per day, 5 days per week for 12 months per year and operate between the hours of 7:30am and 5:00pm. Only governmental entities or public school districts can provide a part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title I and/or special education, and can provide services for no less than the school year.
- 4 Eligibility is determined by age, with all other eligibility requirements, including income, determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families. If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.
- 5 Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.
- 6 A full physical must meet the requirements of child care licensing.
- 7 Coordination with the Parents as Teachers program is required of all MPP programs.
- 8 Teachers with certification are also required to attend 30 clock hours within the first four years and 15 clock hours annually thereafter until they have achieved two of the following: 10 years of teaching, an MA, and/or National Board Certification.
- 9 Approximately \$2 million was redirected from MPP to the Parents as Teachers program resulting in MPP serving fewer children in 2011-2012.
- 10 Decrease in MPP funding resulted in the discontinuation in 2011-2012 of biannual structured observations involving ECERS and results of program self-assessments conducted in previous years.
- 11 The use of a child assessment instrument remained under review in 2011-2012 and is in the pilot phase for 2012-2013.

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

- 1 Some school districts begin or add capacity with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval.
- 2 Most programs operate 3.5 to 4 hours per day, 4 or 5 days per week.
- 3 Schools are encouraged to partner with Head Start and other early childhood providers, but there is no formal agreement at the state level.
- 4 Kindergarten-age children with verified disabilities may enroll in prekindergarten if their IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but the district would have to meet staffing and group size requirements established for younger children. State does not have a minimum age date.
- 5 While all prekindergarten age-eligible children may be served in a school district early childhood program, regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children while others may use locally determined risk factors in addition to those specified by the state.
- 6 Children who are receiving services through Head Start or IDEA pay nothing. For other children, school districts set the sliding fee scale to fit with their community.
- 7 Programs must provide a meal and/or a snack that meets USDA/CACFP nutrition requirements.

- 8 If a majority of children enrolled use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children. If less than a majority of the children speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.
- 9 Early Learning Guidelines are being aligned with the Nebraska K–12 standards.
- 10 If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.
- 11 Local sources include local district funds, parent fees, community agencies and resources, and other sources.
- 12 Funding for the program includes an allocation for the grant program as well as funding in the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- 13 Educational Service Units may receive grant funds but cannot receive state aid funding.
- 14 Although a 100 percent match of state grant funds is required, it does not have to come from a local source. State aid requires that districts use federal and/or local sources to support the operation of the early childhood program in addition to state aid.
- 15 Self-assessments are required for districts that have operated successfully for a number of years. Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected percent of districts will also receive an assessment by a reliable observer for comparison. Programs less than three years old continue to receive a visit by a reliable observer. Randomly selected programs not visited through one of the other means will receive a site visit as well. However, it is possible that not all sites will receive a visit.

NEVADA – Nevada State Pre-Kindergarten Education Program

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

NEW JERSEY – New Jersey Former Abbott Preschool Program

- 1 Primary oversight for the preschool education program is through the state Department of Education’s (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four are required to offer the program after applying to expand their existing program starting in the 2008-2009 school year. The total number of districts in the state decreased by one due to the merging of two school districts.
- 3 There were 25,236 children are in nonpublic sites but administrative responsibility remains with the public school district.
- 4 All programs must operate for at least 6 hours. Some programs offer extended-day programs with an additional 4 hours of wrap-around care to income-eligible children. The wrap-around program is funded through the Department of Human Services.
- 5 Income-eligible children may receive wrap-around care at district or private care settings. Others may opt to pay for extended-day care.
- 6 It is estimated that approximately 13,000 children participate in the wrap-around program although it is difficult to verify. All children receive at least a school-day program.
- 7 The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year. Some districts have also used either surplus/local or Title I funding to provide summer care.
- 8 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 9 The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate.
- 10 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 11 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district’s established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P–3 certificate: K–5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P–K) is no longer granted but still recognized for current holders.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 13 Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). However, if this amount provides less for the district than it received in the 2008-2009 school year, the district’s aid amount reverts back to what it was in the 2008-2009 school year.
- 14 The “data tool” is a new initiative to get districts to look more closely at their data on program outcomes.
- 15 Program Quality evaluation was last done in 2011. The next report will come out in the spring of 2013. Program Impact evaluation report is anticipated for 2013 updating the study last conducted in 2009.
- 16 A kindergarten entry assessment is currently in development.

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

- 1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees licensing of private preschool providers. The Department of Human Services, Division of Family Development oversees the before- and after-school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office, which is housed in DOE.
- 2 New Jersey's total number of districts decreased by one due to merging of two districts.
- 3 There are 96 districts required to offer the program. Only districts where 20 to 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day K to all age eligible children and either half- or full-day preschool to all 4-year-olds.
- 4 Districts may operate either a part- or school-day program. Part-day programs must be at least 2.5 hours, and a school-day must be at least 6 hours. DHS funding may be used in some cases to extend beyond a full-day for income-eligible children.
- 5 Income-eligible children may be provided extended-day services with funding from DHS. Services may be provided in the public school, in Head Start settings, or in child care settings.
- 6 Some school-day children may receive extended-day services, but the number of students is unknown.
- 7 Kindergarten age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 8 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 9 Meals are required for all at-risk students in full-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines.
- 10 Education or job training services for parents and other support services are not required by or typically practiced by programs.
- 11 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate. Nursery school (P-K) is no longer granted but still recognized for current holders.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 13 Districts may, but are not required to, contribute local funding to the operation of the program.
- 14 Prior to 2011-2012, funding for districts was "held harmless" for districts experiencing declining student enrollment. The practice ended in 2011-2012 resulting in several districts being allocated lower budget amounts to reflect actual enrollment.
- 15 All state funding is technically run from the state aid formula. However, for the 2011-2012 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula.
- 16 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.
- 17 A kindergarten entry assessment is currently in development.

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

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

NEW MEXICO – New Mexico PreK

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

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

NEW YORK – New York Universal Prekindergarten (UPK)

- 1 In the school year 2010-2011, five districts erroneously reported serving "zero" students in UPK when they did in fact operate a program. The NYS Legislature used that data to generate their allocations for the program for the 2011-2012. With zero students registered in those five programs, they were dropped from the data base and not allocated any funding for UPK for the following school year, 2011-2012.
- 2 Funding had been made available to all 677 districts in the past but for the 2011-2012 school year, the UPK program was flat funded (as it was for the two previous years), meaning only districts that had previously had a program would be offered an allocation. The number was down in 2011-2012 from 447 to 442 as explained previously.
- 3 Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2011-2012 school year, two districts were able to offer the program to 201 3-year-olds.
- 4 The UPK funding is for a minimum of 2.5 hours, but many programs opt to run a school-day or extended-day program using local funds or other funding sources. Programs must operate 5 days per week for a minimum of 180 days per year.
- 5 There is a very small population of 3-year-olds in the UPK program.
- 6 Very few 3-year-olds participate as per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult to child ratio.
- 7 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack.
- 8 A full physical exam includes a medical history, Tanner scale, scoliosis, and asthma and hypertension screenings. The state also requires a social and emotional assessment as part of initial screening, progress monitoring, and outcomes assessment for UPK students.
- 9 Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency.
- 10 New York Prekindergarten Learning State Standards took effect in January 2011 upon adoption by the State Board of Regents. The New York State Board of Regents also adopted the aligned Common Core Standards for Prekindergarten Math and English Language Arts at the same time.
- 11 Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in early childhood education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Non-public programs lacking licensed/certified lead teachers must employ an on-site education director possessing a NYS teaching license or certificate in early childhood or childhood grades.
- 12 Of the 5,749 UPK teachers, 4,211 are certified with their MA; 1,538 have a BA and are working toward their MA and permanent certification.
- 13 Level I Teaching Assistant Certificate, the entry level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have an HSD or meet standards of the licensing or registering agency. Some nonpublic school settings require a temporary license, continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
- 14 The state aid formula takes into account several factors including: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (the proportion of pupils eligible for free and reduced-price lunch), regional cost index, and expected local contribution.
- 15 In 2011-2012, approximately 400 programs and providers in target communities were recruited to participate in QUALITYstarsNY. Approximately 60-80 public school classrooms and 326 community-based providers participate, including 74 UPK participants. Recruitment of community-based centers and family providers for the 2012 implementation of QUALITYstarsNY was complete as of August 2012. QUALITYstarsNY is committed to eventually being available statewide. Official public school recruitment began in September 2012.
- 16 Site visits by state personnel are conducted through Coordinated Monitoring with Title I and also based on criteria established by the Office of Early Learning such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program.
- 17 An assessment of the UPK program must be conducted to determine the extent that goals and objectives have been met. School districts may select a valid and reliable instrument that assesses, at a minimum, language and literacy skills, cognitive skills, and social skills.
- 18 Children's learning and development are assessed upon entry to kindergarten and throughout the year. Assessments are locally determined provided they meet standards of validity and reliability.

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

- 1 The Division of Child Development and Early Education (DCDEE) contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency, the local Smart Start Partnership for Children, or other agency such as Head Start. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.
- 2 Figures are based on Fall 2011 enrollment. There was an expansion made possible in March 2012, which allowed for additional children to be enrolled in the program, bringing the total enrollment count up to 26,818.
- 3 The nonpublic schools breakdown is 8,632 enrolled in private child care centers and 4,212 in Head Start programs, including some children from the March expansion.
- 4 A special provision in the 2011 budget bill required a policy change that children must be served 6.5 to 10 hours per day. Wrap-around services are determined locally.
- 5 Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.
- 6 A special provision in the 2011 budget bill requires that the Division of Child Development and Early Education implement a parent co-pay.
- 7 The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws.
- 8 NC Pre-K partners with Smart Start, resource and referral, and other agencies to provide a comprehensive array of services for families. Programs must provide information to families on access to health insurance and the importance of a medical home for their children. Parent conferences and home visits are strongly recommended but not required.
- 9 Infant/toddler standards were also developed and the state is currently working on a revised document that would span the ages of 0–5. This revision was expected to be complete in 2012.
- 10 All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE or a related field and a North Carolina birth-kindergarten teacher licensure or preschool add-on license. Teachers in nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS but must work to achieve a BA in ECE or a related field and a birth-kindergarten licensure or preschool add-on license within four years of the classroom beginning to receive state pre-K funds. Certain exceptions to this were granted due to the transition of the program from the Office of Early Learning to the Division of Child Development and Early Education.
- 11 A small number of lead teachers have only a high school diploma because they are very close to achieving an AA degree and may be working in a rural setting that has limited access to qualified teachers.
- 12 Licensed teachers and assistant teachers in public school settings will participate in professional development as consistent with the State Board of Education policy, which changed in the 2011-2012 school year from 15 CEUs every five years to 75 clock hours every five years. Teachers and assistant teachers working toward licensure requirements will participate in a minimum of six documented semester hours per year.
- 13 Assistant teachers in public schools must meet requirements specified by NCLB. NC Pre-K generally requires assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of ECE coursework or two years experience in an early childhood classroom. An AA in ECE is highly encouraged for assistant teachers.
- 14 There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.
- 15 Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desk-top monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted on all second-year classrooms, as well as randomly through QRS evaluations of licensed programs.

OHIO – Ohio Early Childhood Education (ECE)

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

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

OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

- ¹ The program is voluntary for school districts to offer and voluntary for families to attend.
- ² State funding is not available for the 2,410 typically developing 3-year-olds in the prekindergarten program, or for the 1,457 3-year-olds and 4,244 5-year-olds with special needs. Oklahoma also has a pilot early childhood program for at-risk children from birth through age 3 that served 2,642 children in the 2011-2012 school year.
- ³ Even in collaboration programs, all students are considered public school enrollees and are matched with a site elementary school. They receive the same services as on-site public school students.
- ⁴ Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Programs must be offered at least 175 days per year.
- ⁵ Collaboration with other agencies and programs to provide extended-day services occurs but is not mandated at the state level.
- ⁶ Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.
- ⁷ At least one meal is provided through the federal Child Nutrition Program. The federal government does not provide snacks for 4-year-olds in public schools during regular class time, so snacks are determined locally.
- ⁸ Other support services include mental health services (counselor), health services (school nurse), and all other typical public school program services, such as early intervention, transition programs, and literacy coaches.
- ⁹ The state is planning to draft math and English language arts standards that align to the Common Core State Standards for early grades.
- ¹⁰ The state also has an IT3 certificate for individuals teaching infants, toddlers, and 3-year-olds. Teachers with this certification cannot teach in a classroom of 4-year-olds. Additionally, a paraprofessional may become certified in Early Childhood to teach in a pre-K classroom if he/she: has a bachelor's degree, has one year experience as a teaching assistant in a public school in the area for which a teaching license is pursued, pass the Oklahoma General Education Test (OGET), passes a subject area test in early childhood, and passes the Oklahoma Professional Teachers Examination (OPTE).
- ¹¹ Assistant teachers must meet requirements to be highly qualified under NCLB. They must have an AA, 48 hours of college credit, or pass one of the two state-approved tests that do not have specific educational requirements. One test is the Oklahoma general education test (an exam required for pre-K–12 public school teachers) and the other is a national test for paraprofessional status.
- ¹² Other state sources include state-dedicated revenue such as taxes and fees set aside by the state for LEAs and grants.
- ¹³ All funding flows through the public school system, regardless of the type of setting.
- ¹⁴ The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the beginning and the end of the school year.
- ¹⁵ Uses of child-level assessments are determined locally but it is state policy for them not to be used for high-stakes testing. Common applications include to: identify needs that will guide teacher training or professional development, track child and program level outcomes over time, and provide a measure of kindergarten readiness.
- ¹⁶ It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of three assessments for reading: DIBELS, Literacy First, or Basic Early Assessment of Reading (BEAR).

OREGON – Oregon Head Start Prekindergarten

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

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

PENNSYLVANIA – Education Accountability Block Grant (EABG)

- 1 EABG was funded in the 2011-2012 year using only carryover funds from the 2010-2011 year. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.
- 2 Prekindergarten is one option for spending resources that all districts receive as part of EABG allocation.
- 3 This is a school-district administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in a partnership with Head Start or child care where the other agency is the lead.
- 4 Most programs operate either 2.5 or 5 hours per day, 5 days per week, for a minimum of 180 days per year (programs operate 450 hours for a half day or 900 hours for a full day).
- 5 Districts determine their own prioritization for services and eligibility requirements.
- 6 For nonpublic school settings contracted by an LEA prior to September 2006, teachers had until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. Beginning in January 2012, only PK-4 will be applicable for certification; prior to that, all ECE certifications apply.
- 7 The program has traditionally required 180 clock hours of professional development every 5 years. However, Act 24 issued a 2-year moratorium of this professional development requirement beginning in 2011.
- 8 Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 9 Seventy-five percent of allocated funding is for students who have not achieved state-test proficiency on the Pennsylvania System of School Assessment, and 25 percent of all allocated funding is for students who have achieved proficiency. Funds awarded for the 2011-2012 school year were actually carry-over funds from the 2010-2011 school year.
- 10 Only those public schools that received funding in the 2010-2011 school year were eligible to receive funds in the 2011-2012 year.
- 11 There was no formalized monitoring of this program during the 2011-2012 school year. The use of EABG funds are monitored through Annual Financial Reports and are audited by the Bureau of School Audits. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.
- 12 The pilot for Kindergarten Readiness Inventory at kindergarten entry was rolled out for 2011-2012 in some classrooms.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

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

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

- 1 The Office of Child Development and Early Learning (OCDEL) administers early childhood programs with funding from both the Department of Education and the Department of Public Welfare.
- 2 K4 programs follow kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-child ratio of 1:10. SBPK programs determine locally whether to enroll 3-year-olds or limit enrollment only to 4-year-olds.
- 3 Provisions for English Language Learner supports are in place at the school district level.
- 4 The program has traditionally required 180 clock hours of professional development every 5 years. However, a 2-year moratorium of this professional development requirement was issued beginning 2011.
- 5 As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 6 Estimated State Expenditures are based on the proportion of Pre-K/K4 students and Pre-K-12 students and Basic Education Expenditures.

PENNSYLVANIA – Pennsylvania Pre-K Counts

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

- 4 Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age cutoff is 5 by September 1, but this is locally determined. Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts. Children who are not age eligible for enrollment in Pre-K Counts may be enrolled if funding is provided by a non-state source. Districts may determine if a child may enter kindergarten prior to the eligibility date on an individual basis.
- 5 Families must demonstrate income eligibility. The recommended priority is at or below 250 percent FPL, though families can enroll at or below 300 percent FPL.
- 6 A class size of 17 students is recommended. The recommended staff-child ratio is 2:17; if the 1:10 ratio is used, other qualified staff must be present on site in case of emergency.
- 7 Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but not required.
- 8 By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N-3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program. Teachers who do not meet this requirement are considered not in compliance, which can lower the program's score on the Program Review Instrument and affect future funding.
- 9 As of the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction. A minimum of a CDA is required to demonstrate the knowledge of the ability to assist in instruction.
- 10 Child care agencies must participate in Pennsylvania's tiered quality improvement rating system at either of the top two levels (STARS 3 or 4).

RHODE ISLAND – Rhode Island Pre-Kindergarten Program

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

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

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

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

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

TENNESSEE – Tennessee Voluntary Pre-K

- 1 The Department of Education restructured in 2011 creating the Division of Special Populations. This division houses all of Special Education, including the Tennessee Early Intervention System (birth to 3), 619 Special Education (3-5), and Big B Special Education (5-22); the Office of Early Learning, including Voluntary Pre-K, Family Resource Centers and School Administered Child Care Program oversight, and the Head Start State Collaboration Office; and Migrant Education, English Learners Education, and Homeless Education Services.
- 2 Children with IEPs are considered for enrollment in the VPK program after ensuring all income-eligible students are enrolled as a priority. All special education students are enrolled in VPK and participate 5 days a week, 5.5 hours a day. All 3-year-olds with IEPs are enrolled in PILOT VPK classes, which are allowed to serve both 3- and 4-year-old students. Five-year-olds can enroll if their IEPs indicate the pre-K setting is the most appropriate program to meet IEP goals.
- 3 All classrooms are funded through the LEA and are the responsibility of the LEA to ensure each classroom meets the requirements of the program regardless of location.
- 4 Naptime cannot be counted in the 5.5 hour minimum.
- 5 Five-year-olds may participate if they have an IEP that identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP. Request for enrollment is made to the Department of Education for approval before the child is enrolled in VPK program. Pilot Pre-K programs may serve 3-year-old children as well.

- 6 Income eligibility is always first priority for enrollment. The other locally determined risk factors are considered when space is available after serving income-eligible students.
- 7 Tennessee has a three-tier eligibility system. Tier 1 includes children whose income would qualify them for free or reduced-price lunch as well as children who are homeless or in foster care. The second tier includes students with an IEP, a history of abuse or neglect, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) parents with low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.
- 8 In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.
- 9 The state regulates ELL services for K–12 students but because pre-K is not mandatory, LEAs are not required to provide ELL services. However, all programs include pre-K children in ELL screening and do provide some level of service as appropriate. Although no policy requires services for pre-K, there are opportunities for professional development afforded to pre-K teachers, information is presented to families in primary language, and translators are made available when needed.
- 10 The newly revised standards are aligned with the Kindergarten Common Core State Standards in both Math and English Language Arts.
- 11 The transitional license is for teachers with a BA but no license. Waivers are available for teachers with a license but not in pre-K. Teachers with a transitional license or waiver must complete requirements in two years. Interim B teachers have completed required coursework for license but have not passed all required Praxis tests. The Pre-K–4 and Pre-K–1 endorsements are no longer issued but are still accepted for pre-K teachers in public and nonpublic settings.
- 12 All lead teachers working in schools must meet the state requirement of 30 hours of in-service credit per year. The 18 hours required in early childhood may be included in the 30 hours. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.
- 13 State law passed in 2005-2006 requires at least one educational assistant per classroom to hold a CDA, or AA, or actively work toward such credentials. If no person with such credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood programs to be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired. Fifty-three percent of all assistant teachers have a CDA credential or higher level of education.
- 14 There is no degree requirement for assistant teachers but they are required to receive a minimum of 12 hours of state approved professional development on ECERS, ELLCO, Personal Safety, Tennessee Early Learning Development Standards, Child care rules and regulations, and Social Emotional Learning Foundations. Training may occur prior to or during employment.
- 15 The LEA is required to provide a local match; however, the local match does not have to be in actual dollars but can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.
- 16 State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community-based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA.
- 17 The LEA is required to provide a local match; however, the local match does not have to be in actual dollars but can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.
- 18 Program level outcomes are incorporated into a Plan of Action, which identifies areas of weakness found as a result of the ECERS-R and ELLCO. State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community-based and Head Start child care facilities monitored by DHS must have received the highest star rating in order to partner with the LEA.
- 19 Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. Education consultants visit every classroom every year and conduct structured observations of classroom quality.
- 20 Peabody Research Institute at Vanderbilt University is involved in the fourth year of a five-year study on the Effectiveness of the Voluntary Pre-K Program examining the impact of program characteristics on child outcomes to identify essential classroom qualities and resources and identify those with little or no impact on child outcomes that can be eliminated.

TEXAS – Texas Public School Prekindergarten

- 1 A district shall offer prekindergarten classes if the district identifies 15 or more eligible children who are at least four years of age by September 1 of the current school year. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years of age.
- 2 The 45,657 students reported are children served in both the pre-K program as well as who have IEPs, including one 6-years-old. An additional 7,781 3- and 4-year-olds receive special education services through Early Education (EE), a grade level for students between the ages of birth and 5 who have not been placed in prekindergarten or kindergarten. These students do not meet the two hours of instruction per day requirement for membership in state-funded pre-K.
- 3 In previous years, districts that received pre-K expansion grants from the state were required to offer 6 hours of services per day. However, this grant was eliminated in the 2011-2012 school year. All children were served in part-day settings in this program.
- 4 Partnerships are determined locally.
- 5 The TEA specifically established the pre-K program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K and are paid for by the school district if enrolled.
- 6 Districts are required to verify eligibility. Once a student is determined to be eligible, the student remains eligible for that year in the district in which he or she resides or is otherwise entitled to Foundation School Program benefits.
- 7 There is no rule regarding prekindergarten class size or staff to child ratio, though school districts are encouraged to maintain classes no larger than 15 3-year-olds and 18 4-year-olds and not to exceed a staff-child ratio of 1:22. If a school district contracts with a private entity for the operation of the district's prekindergarten program, the program must comply with child care licensing standards.
- 8 Districts are not required to serve meals to pre-K students. However, most districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.
- 9 Translators are used for Language Proficiency Assessment Committees for parents who do not speak English and during parent/teacher meetings. Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program.
- 10 Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools.
- 11 Texas does not use the term "assistant teachers" though paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma and experience working with students or parents. Educational Aide II requires at least a high school diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.
- 12 Foundation School Program is an estimate from March. The Texas School Ready! Program is a grant program and not available statewide.
- 13 State funds are distributed through a variety of funding streams: Foundation School Program, \$718,477,344; Texas School Ready! Program, \$3,500,000; School Readiness Integration Specialist, \$1,200,000 (Commissioner's Priority Fund); and Kindergarten Readiness System, \$4,036,000 (\$1,297,000 from Commissioner's Priority Fund; \$739,000 District Awards for Teacher Excellence (DATE); \$2,000,000 from General Fund). Federal funds are used for a number of components of this program: \$11,700,000 for Texas School Ready!, \$746,000,000 of the Kindergarten Readiness System, and \$1,000,000 for School Readiness Integration Specialists. The Texas School Ready! Program is a grant program and not available statewide.

- 14 Prekindergarten students generate formula funding based on average daily attendance (ADA) in the same manner as K–12 students with the provision that they are eligible for a maximum of one half day ADA.
- 15 Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and/or end of the year, depending on which instrument is chosen.

VERMONT – Vermont Prekindergarten Education - Act 62

- 1 The Department of Education and the Department for Children and Families within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).
- 2 Total enrollment reflects the number of children ages 3–5 included in the October 1 census as “pre-K” as well as an estimated 886 children who receive both pre-K and EEE, Vermont’s term for early childhood special education services. One hundred eighty-two children served through this program were also provided services through the EEI program.
- 3 Most programs operate about 3 hours per day, 6 to 10 hours per week, 3 to 4 days per week. In all settings, programs must run for at least 35 weeks per year. If a child care program contracts with a school district to offer pre-K, the pre-K portion of the child’s program is 10 hours, but the child may attend the child care program 40 hours or more per week.
- 4 Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally (and often set at September 1) but must be between August 31 and December 31. Act 62 allows districts to serve 3- and 4-year-olds or just 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age-eligible for kindergarten in a pre-K program if that is found to better suit the child’s needs.
- 5 In the 2011-2012 school year, the cap on the number of children a district could count in its enrollment census was removed. All 3- to 5-year-olds a district serves in pre-K may be included in the school census.
- 6 Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth through Grade 3 continuum that is aligned with the Common Core State Standards.
- 7 In public school settings, teachers must have a bachelor’s degree and a license in Early Childhood Education or Early Childhood Special Education. Non-public school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic settings, the absolute minimum requirement for a lead teacher is meeting child care licensing requirements; the person must have an AA, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). Registered child care homes require 3 hours of supervision by a licensed teacher on weekly basis. The majority of lead teachers in all settings have a BA and are certified.
- 8 Newly licensed teachers must complete 3 credits in the first 3 years of teaching (Level 1). Teachers with more than 3 years of experience must complete 9 credits in 7 years (Level 2).
- 9 Assistant teachers must have an AA or equivalent and must meet highly qualified standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 and depends on the type of pre-K provider.
- 10 About 25 percent of all districts use some Title I dollars to support pre-K; however, districts are not asked to report expenditures by source, so the amount is unknown.
- 11 The state’s Education Fund provides funding for pre-K–12 education spending. Budgets are determined and approved at the local level and then funded through the Education Fund.
- 12 Districts are encouraged to contract with community early care and education programs. In most cases, the districts pay a negotiated per child tuition amount. In some cases, the districts provide the licensed teacher, space, and other supports in lieu of or in addition to child tuition payments.
- 13 In order to offer pre-K, a center must have NAEYC accreditation or 4-5 STARS in Vermont’s quality rating system (or 3 STARS with an approved plan). As of the 2011-2012 school year, ECERS is now required for all programs applying for these upper STARS levels.
- 14 Act 62 allows Department of Education and Department of Children & Families staff to conduct unannounced visits. About 10 are done annually. All pre-K programs must meet child care licensing regulations; licensors visit programs as part of their regular reviews.
- 15 Programs are required to conduct parent conferences twice a year to provide them with information on their child’s progress (data collected through WSS or Teaching Strategies GOLD). Using these data to inform practices is encouraged but not directly monitored.
- 16 Child assessment will be used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.
- 17 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VERMONT – Vermont Early Education Initiative (EEI)

- 1 This is a competitive grant program. A total of 47 grants were awarded in 2011-2012.
- 2 Of the 1,001 children receiving services through the EEI program, 819 children were also served in the Act 62 program and reported in that figure. EEI figures are excluded from the state total to avoid duplication of enrollment.
- 3 The number of hours per week funded with EEI dollars ranges from 7 to 40 hours per week, depending on the grantee’s delivery model. Several extended-day child care centers administer EEI programs though EEI funds only pay for a portion of a child’s time. Most EEI programs are part-day, 8 to 11 hours per week, for 2 to 3 days per week. Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wrap-around services although EEI funds do not support these services.
- 4 The EEI grants period operated from July 1, 2011, to June 30, 2012, though most programs only operate on the traditional September to June academic calendar.
- 5 EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. Kindergarten entry age is determined locally; state law requires the date be set on or between August 31 or January 1.
- 6 There is no policy on meals. Some of the EEI programs serve snacks or meals, but that depends upon the service delivery model of the grantee.
- 7 Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth through Grade 3 continuum that is aligned with the Common Core State Standards.
- 8 In public school settings, teachers must have a bachelor’s degree and a license in Early Childhood Education or Early Childhood Special Education. Non-public school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic settings, the absolute minimum requirement for a lead teacher is meeting child care licensing requirements; the person must have an AA, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). Registered child care homes require 3 hours of supervision by a licensed teacher on weekly basis. The majority of lead teachers in all settings have a BA and are certified.
- 9 Fifty-eight lead teachers (43 percent) in EEI program have Early Childhood Educator licenses and 23 (17 percent) hold Early Childhood Special Educator licenses.
- 10 Licensed lead teachers must complete 9 credit hours in 7 years. Under state child care licensing regulations, the requirement in nonpublic settings is 12 clock hours of professional development per year.
- 11 Assistant teachers must have an AA or equivalent and must meet “highly qualified” standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development.
- 12 In 2011-2012, all types of grantees were awarded EEI funds directly. In the prior year, funds had to go to a public school and then the school would subcontract with non-public school entities.
- 13 All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.

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

VIRGINIA – Virginia Preschool Initiative (VPI)

- 1 Localities are eligible as long as they are determined to serve 4-year-olds eligible for free lunch who are not served by Head Start.
- 2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.
- 3 Kindergarten age-eligible children may enroll in pre-K at local program's discretion only, not solely at the request of parents.
- 4 While allocations to local school divisions are made based on free lunch eligibility, enrollment criteria are based on locally determined risk factors.
- 5 Additional risk factors may be determined locally.
- 6 The Appropriation Act does not mandate meals, but the state offers the opportunity for all programs to provide meals. The number of programs providing at least one meal is not known.
- 7 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. This individual must be on-site for a substantial portion of instructional time.
- 8 Figure reported may not fully represent actual total VPI spending as these figures account for the state contribution plus the local required match. Localities can spend more local funds on VPI than their match requires but figures are not available.
- 9 Increase in VPI spending over 2010-2011 attributed to rebenchmarking of VPI formula for FY2012-2014 biennium.
- 10 The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of \$6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. Beginning with the 2009-2010 school year, the local match is capped at one-half the per-pupil amount.
- 11 Site visits by state staff or consultant were no longer conducted in 2011-2012 due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer include review of program facilities, on-site safety procedures, and review of program records.
- 12 The report done by the Joint Legislative Audit and Review Committee in 2007 was mandated by the General Assembly. The report done by the Curry School of Education at the University of Virginia in 2011 was not mandated.
- 13 Through the support of the state-funded Early Intervention Reading Initiative, localities may choose to use the PALS. All but one school division uses PALS.

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

- 1 The most recent competitive RFP was in 2008. New 2011-2012 slots were awarded to existing contractors based on county poverty levels.
- 2 The public schools count includes school districts and Educational Service Districts.
- 3 A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. A typical program operates 3 hours a day, 3 or 4 days a week for the school year.
- 4 There are many children in wrap-around child care at the same site who are not counted in the school day category. This is because ECEAP program standards are not in operation during those hours.
- 5 Children younger than 3 or older than 4 by August 31 are not admitted to pre-K. Younger children can be admitted to kindergarten via testing but this is rare.
- 6 There are additional risk factors. Income and other risk factors are weighted via a priority point system. Children with the highest points are enrolled into available slots.
- 7 Contractors offering sessions lasting fewer than 3 hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch, and provide a snack. Contractors must participate in the USDA CACFP or National School Breakfast and Lunch program, and many exceed these standards.
- 8 Performance standards require that contractors ensure a culturally relevant curriculum that reflects the cultures of enrolled children; supports ongoing development of each child's home language, while helping each child learn English; and includes and demonstrates respect for diverse family structures and cultures.
- 9 All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an AA or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree. A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K–Grade 3) or Early Childhood Special Education.
- 10 In parts of the state with a shortage of qualified teachers, some teachers currently have an HSD or CDA, but they are on an approved professional development plan to attain the full qualification.
- 11 Exceptions to these requirements are made for assistant teachers employed by the same agency in this role before July 1, 1999.
- 12 Non-required local spending amounts are unknown and include both financial resources and in-kind aid.
- 13 The intensive program review, similar to Head Start, is approximately every four years.
- 14 Each program chooses additional tools to assess social-emotional, physical, and cognitive development at least twice per year. Most contractors use Teaching Strategies GOLD. Beginning in the 2013-2014 school year, use of Teaching Strategies GOLD will be mandatory.
- 15 As of fall 2011, the WaKIDS kindergarten assessment process was voluntary in state-funded full-day kindergarten. In fall 2012, it will be mandatory in state-funded full-day kindergarten and voluntary in other schools. The assessment will use the Teaching Strategies GOLD child assessment tool, as well as collaboration with early learning providers and communication with parents.

WEST VIRGINIA – West Virginia Universal Pre-K

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

- 6 Revised state policy requires two adults present with children, regardless of group size.
- 7 Breakfast and/or lunch are required regardless of the number of hours a program operates per day, but which one is served depends on the time of day for the program. Part-day programs must offer one, and school-day programs typically offer both. Snacks are provided depending on the meal pattern.
- 8 A full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.
- 9 If a classroom is a community collaborative site, the teacher may acquire a permanent authorization for community programs, provided the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core early childhood courses. However, policy revisions allow use of the permanent authorization only until August 2013, at which time all newly hired teachers in nonpublic settings must have a minimum of a BA in a related field.
- 10 Children enrolled in West Virginia Pre-K generate state aid funding the same as K–12, depending on instructional hours.
- 11 County collaborative early childhood teams submit comprehensive information on fiscal data, ECERS-R data, professional development, standards, curriculum implementation, and changes to the approved county program structure annually. Documentation of children’s learning and/or child outcomes was revised during the 2010-2011 school year and, as of the 2011-2012 school year, all programs now use the Early Learning Scale as well as health data for children’s learning and/or child outcomes.
- 12 Beginning in 2011, policy revisions established a new comprehensive child assessment system using the Early Learning Scale, health data, and additional formative assessment of the state’s early learning standards.

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

- 1 There are 413 elementary school districts, not including high school-only districts. Of these districts, 115 work with child care or Head Start partners to implement the program.
- 2 There is a discrepancy in the total and age breakdown as the total comes from the audited pupil count and the breakdown comes from the public enrollment report.
- 3 The enrollment total of children receiving special education services is a duplicated count. Age breakdown does not equal total enrollment because it includes children who are not between the ages of 3 and 5.
- 4 The number of hours varies as districts adopt different class schedules based on collaboration with community programs, transportation, and other considerations. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day 4-5 days per week, but districts may offer full-day programs 2-3 days per week.
- 5 The Departments of Public Instruction and Children and Families promote and support community approaches to 4K through a variety of methods. The 4K program may be provided through community approach models with Head Start or child care so that extended-day or extended-year services are available. Some children with disabilities get extended services as per their IEP.
- 6 The state defines ages for starting the program. An IEP team may determine a child’s placement as 4K if they have considered the full range of options. Districts may or may not have policies on retention.
- 7 Districts offering the 4K program must enroll all-age eligible children whose families wish them to attend.
- 8 Districts may consider the following staff-child ratios and class sizes: a 1:10 staff-child ratio with a maximum class size of 20; a 1:13 staff-child ratio with a maximum group size of 24; a 1:15 ratio, required by the Student Achievement Guarantee in Education class size reduction program and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC.
- 9 Programs in child care or Head Start must follow those requirements. If a school-based program operates longer than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.
- 10 State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required. Students entering 4K must have a physical exam (unless waived for religious reasons). There is a standard form but the physician has some discretion in what is done. Referrals and follow-up policies are locally determined.
- 11 At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.
- 12 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.
- 13 Spending figures are estimates as 4K is part of the overall state school funding formula and it is difficult to break out costs of only one grade level. Funding for 4K is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach.
- 14 When children with disabilities are enrolled in 4K, IDEA funds support their services as per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services based on the agreements and program models.
- 15 Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.
- 16 Local property taxes are part of the funding formula.
- 17 The state does not require an assessment, so districts determine their own assessment process. Teaching Strategies GOLD and Ages and Stages are often used. Common applications of the assessment information are to identify needs that will guide teacher training or professional development, make adjustments to curricula, and track child and program level outcomes over time.

WISCONSIN – Wisconsin Head Start State Supplement

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

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

- 1 One-hundred percent of the 37 Local Education Agencies (LEAs) in the District of Columbia that provide kindergarten offer pre-K. The initiative is distributed throughout all eight wards of the city.
- 2 The majority of DC Public Schools offer pre-K for age eligible students. The pre-K grant is available to highly qualified community-based organizations that are awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten.
- 3 Enrollment figures by age are only available for those children included in the OSSE Pre-K audit from October 2011.
- 4 Children with IEPs and IFSPs are included in DCPS and Charter counts. If eligible for continued services, children with IFSPs transition to IEPs at age 3. At this time, they enter the state pre-K program. These totals include students served in nonpublic programs and students in surrounding counties eligible to be receiving services under IDEA as the geographic LEA.
- 5 Pre-K programs operate Monday through Friday, no earlier than 7 a.m., 39 weeks yearly for a total of 180 full days of developmentally appropriate activities with children.
- 6 Community-based organization grantees continue to operate their pre-K classrooms in the summer.
- 7 For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-child ratio.
- 8 The Healthy Schools Act requires the provision of both breakfast and lunch. Childcare licensing mandates two meals and a snack for a school-day program, defined as 7 hours.
- 9 Health exams are provided directly in some, but not all, programs. All students must have a completed D.C. Universal Health Certificate, completed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations.
- 10 In summer 2012 an alignment study of the 2010 standards was completed between the early learning standards and the Common Core State Standards. These revised standards will be in place for the 2013-2014 school year.
- 11 All nonpublic, community-based teachers must hold at least an AA in child development, early childhood education, or child and family studies and must be enrolled in a BA program and on track to receive the degree by September 1, 2017. New teachers in nonpublic programs must have a BA if they enter after 2012.
- 12 In public settings, an assistant teacher must have an AA, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. For nonpublic assistant teachers, they must be enrolled at the time of employment in an early education degree program.
- 13 District-level funding for the D.C. Pre-K Program totaled \$157,440,000 across all DCPS, Charters, and CBOs. Spending is based on the per-pupil funding formula of \$11,986 per 3-year-old and \$11,629 per 4-year-old with adjustments for special education and limited English proficiency students. The total fiscal year 2012 spending is the anticipated amount. Three new pre-K classrooms were awarded in May and the costs will cross both FY12 and FY13.
- 14 In 2011-2012, DC evaluated the third grade results of Pre-K program participants, gathered a representative sample of environmental rating scale results, and performed a sample-based assessment of learning in Pre-K.
- 15 While there are no universal, required assessment tools, Pre-K programs currently use several specific assessment tools, including the most commonly used Teaching Strategies GOLD assessment.
- 16 OSSE is currently developing a Kindergarten Entry Assessment that will be used universally for all kindergarten students at the beginning of the year. Implementation is planned before Fall 2013.

DISTRICT OF COLUMBIA – Public Pre-Kindergarten (Charter)

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

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START			FEDERAL HEAD START					
	State funding (Fiscal Year 2012)	State enrollment: additional funded slots for 3- and 4- year-olds (Program Year 2011-2012) ¹	Federal actual spending (Fiscal Year 2012) ²	Funded enrollment by state (Program Year 2011-2012) ³		American Indian/ Alaskan Native enrollment (Program Year 2011-2012)		Migrant enrollment (Program Year 2011-2012)	
				3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$107,496,105	5,326	9,577	—	—	71	58
Alaska	\$7,299,200 ⁴	0	\$24,717,793	471	749	537	702	—	—
Arizona			\$138,373,235	3,682	8,496	1,084	2,013	245	329
Arkansas			\$64,189,362	4,397	4,909	—	—	85	85
California			\$871,421,270	30,743	58,637	255	315	1,596	1,664
Colorado			\$70,689,345	3,941	5,193	66	76	70	71
Connecticut	\$5,661,150 ⁵	523 ¹	\$50,161,047	2,483	3,347	—	—	—	—
Delaware	\$5,727,800	843	\$11,450,472	436	877	—	—	—	—
Florida			\$281,710,300	12,721	20,072	—	—	618	543
Georgia			\$165,521,921	11,757	10,433	—	—	—	—
Hawaii			\$20,034,959	889	1,794	—	—	—	—
Idaho	\$1,500,000 ⁶	198 ¹	\$30,502,622	624	1,859	88	115	197	175
Illinois			\$270,462,889	15,162	19,738	—	—	100	85
Indiana			\$91,421,802	4,174	7,880	—	—	—	—
Iowa			\$45,772,251	2,733	3,784	—	—	—	—
Kansas			\$46,751,184	3,203	3,349	29	32	—	—
Kentucky			\$105,083,394	5,637	9,160	—	—	55	48
Louisiana			\$143,291,414	11,398	8,518	—	—	—	—
Maine	\$3,700,000 ⁷		\$23,859,160	1,015	1,560	22	38	—	—
Maryland	\$1,800,000 ⁸	0	\$72,919,397	4,781	4,589	—	—	—	—
Massachusetts	\$7,500,000 ⁹	228 ¹	\$106,123,597	4,541	5,816	—	—	28	20
Michigan			\$231,327,929	12,295	18,540	143	209	18	21
Minnesota	\$13,764,296	1,731 ¹	\$86,330,588	3,600	5,473	285	365	157	152
Mississippi			\$162,466,793	10,210	15,348	153	55	—	—
Missouri			\$114,758,021	6,086	8,517	—	—	—	—
Montana			\$34,066,981	1,086	1,558	646	743	—	—
Nebraska			\$31,764,257	1,656	2,497	118	117	17	14
Nevada			\$24,697,834	982	1,439	152	208	—	—
New Hampshire	\$0 ¹⁰	0 ¹⁰	\$11,881,566	549	881	—	—	—	—
New Jersey			\$127,844,029	6,585	7,221	—	—	41	35
New Mexico			\$59,461,035	2,719	3,761	480	664	—	—
New York			\$426,126,269	19,215	24,507	75	68	123	112
North Carolina			\$163,329,677	6,266	11,091	88	88	556	453
North Dakota			\$23,194,674	748	1,274	383	439	—	—
Ohio			\$248,914,408	13,304	18,811	—	—	—	—
Oklahoma	\$2,191,700 ¹¹	0	\$104,600,935	6,043	5,914	1,287	1,197	—	—
Oregon	\$61,000,000	7,169	\$84,544,645	2,006	3,622	115	177	633	437
Pennsylvania	\$35,414,000	4,747 ¹	\$224,181,540	11,491	16,087	—	—	92	92
Rhode Island	\$800,000	81 ¹²	\$18,856,577	820	1,385	—	—	—	—
South Carolina			\$85,444,889	5,895	5,887	53	25	71	66
South Dakota			\$30,225,589	959	1,406	554	697	—	—
Tennessee			\$115,935,424	5,668	10,024	—	—	—	—
Texas			\$540,431,046	26,555	36,866	17	17	1,942	1,330
Utah			\$43,180,991	1,703	3,589	105	110	78	96
Vermont			\$10,445,319	496	591	—	—	—	—
Virginia			\$96,477,972	4,847	7,478	—	—	54	47
Washington			\$134,603,194	2,930	6,333	479	572	710	572
West Virginia			\$49,643,516	2,057	5,137	—	—	—	—
Wisconsin	\$6,264,100	1,062 ¹	\$101,577,852	6,213	5,727	377	336	109	102
Wyoming			\$12,882,646	597	878	98	99	21	5
District of Columbia			\$17,526,363	1,258	1,386	—	—	—	—
50 States + DC ¹³	\$152,622,246	16,582	\$6,158,676,080	294,955	423,564	7,689	9,477	7,686	6,613
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 2011-2012)						
	Percent of children enrolled full-day five days per week, all ages (Program Year 2011-2012)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	88%	\$21,769	\$20,018	\$21,041	\$23,940	\$24,003	\$15,519
Alaska	5%	\$28,372	\$24,125	\$30,002	\$27,988	\$33,835	\$18,376
Arizona	2%	\$27,225	\$23,052	\$25,910	\$29,592	\$30,130	\$16,876
Arkansas	89%	\$25,773	\$20,007	\$24,122	\$28,441	\$29,909	\$17,603
California	21%	\$34,279	\$28,499	\$31,538	\$35,705	\$41,335	\$23,477
Colorado	14%	\$29,860	\$24,509	\$25,924	\$30,664	\$41,608	\$18,511
Connecticut	47%	\$31,876	\$22,841	\$28,586	\$31,243	\$44,066	\$20,812
Delaware	3%	\$21,865	\$17,790	\$21,419	\$21,528	\$27,151	\$10,853
Florida	91%	\$31,187	\$22,419	\$24,573	\$34,071	\$42,251	\$19,663
Georgia	93%	\$25,881	\$19,132	\$22,709	\$28,671	\$32,713	\$17,165
Hawaii	24%	\$37,487	\$31,921	\$37,194	\$39,666	\$37,510	\$28,478
Idaho	1%	\$20,889	\$9,502	\$20,469	\$20,446	\$27,935	\$12,129
Illinois	31%	\$35,675	\$18,979	\$23,996	\$34,328	\$57,012	\$22,196
Indiana	18%	\$25,863	\$14,391	\$24,459	\$25,194	\$38,912	\$16,058
Iowa	32%	\$28,479	\$20,062	\$21,857	\$30,131	\$40,514	\$17,601
Kansas	19%	\$27,709	\$19,369	\$22,113	\$28,641	\$37,090	\$14,748
Kentucky	28%	\$27,170	\$21,493	\$20,624	\$28,447	\$41,908	\$15,027
Louisiana	72%	\$26,163	\$21,761	\$22,851	\$28,602	\$33,282	\$15,969
Maine	16%	\$24,906	\$29,385	\$24,698	\$25,918	\$23,329	\$17,449
Maryland	44%	\$37,306	\$25,848	\$24,006	\$33,574	\$57,716	\$18,796
Massachusetts	31%	\$27,705	\$24,356	\$25,569	\$28,700	\$31,607	\$21,216
Michigan	6%	\$31,111	\$20,846	\$25,822	\$31,720	\$44,461	\$18,549
Minnesota	5%	\$29,197	\$31,384	\$30,192	\$27,660	\$30,611	\$18,617
Mississippi	79%	\$18,704	\$18,409	\$17,126	\$20,077	\$21,980	\$13,197
Missouri	31%	\$24,397	\$17,353	\$21,025	\$25,564	\$39,649	\$15,756
Montana	4%	\$19,843	\$18,030	\$19,373	\$21,022	\$21,539	\$13,149
Nebraska	22%	\$30,888	\$14,992	\$22,230	\$30,902	\$45,669	\$14,316
Nevada	12%	\$33,400	\$27,040	\$32,573	\$33,670	\$35,670	\$21,415
New Hampshire	6%	\$20,575	\$14,775	\$19,755	\$21,596	\$21,185	\$15,759
New Jersey	90%	\$40,389	\$27,720	\$27,586	\$40,095	\$52,944	\$21,829
New Mexico	26%	\$25,141	\$19,296	\$23,360	\$28,952	\$36,971	\$14,159
New York	54%	\$34,082	\$21,508	\$25,996	\$31,944	\$38,922	\$20,723
North Carolina	77%	\$16,022	\$15,218	\$16,467	\$17,003	\$18,550	\$11,461
North Dakota	12%	\$31,939	\$33,202	\$29,397	\$30,286	\$39,544	\$15,071
Ohio	17%	\$26,220	\$17,101	\$23,852	\$26,353	\$32,740	\$17,767
Oklahoma	62%	\$30,307	\$20,087	\$25,289	\$32,613	\$34,931	\$19,573
Oregon	11%	\$27,086	\$25,220	\$24,167	\$27,996	\$31,977	\$17,505
Pennsylvania	35%	\$34,632	\$20,647	\$22,352	\$27,835	\$44,192	\$19,146
Rhode Island	7%	\$27,898	\$20,997	\$25,089	\$30,197	\$26,756	\$19,089
South Carolina	93%	\$21,767	\$19,126	\$19,919	\$22,630	\$25,742	\$15,265
South Dakota	7%	\$30,463	\$29,745	\$26,195	\$29,091	\$44,505	\$13,049
Tennessee	50%	\$27,985	\$17,109	\$22,743	\$31,466	\$34,056	\$17,245
Texas	71%	\$32,722	\$22,572	\$24,420	\$36,354	\$45,097	\$17,184
Utah	3%	\$22,320	\$17,130	\$18,638	\$23,718	\$29,512	\$15,452
Vermont	28%	\$28,642	\$22,986	\$24,167	\$28,428	\$33,194	\$22,389
Virginia	64%	\$32,165	\$27,572	\$24,178	\$33,292	\$42,919	\$16,900
Washington	10%	\$27,692	\$24,963	\$27,577	\$28,085	\$30,267	\$17,905
West Virginia	14%	\$30,029	\$16,694	\$19,479	\$29,709	\$41,419	\$17,785
Wisconsin	9%	\$31,896	\$22,988	\$24,121	\$32,887	\$46,282	\$17,082
Wyoming	1%	\$26,803	\$23,918	\$23,190	\$28,557	\$32,901	\$13,994
District of Columbia	94%	\$71,913	\$29,151	\$29,221	\$71,822	\$91,730	\$26,739
50 States + DC ¹³	44%	\$29,858	\$22,749	\$24,846	\$30,722	\$41,114	\$18,463
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 2011-2012.

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 enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2011-2012 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 \$6,415,222,712 in FY 2012.
- 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 2011-2012 Head Start PIR, and the enrollment by state as reported by ACF. These numbers do not include children funded by state match.
- ⁴ Alaska's state Head Start funds are used to enhance Head Start services and improve quality. Some additional slots may be funded by the supplement, but the state does not break down enrollment by federally and state-funded slots.
- ⁵ In addition to funding slots, funds are used to provide additional services, extend the program day and year, and support program quality enhancement.
- ⁶ This sum represents TANF funds dedicated to Head Start and Early Head Start.
- ⁷ Funds reported by the Head Start State Collaboration Office were used to fund slots, provide additional services, and extend the program day and year. Maine was not able to report the number of slots funded for 3- and 4-year-olds.
- ⁸ Supplemental funding is used to provide extended-day/week services only.
- ⁹ In addition to funding slots, Massachusetts's state Head Start funds are used for wrap-around services, professional development enhancements, and other quality improvements.
- ¹⁰ As part of major state budget cuts, no state funds were allocated for New Hampshire's Head Start supplement for fiscal years 2012 and 2013.
- ¹¹ Funds are used to provide extended-day and additional services.
- ¹² Rhode Island's state Head Start funds provide services to 4- and 5-year-olds. Only 4-year-olds are included in this enrollment count.
- ¹³ 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 2012)¹

STATE	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)
Alabama	\$24,084	\$2,007	45%
Alaska	\$54,288	\$4,524	75%
Arizona	\$30,600	\$2,550	53%
Arkansas	\$29,765	\$2,480	63%
California	\$42,216	\$3,518	64%
Colorado	\$24,086-\$57,492 ²	\$2,007-\$4,791 ²	36-85% ²
Connecticut	\$42,893	\$3,574	50%
Delaware	\$37,056	\$3,088	53%
Florida	\$27,804	\$2,317	49%
Georgia	\$28,160	\$2,347	49%
Hawaii	\$47,124	\$3,927	64%
Idaho	\$23,184	\$1,932	44%
Illinois	\$34,284	\$2,857	51%
Indiana	\$23,532	\$1,961	40%
Iowa	\$26,880	\$2,240	44%
Kansas	\$34,272	\$2,856	57%
Kentucky	\$27,795	\$2,316	52%
Louisiana	\$35,868	\$2,989	65%
Maine	\$46,325	\$3,860	81%
Maryland	\$29,990	\$2,499	35%
Massachusetts	\$42,025	\$3,502	50%
Michigan	\$23,880	\$1,990	39%
Minnesota	\$33,992	\$2,833	47%
Mississippi	\$34,999	\$2,917	75%
Missouri	\$23,520	\$1,960	40%
Montana	\$27,468	\$2,289	49%
Nebraska	\$22,248	\$1,854	37%
Nevada	\$44,880	\$3,740	75%
New Hampshire	\$46,325	\$3,860	60%
New Jersey	\$37,060	\$3,088	43%
New Mexico	\$37,060	\$3,088	81%
New York	\$37,060	\$3,088	53%
North Carolina	\$42,818	\$3,568	75%
North Dakota	\$30,575	\$2,548	49%
Ohio	\$23,172	\$1,931	38%
Oklahoma	\$35,100 ³	\$2,925 ³	68%
Oregon	\$35,328	\$2,944	58%
Pennsylvania	\$37,060	\$3,088	56%
Rhode Island	\$33,354	\$2,780	45%
South Carolina	\$27,795	\$2,316	52%
South Dakota	\$33,788	\$2,816	59%
Tennessee	\$31,992	\$2,666	60%
Texas	\$27,807-\$46,773 ⁴	\$2,317-\$3,898 ⁴	51-85% ⁴
Utah	\$35,484	\$2,957	60%
Vermont	\$36,600	\$3,050	58%
Virginia	\$27,468-\$45,780 ⁵	\$2,289-\$3,815 ⁵	38-64% ⁵
Washington	\$32,424	\$2,702	47%
West Virginia	\$27,792	\$2,316	56%
Wisconsin	\$35,316	\$2,943	54%
Wyoming	\$44,088	\$3,674	69%
District of Columbia	\$45,775	\$3,815	78%
Data sources	a	a	a

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2011)						
	Child Care and Development Fund: Federal allocations ^a	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	\$83,468,022	\$6,896,417	\$11,577,611	\$101,942,050	\$3,000,000	2%	\$0
Alaska	\$11,992,344	\$3,544,811	\$4,131,342	\$19,668,497	\$9,963,345	8%	\$1,758,456
Arizona	\$117,734,493	\$10,032,936	\$21,009,366	\$148,776,795	\$0	0%	\$0
Arkansas	\$49,235,120	\$1,886,543	\$6,546,707	\$57,668,370	\$250,000	0%	\$0
California	\$543,987,446	\$85,593,217	\$215,157,473	\$844,738,136	\$0	0%	\$141,239,971
Colorado	\$66,313,689	\$8,985,901	\$28,615,665	\$103,915,255	\$10,649,849	5%	\$0
Connecticut	\$51,205,405	\$18,738,358	\$17,941,795	\$87,885,558	\$0	0%	\$0
Delaware	\$15,228,783	\$5,179,325	\$4,162,680	\$24,570,788	-\$2,293,489	0%	\$3,283,314
Florida	\$254,078,441	\$33,415,872	\$74,376,030	\$361,870,343	\$118,525,559	16%	\$24,069,250
Georgia	\$187,905,351	\$22,182,651	\$31,266,395	\$241,354,397	\$0	0%	\$0
Hawaii	\$18,594,544	\$4,971,630	\$6,252,217	\$29,818,391	\$15,000,000	12%	\$0
Idaho	\$16,390,604	\$1,175,819	\$4,335,321	\$21,901,744	\$6,545,316	12%	\$0
Illinois	\$208,365,309	\$56,873,825	\$71,777,054	\$337,016,188	\$0	0%	\$0
Indiana	\$112,513,334	\$15,356,947	\$18,222,402	\$146,092,683	\$27,158,599	9%	\$0
Iowa	\$44,691,553	\$5,078,586	\$9,671,706	\$59,441,845	\$22,732,687	14%	\$0
Kansas	\$46,165,988	\$6,673,024	\$11,073,279	\$63,912,291	\$18,371,365	14%	\$0
Kentucky	\$78,509,606	\$7,274,537	\$9,072,068	\$94,856,211	\$13,596,575	6%	\$16,641,901
Louisiana	\$80,723,186	\$5,219,488	\$14,693,024	\$100,635,698	\$4,406,481	2%	\$0
Maine	\$16,215,696	\$1,749,818	\$3,318,880	\$21,284,394	\$0	0%	\$3,975,842
Maryland	\$80,346,177	\$23,301,407	\$30,583,735	\$134,231,319	\$10,285,667	4%	\$0
Massachusetts	\$103,378,099	\$44,973,368	\$32,079,332	\$180,430,799	\$91,874,224	19%	\$0
Michigan	\$151,576,192	\$24,411,364	\$27,110,990	\$203,098,546	\$0	0%	\$8,453,554
Minnesota	\$81,016,939	\$19,690,299	\$28,760,104	\$129,467,342	\$44,083,000	11%	\$0
Mississippi	\$57,000,859	\$1,715,430	\$5,940,670	\$64,656,959	\$18,548,965	14%	\$0
Missouri	\$99,907,010	\$16,548,755	\$18,821,138	\$135,276,903	\$23,000,000	9%	\$0
Montana	\$14,476,932	\$1,313,990	\$2,455,967	\$18,246,899	\$8,840,374	10%	\$0
Nebraska	\$33,898,685	\$6,498,998	\$7,418,148	\$47,815,831	\$17,000,000	14%	\$0
Nevada	\$34,476,912	\$2,580,421	\$14,880,466	\$51,937,799	\$0	0%	\$0
New Hampshire	\$16,104,964	\$4,581,866	\$6,344,608	\$27,031,438	\$1,863,063	4%	\$0
New Jersey	\$110,807,233	\$26,374,178	\$46,175,382	\$183,356,793	\$72,508,565	15%	\$22,793,343
New Mexico	\$39,789,528	\$2,895,259	\$5,113,190	\$47,797,977	\$25,094,538	18%	\$0
New York	\$301,603,025	\$101,983,998	\$99,177,020	\$502,764,043	\$466,044,900	14%	\$0
North Carolina	\$196,963,691	\$37,927,282	\$28,786,793	\$263,677,766	\$85,797,329	14%	\$16,271,769
North Dakota	\$9,637,837	\$1,017,036	\$2,144,980	\$12,799,853	\$0	0%	\$0
Ohio	\$208,082,195	\$45,403,943	\$34,782,568	\$288,268,706	\$0	0%	\$0
Oklahoma	\$78,786,967	\$10,630,233	\$11,489,068	\$100,906,268	\$29,056,288	15%	\$1,179,365
Oregon	\$64,711,041	\$11,714,966	\$11,759,583	\$88,185,590	\$0	0%	\$9,015,779
Pennsylvania	\$183,834,769	\$46,629,051	\$49,123,167	\$279,586,987	\$158,286,000	17%	\$0
Rhode Island	\$17,079,159	\$5,321,126	\$4,388,824	\$26,789,109	\$11,792,679	11%	-\$949,854
South Carolina	\$74,213,154	\$4,085,269	\$10,396,208	\$88,694,631	\$0	0%	\$0
South Dakota	\$12,145,967	\$802,914	\$2,893,642	\$15,842,523	\$0	0%	\$0
Tennessee	\$123,207,263	\$18,975,782	\$17,689,242	\$159,872,287	\$61,736,847	18%	\$10,092,090
Texas	\$461,079,889	\$34,681,421	\$105,513,315	\$601,274,625	\$0	0%	\$0
Utah	\$45,879,570	\$4,474,923	\$8,313,323	\$58,667,816	\$0	0%	\$6,000,000
Vermont	\$9,749,201	\$2,666,323	\$1,930,254	\$14,345,778	\$9,224,074	19%	\$0
Virginia	\$105,692,921	\$21,328,762	\$42,392,769	\$169,414,452	\$14,304,666	7%	\$1,743,321
Washington	\$114,995,183	\$38,707,605	\$35,826,016	\$189,528,804	\$105,988,000	25%	\$0
West Virginia	\$31,299,883	\$2,971,392	\$3,183,149	\$37,454,424	\$0	0%	\$2,448,111
Wisconsin	\$87,915,502	\$16,449,406	\$19,563,562	\$123,928,470	\$61,641,873	16%	\$0
Wyoming	\$8,638,692	\$1,553,707	\$3,052,372	\$13,244,711	\$0	0%	\$0
District of Columbia	\$9,851,438	\$4,566,972	\$2,605,362	\$17,023,772	\$0	0%	\$0
Data sources	b	b	b	b	c	c	c

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	MAXIMUM CHILD:STAFF RATIOS IN CHILD CARE CENTERS (2011)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2011)	
	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	12:1	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 ¹⁷	8:1/10:1 ¹⁷	24/20 ⁷	24/20 ⁷
Maryland	10:1	10:1	20	20
Massachusetts	10:1 ⁸	10:1 ⁸	20 ⁸	20 ⁸
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
District of Columbia	8:1	10:1	16	20
Data sources	<i>d</i>	<i>d</i>	<i>d</i>	<i>d</i>

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (2011)				
	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 salaries (May 2011)
Alabama	12 clock hours training	N	124 clock hours training	Y (1 year)	\$18,390
Alaska	None	N	CDA	N	\$24,480
Arizona	None	N	60 clock hours ECE/CD training	Y (2 years)	\$21,440
Arkansas	None	N	None	N	\$17,890
California	CC certificate + 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$24,590
Colorado	Vocational CD program	Y (1 year)	30 semester hours in ECE	Y (2 years)	\$24,470
Connecticut	None	N	CDA	Y (1,080 hours)	\$23,060
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	\$19,890
Florida	40-hour CC training	N	State director credential	N	\$20,160
Georgia	None	N	None	N	\$18,990
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$21,600
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	\$18,760
Illinois	60 semester hours (6 in CC or CD)	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$22,140
Indiana	None	N	AA in ECE	Y (3 years)	\$19,240
Iowa	None	N	75 clock hours CD training	Y (> 1 year)	\$18,920
Kansas	None	N	CDA	Y (1 year)	\$19,600
Kentucky	None	N	None	N	\$19,030
Louisiana	None	N	Vocational CC program	Y (1 year)	\$18,640
Maine	None	N	135 clock hours training	Y (5 years)	\$21,920
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	\$23,030
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$26,200
Michigan	None	N	CDA + 12 child-related credits	N	\$21,790
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or supervisory	Y (1,040 hours)	\$21,470
Mississippi	None	N	CDA or CC director credential	Y (2 years)	\$18,070
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$19,890
Montana	None	N	None	N	\$18,660
Nebraska	None	N	None	N	\$18,560
Nevada	None	N	CDA	N	\$20,420
New Hampshire	9 EC credits (3 in CD)	N	CDA	Y (4,500 hours)	\$20,920
New Jersey	CDA or CCP credential	Y (1 year)	BA	Y (1 year)	\$22,420
New Mexico	45-hour or 3-credit ECE course	N	3 administration courses	Y (3 years)	\$18,670
New York	None	N	CDA ¹²	Y (4 years)	\$24,330
North Carolina	None	N	None	N	\$19,300
North Dakota	None	N	CDA	Y (1 year)	\$17,960
Ohio	None	N	CDA	Y (2 years)	\$21,660
Oklahoma	None	N	Director credential (bronze level)	N	\$18,640
Oregon	None	N	None	N	\$21,770
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$20,760
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	\$22,560
South Carolina	None	N	None	N	\$18,690
South Dakota	None	N	None	N	\$18,390
Tennessee	None	N	TN EC Training Alliance certificate	N	\$18,270
Texas	None ⁹	N ⁵	State director credential	Y (2 years)	\$19,050
Utah	None	N	National administrator credential + 6 CCR&R courses	N	\$19,820
Vermont	CDA ¹⁰	N ⁶	CDA	Y (2 years)	\$23,120
Virginia	24 clock hours CC training	N	120 hours training	Y (3 years)	\$21,170
Washington	None	N	CDA	Y (2 years)	\$23,000
West Virginia	None	N	None	N	\$17,780
Wisconsin	2 non-credit ECE courses ¹¹	Y (80 days)	2 non-credit ECE courses	Y (80 days)	\$20,370
Wyoming	None	N	100 clock hours training	Y (2 years)	\$22,840
District of Columbia	90-hour CC certification course	Y (3 years)	State director credential	Y (5 years)	\$28,640
Data sources	e	e	f	f	g

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

DATA SOURCES

- a Data were retrieved from Downward Slide: State Child Care Assistance Policies 2012, a report from the National Women's Law Center. Available at http://www.nwlc.org/sites/default/files/pdfs/NWLC2012_StateChildCareAssistanceReport.pdf.
- b Child Care Bureau, FY 2011 CCDF Final Allocations (Including Reallotted Funds). Available at: http://www.acf.hhs.gov/programs/ccb/law/allocations/current/state2011/final_allocations_2011.htm.
- c Fiscal year 2011 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/ofa/data/2011fin/tanf_2011_index.html.
- d Child-Staff Ratios and Maximum Group Sizes Requirements in 2011. Data compiled from the results of The 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA).
- e Minimum Requirements for Preservice Qualifications and Annual Ongoing Training Hours for Center Teaching Roles in 2011. Data compiled from the results of *The 2011 Child Care Licensing Study* (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA).
- f Minimum Preservice Qualifications, Administrative Training, and Annual Ongoing Training Hours for Center Directors in 2011. Data compiled from the results of *The 2011 Child Care Licensing Study* (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA).
- g U.S. Department of Labor, Bureau of Labor Statistics (2011). Available at <http://www.bls.gov>.

NOTES

- ¹ These figures were calculated based on fiscal year 2012 state median income estimates provided by the Administration for Children and Families within the U.S. Department of Health and Human Services for use under the Low Income Home Energy Assistance Program. Available at <https://www.acf.hhs.gov/programs/ocs/resource/state-median-income-estimate-for-ffy-2012>.
- ² Counties set their income limits within state guidelines. Counties may allow families already receiving child care assistance to continue doing so after their income exceeds the county's initial income limit for up to six months provided their income remains below 85 percent of SMI.
- ³ The income limit assumes that the family had two children in subsidized child care. The income limit for a family of three with only one child in subsidized child care was \$29,100 in FY2012.
- ⁴ Local workforce development boards set their own income limits within state guidelines. Some local boards allow families an extended year of child care assistance up to a higher income than the initial eligibility limit provided the exit eligibility limit does not exceed 85 percent of SMI.
- ⁵ Virginia has different income limits for various regions of the state. For FY 2012, the four regional income limits were \$27,468, \$29,304, \$33,876, and \$45,780.
- ⁶ These data represent the sums of mandatory, discretionary, and the federal share of the matching funds.
- ⁷ 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.
- ⁸ The ratio and group size requirements apply 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.
- ⁹ 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.
- ¹⁰ These requirements are for teaching associates. To be qualified as a teacher according to Vermont's regulations, a bachelor's degree in ECE or a related field and one year of experience are required.
- ¹¹ Approved non-credit courses involve at least 36 clock hours of training.
- ¹² Directors without a BA must have a plan of study leading to that degree.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE

NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2011

	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	62,324	61,972	124,296
Alaska	10,945	10,787	21,732
Arizona	92,731	93,389	186,120
Arkansas	40,214	40,820	81,034
California	516,629	518,416	1,035,045
Colorado	69,671	70,855	140,526
Connecticut	40,688	41,839	82,527
Delaware	11,312	11,320	22,632
Florida	219,641	220,517	440,158
Georgia	140,311	141,095	281,406
Hawaii	17,675	17,417	35,092
Idaho	24,591	24,677	49,268
Illinois	168,156	169,416	337,572
Indiana	87,724	88,691	176,415
Iowa	40,893	41,275	82,168
Kansas	41,431	41,116	82,547
Kentucky	57,261	57,449	114,710
Louisiana	64,485	64,684	129,169
Maine	13,975	14,273	28,248
Maryland	74,279	74,384	148,663
Massachusetts	74,305	74,669	148,974
Michigan	119,282	121,768	241,050
Minnesota	72,282	72,854	145,136
Mississippi	43,430	44,027	87,457
Missouri	78,660	78,701	157,361
Montana	12,555	12,877	25,432
Nebraska	26,707	26,591	53,298
Nevada	38,514	37,953	76,467
New Hampshire	13,870	14,491	28,361
New Jersey	109,258	110,898	220,156
New Mexico	29,910	29,607	59,517
New York	231,888	231,682	463,570
North Carolina	128,611	129,290	257,901
North Dakota	8,962	9,011	17,973
Ohio	144,230	146,943	291,173
Oklahoma	53,707	54,112	107,819
Oregon	48,390	48,577	96,967
Pennsylvania	147,389	148,228	295,617
Rhode Island	11,639	11,466	23,105
South Carolina	61,318	62,423	123,741
South Dakota	12,142	12,177	24,319
Tennessee	83,373	82,905	166,278
Texas	394,500	395,023	789,523
Utah	53,152	52,863	106,015
Vermont	6,455	6,678	13,133
Virginia	104,213	103,683	207,896
Washington	89,963	89,547	179,510
West Virginia	21,348	21,072	42,420
Wisconsin	72,280	73,350	145,630
Wyoming	8,158	8,196	16,354
50 states	4,095,427	4,116,054	8,211,481
District of Columbia	6,858	6,400	13,258

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/data/state/asrh/2011/index.html>

APPENDIX E: PRE-K SPECIAL EDUCATION ENROLLMENT

STATE

NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2011-2012

	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	1,432	2.3%	2,503	4.0%	3,935	3.2%
Alaska	483	4.4%	716	6.6%	1,199	5.5%
Arizona	3,600	3.9%	5,617	6.0%	9,217	5.0%
Arkansas	3,285	8.2%	5,293	13.0%	8,578	10.6%
California	18,106	3.5%	25,813	5.0%	43,919	4.2%
Colorado	3,028	4.3%	4,454	6.3%	7,482	5.3%
Connecticut	2,127	5.2%	2,802	6.7%	4,929	6.0%
Delaware	552	4.9%	839	7.4%	1,391	6.1%
Florida	7,848	3.6%	13,159	6.0%	21,007	4.8%
Georgia	3,426	2.4%	5,135	3.6%	8,561	3.0%
Hawaii	685	3.9%	894	5.1%	1,579	4.5%
Idaho	795	3.2%	1,239	5.0%	2,034	4.1%
Illinois	8,830	5.3%	12,786	7.5%	21,616	6.4%
Indiana	4,585	5.2%	6,147	6.9%	10,732	6.1%
Iowa	1,634	4.0%	2,564	6.2%	4,198	5.1%
Kansas	2,602	6.3%	3,760	9.1%	6,362	7.7%
Kentucky	3,747	6.5%	6,301	11.0%	10,048	8.8%
Louisiana	2,368	3.7%	3,735	5.8%	6,103	4.7%
Maine	900	6.4%	1,402	9.8%	2,302	8.1%
Maryland	3,274	4.4%	4,514	6.1%	7,788	5.2%
Massachusetts	4,080	5.5%	5,836	7.8%	9,916	6.7%
Michigan	5,190	4.4%	6,891	5.7%	12,081	5.0%
Minnesota	3,458	4.8%	5,307	7.3%	8,765	6.0%
Mississippi	1,867	4.3%	3,407	7.7%	5,274	6.0%
Missouri	3,280	4.2%	5,864	7.5%	9,144	5.8%
Montana	321	2.6%	554	4.3%	875	3.4%
Nebraska	1,244	4.7%	1,870	7.0%	3,114	5.8%
Nevada	1,698	4.4%	2,776	7.3%	4,474	5.9%
New Hampshire	848	6.1%	1,145	7.9%	1,993	7.0%
New Jersey	4,458	4.1%	6,225	5.6%	10,683	4.9%
New Mexico	1,680	5.6%	2,513	8.5%	4,193	7.0%
New York	19,950	8.6%	25,440	11.0%	45,390	9.8%
North Carolina	4,235	3.3%	6,369	4.9%	10,604	4.1%
North Dakota	413	4.6%	624	6.9%	1,037	5.8%
Ohio	5,797	4.0%	8,894	6.1%	14,691	5.0%
Oklahoma	1,457	2.7%	2,786	5.1%	4,243	3.9%
Oregon	2,710	5.6%	3,630	7.5%	6,340	6.5%
Pennsylvania	8,867	6.0%	12,498	8.4%	21,365	7.2%
Rhode Island	745	6.4%	1,048	9.1%	1,793	7.8%
South Carolina	2,160	3.5%	3,625	5.8%	5,785	4.7%
South Dakota	600	4.9%	915	7.5%	1,515	6.2%
Tennessee	2,444	2.9%	4,417	5.3%	6,861	4.1%
Texas	8,027	2.0%	14,315	3.6%	22,342	2.8%
Utah	2,346	4.4%	3,164	6.0%	5,510	5.2%
Vermont	510	7.9%	619	9.3%	1,129	8.6%
Virginia	3,748	3.6%	5,658	5.5%	9,406	4.5%
Washington	3,431	3.8%	4,950	5.5%	8,381	4.7%
West Virginia	1,011	4.7%	1,846	8.8%	2,857	6.7%
Wisconsin	3,546	4.9%	5,479	7.5%	9,025	6.2%
Wyoming	896	11.0%	1,311	16.0%	2,207	13.5%
50 states	174,324	4.3%	259,649	6.3%	433,973	5.3%
District of Columbia	338	4.9%	514	8.0%	852	6.4%

Source: U.S. Department of Education, Office of Special Education Programs, Data Accountability Center (DAC). IDEA Data, Part B, Child Count 201. Data updated as of November 2012.